

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research. Contains the background, research purposes, research significances, conceptual framework, and previous studies.

A. Background

A curriculum is a bunch of plans and courses of action concerning the reason, substance, and learning materials and how to use them as a guide for learning exercises to accomplish explicit instructive objectives. The curriculum is one of the essential components in implementing education to achieve educational goals. A curriculum is a plan used as a guide or guide in teaching and learning process activities (Sukmadinata: 2009). The curriculum is plans and arrangements regarding the objectives, content, learning materials, and methods used to guide teaching and learning activities to achieve educational goals. In line with the times, the curriculum was also developed to meet the demands of education. The changes have occurred to improve the quality of education and create a generation of nations that have human resources with good quality and can compete with other countries. Research on integrating the 2013 revised curriculum in EFL learners is critical for numerous reasons. First, understanding the curriculum is essential for teachers because the curriculum serves as a guide for the learning process. The teacher is the determining factor that makes the most contributions to the successful curriculum implementation in schools. No matter how good the educational facilities are, if the teacher does not do the job well, curriculum implementation (learning) results will not be good. Second, all components are evaluated, including decency ideals, religion, practice, and attitude. Third, character education has emerged and is now incorporated into all academic programs. The 2013 Revised Curriculum is about more than knowledge and material transmission. However, the development of 21st-century skills is necessary to accomplish the goals of national education, which include "developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and democratic and responsible" (Law No. 20 of

2003 on Pendidikan Nasional) to build an Indonesian society capable of competing in global challenges. 21st Century Skills can be cultivated in four ways: (1) Critical Thinking and Problem-Solving Skills; (2) Communication Skills; (3) Communication Skills, Creativity, and Innovation (Creativity and Innovation); and (4) Collaboration Skills. These four competencies have been incorporated into the updated 2013 curriculum learning process

Learning in the revised 2013 Curriculum aims to develop student's talents, interests, and potential to be characterized, competent and literate. Various learning experiences are needed to achieve these results, ranging from simple to complex learning experiences. In these activities, teachers must carry out learning and assessments that are relevant to the characteristics of 21st-century learning.

Education can prepare a high-quality graduate to compete in the era of globalization which is full of various problems and challenges that are complicated and complex. Globalization has changed the way people live as individuals, as citizens of society, and as nation citizens. No one can escape from the flow of globalization (Kunandar, 2010). Technology is growing very fast, and learning methods are also increasingly varied and creative. Of course, teachers have more pressure in creating active learning methods and must be adapted to the applicable curriculum. The revised 2013 Curriculum improves the character-based and competency-based curriculum and is applied gradually in the 2017/2018 academic year, namely at the basic education level and medium. Thus, gradually Indonesia can prepare a generation of gold quality, leaving the status of a developing country to a developed country. Completion curriculum needs to be carried out continuously and continuous quality improvement) to obtain optimal results, especially concerning the application and elaboration of Standard Isi (SI) and Standard Kompetensi Lulusan (SKL). The latest curriculum emphasizes the scientific approach method, where students must learn actively and collaboratively. Especially the curriculum implemented at the MTS Negeri in Medan.

Based on the problem above, the researcher focuses on researching teacher perception on implementing curriculum 2013 revised to 6 English teachers in MTSN Medan. To identify how the teacher implemented curriculum as their guide

to teach, whether the curriculum can develop the student to learn, and if the curriculum is appropriate, the constraint affected by the revised Curriculum 2013.

B. Research Question

Based on the problem in the background above, the research questions are formulated as follow:

1. What is the EFL teacher's perception on the implementation for the 2013 Revised Curriculum?
2. What are the EFL teachers' constraints while implementing the 2013 revised curriculum?

C. Research Purposes

Based on the background of the problem, the purpose of the research is:

1. To find out the teacher's perception on the implementation for the 2013 revised curriculum.
2. To find out EFL teachers' constraints while implementing the 2013 revised curriculum.

D. The Significance of Research

The study is expected to become a source of information about creating a learning model according to the revised 2013 curriculum policy but still prioritizing the needs of students in learning English. Practically, the research gives significance to:

1. Teachers: the implement the 2013 Revised Curriculum, teachers, principals, and supervisors are required to constantly learn to develop and enrich themselves through new information about methods approaches, provide an understanding to teaching staff in carrying out their duties and responsibilities. Encourage teaching staff to be more creative in the teaching and learning process. It can help support teaching to be better in teaching.
2. School: The study is expected to give schools suggestions about implementing the revised 2013 curriculum on learning both administratively and processes based on the criteria made by the government.

