

THE IMPLEMENTATION OF MASTERY LEARNING
IN *BAHASA INDONESIA*
A SITE STUDY
AT VOCATIONAL HIGH SCHOOL WISUDHA KARYA KUDUS

ARTICLE



by

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Q 100 100 129

GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2012

ACCEPTANCE

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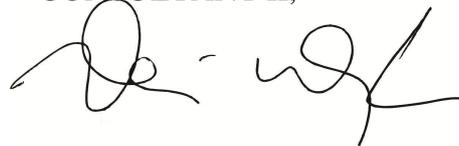
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GRADUATE SCHOOL
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**THE IMPLEMENTATION OF MASTERY LEARNING
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**By Hudlori
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ABSTRACT

Hudlori: Q 100 100 129. The Implementation of Mastery Learning in *Bahasa Indonesia* (A Site Study at VHS Wisudha Karya Kudus). Graduate School. Muhammadiyah University of Surakarta. Thesis. 2012.

There are three objectives of the research as follows. First is to describe the characteristics of mastery learning planning in Bahasa Indonesia. Second is to describe the characteristics of mastery learning in *Bahasa Indonesia*. Third is to describe the characteristics of the assessment of learning outputs in *Bahasa Indonesia*.

It is descriptive qualitative research and ethnography design which describes the implementation of mastery learning in *Bahasa Indonesia*. The data sources are events, documents, and informants. Techniques used in data collection are in-depth interview, documentation and observation. This research used data analysis techniques within the site. The activities in data analysis are data reduction, data display, and conclusion.

The research results show three components. (1) Planning of mastery learning in *Bahasa Indonesia* include syllabus planning, establishment of MEC, and lesson plan. The syllabus is adopted from guidebooks of SBC, reformulated and expanded with character component. Setting MEC by taking the complexity of competence, intake of students and carrying capacity. Lesson plan prepared based on Process Standard. Module is composed for the students who follow non regular on the job training (OJT). (2) The implementation of mastery learning in *Bahasa Indonesia* refers to instructional design that includes preliminary, core, and closing. Preliminary contains apperception, pretest, learning objectives and descriptions of activities. Core activities include exploration, elaboration, and confirmation. Closing are conclusion, feedback, and posttest. The module is used for the students who follow non regular OJT. (3) The assessment includes accessing process and learning outcome use continuous assessment. Pretest is used to diagnose student learning difficulties. Posttest or formative test is to determine the completeness of competence. Students who have not reached MEC, will take remedial test or teaching and who have achieved mastery learning will be given enrichment. The assessment for the students who follow non regular OJT will use the task assessment in industry and formative test at school.

Keyword: implementation, mastery learning, *bahasa Indonesia*

Introduction

Background

The School Based Curriculum (SBC) is developed with competency-based learning adhere to the principle of mastery learning. Mastery learning is an approach in education that requires students master the whole standards of competence and basic competence. Mastery learning assumes that all students can master the material presented in the lesson (Smith, et al., 2010: 91).

The implementation of mastery learning of *Bahasa Indonesia* at Vocational School has many obstacles. Internal constraints may come from students such as talent (IQ), interests, environment, and teachers like the quality of learning. External constraints in the form of legislation and policies of education system for example is setting minimum exhaustiveness criteria (MEC).

Determination of MEC sometimes just based on artificial boundaries of decency that is not based on analysis of MEC calculations. MEC is determined by considering the level of average ability learners (student intake), the complexity of competence, and ability to support resources in the organization of learning. The minimum exhaustiveness criteria is 75% (*Depdiknas*, 2008: 26). MEC figure was used as the basis for determining the level of mastery learning.

Mastery learning model used in schools are also not fully in accordance with the provisions. Even in the National Exam in 2011 *Bahasa Indonesia* was the second rank of cause the students' failure passed the exam after mathematics .

This is the indication that the actual learning of *Bahasa Indonesia* has not fully used the principles of mastery learning model. Therefore, need for research on the concept of mastery learning implementation. In this case the researcher intended to examine the implementation of mastery learning in *Bahasa Indonesia* at VHS *Wisudha Karya Kudus*.

Focus of Research

The focus of this study are how about the characteristics of mastery learning in *Bahasa Indonesia* at VHS *Wisudha Karya Kudus* with sub focus: (1) How are the characteristics of mastery learning planning in *Bahasa Indonesia* ?

(2) How are the characteristics of the mastery learning implementation in *Bahasa Indonesia* ? (3) How are the characteristics of learning output assessment at the mastery learning in *Bahasa Indonesia* ?

The Objectives of Research

The Objectives of research are as follows. First is to describe the characteristics of the mastery learning planning in *Bahasa Indonesia* at VHS *Wisudha Karya Kudus*. Second is to describe the characteristics of mastery learning in *Bahasa Indonesia* at VHS *Wisudha Karya Kudus*. Third is to describe the characteristics of the assessment of learning output in *Bahasa Indonesia* at VHS *Wisudha Karya Kudus*.

Benefits of Research

Theoretical benefits of research are as follows. (1) Socializing mastery learning model in *Bahasa Indonesia* at Vocational School. (2) Increasing knowledge and mastery learning theory which is developed based on review of theory and experience of teachers in implementing mastery learning.

Practical benefits of research are as follows. (1) This research contributes to the teachers' training college, schools and teachers of *Bahasa Indonesia* in developing mastery learning model. (2) Achievement of student competence in accordance with competency-based curriculum.

Theory

The Concept of Mastery Learning

Mastery learning is a learning model formulated by John B. Carroll (1971) and Benjamin Bloom (1971). This learning model provides an interesting and concise manner in the circuit instructional to improve performance to the level of achievement a subject of more satisfying (Joyce et al., 2009). John B. Carroll theorized that student achievement in a mastery learning is related to the talent (IQ). The more talent a person has, the more he learns.

Carroll suggested that instruction should focus more on the time

required for different students to learn the same material. He called this learning rate, LR, the degree of learning, which is demonstrated in the formula:

$$LR = f \frac{\text{time spent learning}}{\text{time needed to learn}}$$

Mulyati (2010) defines that mastery learning is the learning activities of the student to achieve maximum results because students use the time needed to work on learning the task, until it works.

From some of these definitions it can be summarized that mastery learning is learning that is done by the diagnostic approach to the learning strategy adopted an individualized approach.

According to Nasution (2010: 38) there are five factors that affects the mastery learning . First is talent to learn something. Second is quality of teaching. Third is ability to understand instruction. Fourth is persistence study (related to the attitude and interest towards lessons). And fifth is the time available for learning.

Planning of Mastery Learning

Gagne (1988) said that:

Instructional design begins with what is called need analysis, the purpose of the which is to determine what needs to be learned. This is followed by task analysis. It states what is to be learned as a set of performance specifically stated objectives.

Brown and Shavelson said that in planning instruction, it is important for teachers to set goals. Short-term goal is a daily lesson plan, it is often called Learning Implementation Plan (Slavin, 2009: 277). Planning the learning process involves the syllabus and lesson plan (*Depdiknas*, 2005: 12).

Lesson plan is a plan that describes the procedure and organization of learning to achieve a basic competency standards set out in the content and has been designated in the syllabus.

Components of lesson plan in accordance with Minister of Education Law number 41 /2007 on the standard process are: (1) the identity of the subjects, (2) competence Standard, (3) basic competence (BC), (4) indicators of competence achievement , (5) the objective of learning , (5) teaching material, (6) allocation of time, (7) the method of learning, (8) learning activities: preliminary, core activity, closing , (9) assessment of learning output, (10) source of learning.

The Implementation of Mastery Learning

Mastery learning model of learning by Wena (2009: 184-188) consists of five stages. First is orientation. The teacher explains the purpose of learning and graduation requirements, the learning materials, learning links with the previous material, and the daily experiences of students, and discuss the steps of learning and student responsibility in learning.

Second is presentation. The teacher explains the new concept or skill with examples. Students are invited to discuss, identify the steps work.

Third is structured practice. Students are given examples of problem solving practices. In addition, students need to be asked, then the teacher gives feedback on students' responses.

Fourth is guided practice. To practice solving a problem under the guidance of teachers. The teacher's role is to monitor activities of students and provide corrective feedback if it is needed.