E. Conceptual Framework

In this research, the researcher analyzed teacher perception on implementing the

revised-2013 curriculum. In the world of education, the curriculum plays a vital role in the learning process; Curriculum is a planned set of courses that are presented to teachers to arrange to teach and learn at a certain level of ages. In linguistics, the word curriculum comes from the ancient Greek language, namely "curir" Which means "runner" and curere, "a place to race". The word curriculum comes from the world sport, especially athletics in ancient Rome. Based on French, the term curriculum comes from the word "courier," which means to run (to run). Curriculum word too means a long journey that must be taken by someone who runs starting from starting line to the finish line to become a champion (Arifin, 2011). Another definition of curriculum is a collection of plans and arrangements connected to the learning objectives, the content, subject matter, and materials used as a guide for executing learning activities to accomplish the desired education objectives (Rusman, 2009). According to Law No. 20 of 2003 on the National Education System, the curriculum is a collection of plans and arrangements for the objectives, content, and learning materials and the methods utilized as instructions for implementing the phases of learning. The government has always made efforts to improve the quality of education in Indonesia, most recently by reimplementing the 2013 curriculum nationwide in the 2016/2017 academic year (Kurniasih, 2014). The curriculum can be viewed in three ways based on these definitions: a collection of mandatory subjects for students, a learning experience, or a learning program plan.

The curriculum in Indonesia has undergone several changes due to changes in educational practice in a country that must receive serious attention so that education in our country is not outdated. However, course curriculum changes must be adapted to local conditions; other countries' curricula are not fully adopted due to differences in ideology, religion, economy, society, and culture. Then in 2018, the 2013 revised curriculum was officially enforced by the Ministry of Education and Culture for the teaching and learning process. Several changes occur due to the implementation of the revised 2013 curriculum, which makes teachers have to adopt the new rules to support better learning.

The 2013 Revised Curriculum guides the learning process that the government has implemented since the 2018 academic year. Curriculum development is highly



dependent on the understanding of teachers in schools about the curriculum itself. Teachers play a significant role in creating a goals curriculum at school. The 2013 Revised Edition Curriculum has the following objectives: To prepare students who are productive, creative, innovative, and effective. Learning in the implementation of the 2013 Revised Edition Curriculum based on character and competence should be implemented based on the extraordinary development potential of each student.

Implementing the 2013 Revised Edition of the curriculum is due to the teacher's understanding of the learning process stages, including lesson planning, implementation learning, and student learning outcomes assessment. The curriculum is essential in practice if the teacher can adapt to the new curriculum changes. A learning process's success is contingent upon proper planning.

Teachers can develop strategies or processes to accomplish a learning objective methodically. After the teacher plans the lesson, the subsequent teachers carry out the learning. Learning implementation is the execution of learning planning.

Implementation learning encompasses preparatory activities, core activities, closure activities, and a process of learning and classroom activities. Assessment of learning outcomes is the final phase in teaching and learning activities.

Assessment of learning outcomes is the systematic collection of information/data on student learning regarding attitudes, knowledge, and abilities.

The development of the times and globalization can cause fundamental changes in the dynamics of science, and its application in human life is very much needed. Not only that, attitudes, and behavior, but the values that govern life and social interactions, Human beings also experience changes.

Education with the 2013 Curriculum places great emphasis on character education. Development of student character-based and competency/skill-based education, it is hoped that the Indonesian people will later become a dignified nation, have value-added value, and sell points offered to other nations/countries. Character education stage students in the 2013 curriculum aim to improve the quality of the process of educational outcomes that lead to the formation of character and noble character (Mulyasa, 2015). The implementation of the 2013 curriculum is the answer to the challenges of students in the future 21st century.

Challenges for students in the future include having communication skills, critical thinking skills, and solving problems by considering moral aspects. The focus of the 2013 curriculum is how to improve quality learning carried out. The learning process is one of the foundations of the standard process that change functions to achieve successful learning and the formation of student competence. The primary and secondary education process state that in applying the learning process in the 2013 curriculum in schools must be implemented fun, interactive, challenging, inspiring, motivating students to take part actively, and can provide space for the initiative, independence following talents, interests, creativity, and physical and psychological development of students. The formation of student competencies which is carried out by teachers as educators and students as learners in the learning process by using the facilities and infrastructure education exists to achieve the goals determined by the curriculum, therefore involved, and interested parties must always be responsive to dynamics that occur in the world of education (Lestari, 2018).

The educational curriculum becomes an initial perception for teachers in carrying out their role as an educator. Mariana (2019: 187) argues, "Perception can be interpreted" as the power of thought and understanding individual to various stimuli coming from outside." The teacher needs to consider the perception of curriculum implementation because the curriculum contains guidelines for implementing learning activities. Learning activities can be implemented according to the stated goals when the teacher's perception of curriculum implementation is exemplary. The revised 2013 Curriculum was recently made to fix several things in the 2013 Curriculum. Changes that occur due to curriculum revision are necessary to notice the teacher.