Fifth is independent practice. It will be conducted if the student has achieved performance scores between 85% -90% in guided practice. The goal is to strengthen new teaching materials studied. Activities of this practice without guidance. If there are any mistakes the teacher can give feedback.

Assessment of Learning Output of Mastery Learning

According to Martell and Calderon (2005), assessment is an ongoing process that involves planning, discussion, consensus building, reflection, measuring, analyzing, and improving based on the data and artifacts gathered

about a learning objective. Assessment encompasses a range of activities including testing, performances, project ratings, and observations

Assessment of learning output using the Standards and Guidelines Assessment of Educational Assessment Subject Group (Minister of Education Law number 41 of 2007 on the Process Standard).

Assessment of the competency-based curriculum use the reference criteria. The lowest criteria to say that the students can reach is called minimum exhaustiveness criteria (Usdiyanto, 2010: 3).

Reference criteria requires teachers to take appropriate action to the assessment, which provides remedial services for those who have not completed or enrichment services for those who already exceed the minimum criteria of exhaustiveness.

Function of assessment according to Arikunto (2006: 10) are: (1) selection, (2) diagnostic, (3) the placement of individual student in study groups, (4) measuring the success study abroad students.

Kellough and Kellough identified seven purposes of assessment. There are (1) improve student learning, (2) identify students' strengths and weaknesses, (3) review, assess, and Improve the effectiveness of different teaching strategies, (4) review, assess, and Improve the effectiveness of curricular programs, (5) improve teaching effectiveness, (6) provide useful data for administrative that Will expedite decision making, and (7) communicate with stakeholders (Ayodele Julius Alade in and Nicole A.Buzzetto-More, 2006).

Based on *Minister of Education Law* number 20 of 2007 on Education Standards Assessment, types of assessment are: (1) deuteronomy daily, (2) deuteronomy midterm, (3) deuteronomy end of the semester, (4) deuteronomy rising class, (5) school testing, (6) the national examination.

Daily test is called formative test, and semester test is called summative tests. Stringer (2010:130) said that:

Formative assessment checks for students' understanding and progress as an ongoing part of a lesson and is used as a way to advance learning. Summative, on the other hand, is the final product or culminating activity that demonstrates what students have learned as a

result of the lesson or unit to assess, might teachers utilize a scoring tool or rubric that clearly.

If students do not reach the score of MEC, the results assessment should only repeat the test or re-learning/remedial teaching. Students who have achieved mastery learning is necessary to obtain the learning enrichment.

Literature Review

John Simmons study (2011) described that the eight schools were the resource persons failing, after using the model all eight schools were the resource persons improving at a rate almost five times.

Strategies used to transform the eight schools as follows. (1) A shared leadership among principals, administrators, and grade-level teams of teachers. (2) Use instructional model for mastery learning. (3) Engaging parents to help children with their homework. (4) Building trust and collaboration among all stakeholders. (5) All stakeholders must have high expectations that all children can learn. (6) Focused goals and priorities. (7) The cycle of planning, implementing, studying results, and adjusting strategies so that improvement is continuous, must be repeated frequently.

A Study of James Thompson, Larry J Grabau (2004) on the granting of freedom to students to choose how they will be evaluated, students work on their strengths and make choices related to their objectives, suggesting that students make choices, and they are motivated to learn in the program and provide better results. Mastery learning can be a useful way to encourage student achievement by giving students the freedom to seek an understanding of the concept.

Study of Pamelyn M. MacDonal and Michael J. McGuiren (2009) on instructional mastery, students learn best by repeating the cycle of learning, testing, and feedback conclude that the initial test by giving the quiz has a better value because more students have more time. The more often students tried to quiz the more likely they get higher total score: (1) allows students to get better measurement about what they need to learn, (2) allows students to receive the same questions and thereby increase the chances of student's success (3) creates

opportunities for feedback. The timing is very influential on the achievement of learning for mastery. While the provision of incentives on the quiz does not influence the results significantly.

Moallem study (2008) said that “The study aimed to explore the effects of incorporating students' learning styles in the design of instruction on student learning, expectations, attitude, and satisfaction”.

There are several approaches of student learning that need attention. Students prefer to learn strategies for reflective learning and active learning that give them more benefits.

While collaborative work and group discussion were the resource persons not favored by reflective learners, they seemed to agree that these contributed to their learning activities. Integrating learning styles in the design of instructional materials seemed to encourage learners to spend more time interacting with the course content and instructional materials to various exploring achieve learning.

Mohammad et al. (2010) stated that the Academic Learning Time (ALT) is the total time spent on the students to work on individual tasks and the actual tasks. ALT has important role in improving student achievement regardless of the level. Research results show that the ALT, as an instructional factor, has been shown to have positive effects in increasing student achievement. Changes achievements reached 100.54%.

Prince and Randall (2008) described that researchers can evaluate learning by using direct and indirect assessment. By using direct assessment (pretests and posttests) students' knowledge increased significantly, in the which students demonstrate mastery of topics or skills, then using of knowledge surveys (indirect assessment).

Pretests and posttests are probably the most widely used form of evaluating how students have progressed during the semester. Posttest assessment can be used to revise the course content areas so that in which students are weak can be emphasized. Similarly, pretest results can identify areas in which students have prior knowledge, and teachers can dedicate less class time to those topics.

Research Method

Type and Research Design

This study is a qualitative research that emphasis on understanding and meaning, it is closely related to certain values, more emphasis on process rather than measurement, describe, interpret, and give meaning, and use in research multi method (Sutama, 2010: 61). The study design used is ethnography.

Ethnography is an effort to pay attention to the meanings of the actions of the events that happen to people who want us to understand. Some of these meanings are directly expressed in language, and among the accepted meanings, many of which conveyed only indirectly through words and deeds (Spradley, 2007: 5).

Research Sites

The research was conducted at VHS Wisudha Karya Kudus. This place is unique and special because this school has a good reputation and achievements supported by a learning system that has been used: Quality Management System (QMS) ISO 9001: 2008.

The presence of Researchers

The presence of researchers in conducting this study was to find data on the implementation of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus. According to Spradley the position is as an instrument of research investigators and students (Harsono, 2008: 158).

Data, Data Sources, and the Interviewee

The data used are ethnographic data on the implementation of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus. Sources of data in this study are person, genesis, document. Resource Persons are principal, teachers, and students.

Data Collection Techniques

Data Collection Techniques are in-depth Interviews, observation, and documentation.

Data Analysis Techniques

This study uses data analysis techniques within the site. Miles and Huberman (2007) stated that the activities in the data analysis are data reduction, data display, and conclusion/ drawing /verification.

Validity of Data

Test of the data validity in qualitative research includes the credibility test, transferability, dependability (reliability), and conformability (objectivity).

The Results of Research

Characteristics of the Mastery Learning Plan in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

Planning the learning process involves the preparation of syllabus, setting of minimum exhaustiveness criteria and lesson plan. The syllabus is adopted from guidebooks of SBC, reformulated the content, and expanded with the character components. Learning implementation plan is set refers to the syllabus.

Mastery learning is measured from *Bahasa Indonesia* minimum exhaustiveness criteria (MEC) has been established namely 76. Setting MEC figures by taking the complexity of competence, intake of students, and carrying capacity. The implementation of mastery learning in lesson plan prepared for each basic competence.

The implementation of mastery learning plan in *Bahasa Indonesia* prepared based on the regulation of National Education Minister: number 41 of 2007 on process standard which consists of: (1) The identity of the subjects. (2) The standard of competence derived from the syllabus. (3) Basic competence derived from the syllabus. (4) Indicator achievement of competencies. (5) Learning objective is formulated with operational verbs that can be measured and consists

of audience, behavior, condition and degree of students' ability level. (6) Teaching materials are written largely in manuscript or power point. (7) The allocation of time is 90 minutes, 10 minutes for preliminary, 60-65 minutes for core activity and 10-15 minutes for the closing. (8) The method of learning tailored to the situations and conditions of students, and used the effective and innovative methods. (9) Learning activity consists of a preliminary that is used to focus the attention of learners; core activity is process of exploration, elaboration and confirmation; and closing contains a summary or conclusion, assessment, reflection, feedback and follow-up. (10) Assessment includes learning process, observation of students activities and learning output assessment covering aspects of cognitive, psychomotor, and effective. (11) Learning resources tailored to the competency standards of basic competency, teaching materials, learning activities, and indicators of achievement of competencies.