Teacher difficulties in compiling device learning is a problem that is often faced in the learning life of teachers. The many obstacles in this preparation cause teachers to be lazy to make devices learning. Even though the revised 2013 curriculum requires teachers to make and compose learning Media, teacher difficulties in planning learning are part of the teacher's lack of understanding of the curriculum. This lack of understanding causes teachers the basis of scientific

learning or approaches adapted to the curriculum, difficulties planning assessment, difficulty planning assessment, and difficulties in compiling assessment instruments attitude. The teacher's difficulties align with Lumadi's research results (Lumadi, 2013). Teacher problems in planning implementation of learning can be caused by teachers' lack of understanding about the 2013 curriculum. Understanding of the 2013 curriculum, teachers have difficulty understanding the goals 2013 curriculum. According to the research I. Kristiana and Setiasyah 2014 more than 40% of teachers lack understanding about it. More research results revealed that the cause was due to a variety of factors, including the teacher's lack of activity in finding information/references related to the revised 2013 curriculum, as well as a lack of training or workshops attended, resulting in a lack of understanding in the implementation of the revised 2013 curriculum. Whether or whether the learning process is successful, the teacher is an element that determines success. As a result, the instructor must understand learning principles and provide the optimum learning environment for students. The scientific approach in the 2013 curriculum is not fully grasped and cannot be used appropriately by the instructor. Teachers have trouble reasoning and communicating, and they often do not push students to apply what they have learned. On the other hand, students are not accustomed to activity communication, so these activities do not operate smoothly.

F. Previous Study

Some researchers in research topic have conducted several studies.

First, research by (Hermawati, 2015) discovered two categories of challenges encountered by English language teachers in Tanah Datar Regency when implementing the Curriculum 2013, namely internal and external problems. According to Kurtilas, teacher problems include a lack of teacher skills in using IT, difficulty in establishing lesson plans, a lack of teacher abilities in implementing PBM and performing assessments, and a lack of teacher skills in selecting and using learning material. Problems arising from outside sources include a lack of supporting infrastructure, the absence of technical guidelines for assessing student learning outcomes, the absence of technical guidelines for reporting methods and models of student learning outcomes, the absence of guidelines for subject matter

distribution per semester, and the absence of guidelines for the matriculation program. Second, (Friantary, 2018)) aimed to implement the assessment of student learning, English teachers, and Indonesian teachers carried out outcomes. From the aspect of attitude assessment, it was almost not carried out according to what was requested by K13. Written test techniques still dominated the assessment of aspects of knowledge competence, and assessments for measuring competency skills were only carried out with practical assessment techniques. It Indicate that both English teachers and Indonesian teachers still apply and prioritize the conventional assessment system, which is still oriented only to students' cognitive outcomes. Third, (Bahrudiyansyah, 2015) researched the implementation curriculum in 2013 revised on Indonesia language. The implementation of learning carried out by teachers in there are still classes that are not appropriate from the scientific approach. Even though the five components must be applied sequentially from observing, asking, reasoning, associating, and collecting, those five components should become the core of implementing the 2013 curriculum learning. However, the teacher applies it irregularly, or the teacher's implementation is back and forth. Implementation is still not entirely by what was designed in RPP due to the limitations of teachers in understanding RPP types latest. Implementation must be re-evaluated to create conducive and practical learning. Fourth, (Fitria, 2018) on the Problems of Implication 2013 Revised Curriculum for Social Studies Subjects in Class VII and VIII SMP Brawijaya Smart School Malang City. The purpose of this research is to: (1) to describe the implementation of the revised 2013 curriculum in junior high school Brawijaya Smart School Malang City (2) to describe the implementation of the revised 2013 curriculum faced in social studies subjects SMP Brawijaya Smart School Malang City. The results of this study show that: (1) Implementation of the revised 2013 curriculum in SMP Brawijaya Smart School has been running well although not optimal. Teachers still need to improve their creativity in using learning to be active and fun. Then teachers also still do not use thematic or integrated learning even though the 2013 curriculum should have used learning thematic. (2) The problems that arise in implementing the 2013 revision are external problems, where the problem comes from the government. These

problems include the material provided by the government is too deep; there are often revisions in the 2013 curriculum, the discrepancy of books provided by the government, and the lack of hours of lessons given.

So, this research is different from the previous studies in which the researcher focuses on implementing a new curriculum 2013 revised for learning on English subject.