Learning modules developed for students who perform OJT in the industry as a non-regular program. The module contains a study guide, teaching materials and tests that accompanied answer keys.

The Implementation of Mastery Learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

Mastery learning activities consist of preliminary, core and closing. Preliminary is an activity that serves the orientation. The activities are prepare students to follow the lesson, linking with prior knowledge of the material and provide pretest, wear out the learning objectives, and convey the scope of the description and explanation of material events.

Core activity is the process of learning that contains the exploration, elaboration and confirmation. Exploration contains questions to dig up information. Elaboration contains problem solving, structured, and guided tasks. Confirmation contains the inference activities and feedback. Teacher uses various methods to create interactive learning, inspiring and fun to implement learning activities: moral, educational, religious, innovative, superior, polite to produce

graduates who have good characters: harmony, religious, nationalist, democratic, trustful, and straightforward.

Closing consist of conclusion, assessment and reflection, feedback, planning follow-up: remedial test, remedial teaching or enrichment program. Remedial form are tasks, remedial test, study groups with peer teaching, or remedial teaching. At the end of the meeting students are given tasks independently. If the teacher of *Bahasa Indonesia* is not present, the role of teacher is replaced by teacher on duty who deliver learning based instructional design stages. Religion, character, and work ethic in learning are part of classroom management. Students who follow OJT study with module.

Learning Output Assessment of Mastery Learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

Assessment includes accessing processes and learning output. Assessment tests of learning output are the written tests, oral tests, and practice or performance test, and non test. Written tests are formative tests, and summative tests. Performance tests are skills tests such as discussions, speeches, presentations etc. They are the process assessment. Non test assessments are observation, and assignment (task independent) both individuals and groups tasks.

To know the strengths and weaknesses of students' understanding using a pretest and serves as diagnostic test. Formative test is a type of tests to measure student learning output for each basic competence. Posttest/ formative test is the final test given to measure achievement of competence at a basic competence. Assessments aspects are cognitive, skills, and attitude.

Preparation of test results of student learning assessment instruments are equipped with the lattice problem, grain matter, and the assessment rubric. Assessment of learning output using continuous forms of assessment, namely if the student has not competent must be given remedial test or remedial teaching and that has been thoroughly given enrichment. The assessment for the student who follow OJT using process assessment in industry and formative test at school.

Discussion

Characteristics of Mastery Learning Plan in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

To get mastery learning the school makes syllabus preparation, set minimum exhaustiveness criteria (MEC), and lesson plan. The syllabus prepared by adopting the Department of National Education syllabus and reformulated then verified and validated by the principal to be part of VHS Wisudha Karya curriculum. MEC is 76.

The Composition of instructional design refers to the process standard are: (1) The identity of subjects. (2) Competency standard. (3) Basic competence. (4) Indicators of achievement competence. (5) Learning objectives formulated by teachers use the operational words with the elements audience, behavior, condition, and degree of level of ability to be achieved by students. (6) The materials are written in outline in manuscript of power point. (7) Allocation of time for learning is 2 X 45 minutes: 10 minutes for preliminary, 60-65 minutes for core, and 15-20 minutes for closing. (8) Learning methods adapted to the situation and condition of class, use the characteristics, effective and innovative learning model. (9) Learning activities consist of preliminary, core, and closing. (10) Procedures of assessment instruments and processes tailored to the learning output achievement indicators competencies. (11) Learning resources. (12) The teachers set the learning module for the students who are On the Job Training in industry.

To ensure that a program has been running according to plan, the principal or vice principal of operational education makes a schedule of supervision.

This study has similarity with the previous study of John Simmons (2011), who discussed the strategies of model schools as a pilot project in a partnership that originally failed after transforming and implementing strategies, the schools have improvement at a rate nearly five times as much.

The strategies used to transform schools, improve the quality of learning for mastery are as follows. There is a shared leadership among principals, administrators, and teachers in a work team. The mastery learning model must be

implemented. Focused in instructional process to get continuous quality improvement. Involving parents to know the standards that can help their children in doing homework. Stakeholders create a learning community of high performance planning cycle, implementation, learning output, and adjust strategies to make continuous.

Characteristics of Mastery Learning in *Bahasa Indonesian* at VHS Wisudha Karya Kudus

This study shows that to achieve mastery learning teachers must submit preliminary orientation. The activities are: (a) prepare students for learning, (b) give the pretest, (c) explain the purpose of learning, and kind of evaluation will be used, (d) explain descriptions of activities. The core activity contains exploration, elaboration, and confirmation.

The research is attuned to the study of James Thompson and Larry J Grabau (2004), discussed the granting of freedom to choose the student evaluation form. Students work on their strengths and make relative choices to the destination. Students are motivated to learn. Giving freedom encourages student achievement in attaining mastery learning.

In this research note that contents of the core activity are exploration, elaboration and confirmation. The exploration is to explore what material should be addressed. Elaboration is structured, supervised training, could be given quizzes. Students discuss structured tasks. Confirmation as a form of teacher feedback and provide training material absorption in the form of homework independently. End of learning is posttest. The students who follow non regular OJT will take the learning process by using module.

This study is similar to a study conducted by Pamelyn M. MacDonal McGuiren and Michael J. (2009) which contains instructional master, students learn best by repeating the cycle of learning, testing, and feedback. The results of these studies are the initial testing with the member quiz has a better value because more students have more time. The more often students tried to quiz the

more likely they are to get an overall higher total score. The time is very influential on the achievement of learning for mastery.

In this research note that the learning activities are the preliminary, core, and the closing. In the core activity teachers use various methods. In exploration, students are given examples, and then asked to make similar examples. In the elaboration, a class can be divided into small groups and discuss a structured task with teacher guidance. Then the group presented the results of discussions in class and other groups respond. Students confirm. The end of activities, students are given tasks independently as homework.

Teachers use various teaching methods to create an interactive, inspiring and fun learning to apply the spirit of teaching, educational, religious, innovative, superior, and polite learning activities. Thus creates a harmonious graduates, religious, national, democratic, trustworthy, straight forward.

The closing activities are: (a) create a summary or conclusion, (b) make an assessment or reflection, (c) provide feedback, (d) plan for further activities in remedial teaching or enrichment.

The study of Moallem (2008) which aims to explore the influence of the relationship between students' learning styles in design instructional on student learning, learning objectives, attitudes and satisfaction. Student learning styles can be integrated in an online learning environment without sacrificing the accuracy of the content and instructional strategies for learning output.

There are several approaches of student learning that need attention. Students prefer to learn strategies for reflective learning, active learning visible benefits. The collaborative work and group discussion give a lot of contribution to their learning. Integrating learning styles in the design of instructional materials seem to encourage learners to spend more time to interact with course content and explore a variety of instructional materials to achieve learning.

This study shows that time management is very important in learning. Planning time starting from the preparation of syllabus, and instructional design. Allocation of time determined in accordance with the purposes for achievement of basic competencies. To achieve mastery learning, it can be different for each

student in using the time. Students who have not completed will be given additional time for remedial test or teaching. Students who have achieved mastery learning will be given enrichment. The use of time between different students in mastery learning based on the concept of individual learning.

This study has similarities with the research Mohammad et al. (2010) who discussed the Academic learning time (ALT). ALT is the total time spent on the students to work on individual tasks and the actual tasks. ALT has an important role in improving student achievement regardless of the level. Research results show that the ALT, as an instructional factor, has been shown to have positive effects in increasing student achievement. Changes achievements reached 100.54%.

Characteristics of Learning Output Assessment of Mastery Learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

In this research note that the assessment of student learning output conducted to measure the level of student achievement and progress of the preparation of materials used as learning output and improve the learning process.

Assessment carried out in accordance with the functions and objectives. Pretest is used to determine the student's strengths and weaknesses and serves as diagnostic test. Posttest or formative test is used to measure student learning output. Another type of assessment is summative test. The assessment for the students who follow non regular On the Job Training will use the task assessment in industry and formative test at school.

This research study is similar to Barbara A. Princes and Cindy H. Randall (2008) concerning to the direct and indirect assessment. Direct assessment (pretest and posttest) showed that students' knowledge increased significantly more than if using indirect assessment in the form of survey knowledge. Direct assessments require students to demonstrate mastery of topics and skills. Pretest and posttest to evaluate the progress of students in one semester.

Proposition

Planning of mastery learning in *Bahasa Indonesia* includes syllabus planning, establishment of MEC, and lesson plan. Lesson plan is composed to attain the standards of competence and basic competence, and is measured by formula of competence achievement indicator. To achieve the learning objectives, teaching materials need to be identified, and the appropriate learning methods must be selected. Learning activities are formulated in preliminary, core, and closing with considering the allocation of time. Assessment tools developed systematically and completely. Module is composed for the students who follow non regular OJT. Lesson plan is composed completely and systematically so the learning take place interactive, inspiring, and fun according to the characteristics and students needs.

The implementation of mastery learning in *Bahasa Indonesia* refers to instructional design that includes preliminary, core, and closing. Preliminary contains apperception, pretest, learning objectives and scope of delivery of materials and descriptions of activities. Core activities include exploration, elaboration, and confirmation by submitting outline learning materials, use appropriate methods and consider aspects of classroom management, control and feedback and follow-up. The module is used for the students who follow non regular OJT. The learning activities are done well make the students to be successful to achieve mastery learning individually.

Assessment of learning output includes written tests, oral tests, performance tests, and observation. The assessment aspects are cognitive, skill, and attitude. The use of assessments depend on the function. Pretest is used to diagnose student learning difficulties and determine remedial learning. Posttest or formative test is to determine the completeness of students' competence. Students who have not reached a minimum exhaustiveness criteria (MEC) are given a remedial test or remedial teaching and who have achieved mastery learning given enrichment program. Summative test is to measure the completeness of the overall basic competence in one semester. The assessment for the students who follow non regular On the Job Training will use the task assessment in industry and formative

test at school. Assessment of learning output using ongoing assessment to achieve individual completeness.

Conclusions

The Characteristics of the Mastery Learning Plan in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

Teachers develop instructional design with reference to the standards of competence and basic competencies contained in the syllabus tailored to the needs and characteristics of students. In planning the teachers are empowered to design learning activities that include identity, standards of competence, basic competence, achievement of competence indicators, learning objectives, teaching materials, methods, learning activities, tools / learning resources, and assessment tools. Module is used for the students who follow non regular OJT.

The Characteristics of Mastery Learning Implementation in *Bahasa Indonesia* at VHS Wisudha Karya Kudus

In mastery learning interaction between students and the teacher goes well, students can submit opinions, discuss with friends, and students are motivated to master the material through to completion in accordance with the demands of basic competence. Module is used for the students who follow non regular OJT. Individualized exhaustiveness learning using the learning though takes in the classical style, so the implementation of mastery learning enables the development of students' potential optimally.

Characteristics of Learning Output Assessment of Mastery learning in *Bahasa Indonesia* at SMK Wisudha Karya Kudus

The assessments include process assessment and learning assessment output use continuous assessment with the characteristics of that tests conducted to measure the exhaustiveness study. Formative test/posttest is to measure the completeness of the basic competence. Summative test is to measure the completeness of the overall basic competence in one semester. The test results are

analyzed and acted upon remedial tests or teaching for those who have not reached mastery learning, and enrichment programs for those who have achieved mastery learning. The assessment for the students who follow non regular On the Job Training will use the task assessment in industry and formative test at school.

Implications

The implications of this study as follows. (1) Basic competence can be achieved completely when teachers implement the planning design and develop instructional design with attention to the needs and character of students. (2) Learning can produce students who are competent and achieve mastery learning if teachers implement learning model complete with individual attention to exhaustiveness. (3) To determine the students' ability to understand learning materials and to achieve individual completeness, teachers should make learning output assessment in accordance with function and purpose by using ongoing assessment.

Advices

The advices of this study as follows. First is the school principal should implement supervisory class. Second is teachers should be more adaptive in preparing planning carry out the varied and innovative learning and to conduct assessments. Third is students are more actively interact of fellow students and teachers. Fourth is that in this study there are many studies that have not discussed, it is necessary to have advanced research. Fifth is for researchers, this study can be used as a reference for research.

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