

# CHAPTER I

## INTRODUCTION

### A. Background

Curriculum as a guideline of education implementation is always changing. The curriculum changes refer to the national of education function. It can be seen from the changes of the curriculum applied in Indonesia Hidayat (2013). First, the government stated a curriculum, namely lesson plan or 1947 curriculum Muzamiroh (2013). In 1952, Indonesian curriculum was modified become *Rentjana Pelajaran Terurai 1952* and develop again become 1964 curriculum or *pancawardhana*. Moreover, the government changed the curriculum with 1968 curriculum and changed again become 1976 curriculum. Furthermore, in 1984 the government implemented a new curriculum namely 1984 curriculum focused on skill approach Muzamiroh (2013).

Based on the laws number 2, 1989 the 1984 curriculum was developed become the 1994 curriculum Hidayat (2013). The 1994 curriculum focused on the importance of students' ability to receive the information and develop it Muzamiroh (2013). Then, the government changed the curriculum with the Competence Based Curriculum (CBC). The difference between CBC and the 1994 curriculum was that 1994 curriculum focused on the knowledge transferred from teacher to student, while Competence Based Curriculum focused on the students to search knowledge in their own way. However,

competence based curriculum did not bring any good changes. At the beginning of 2006, the government stated a new curriculum called School Based Curriculum to perfect the 2004 curriculum. School Based Curriculum means the curriculum is designed and done by each education unit but this curriculum modified the curriculum become 2013 curriculum Muzamiroh (2013). Furthermore, The 2013 curriculum is a continuation of the 2004 curriculum (Competence Based Curriculum). The 2013 curriculum is thematic integrative curriculums that use scientific approach and discovery learning in learning process Setyaningrum (2013).

The 2013 curriculum is the existing curriculum in Indonesia. This curriculum has already been implemented in school since 15 July 2013. Furthermore, the implementation has seen clearly in all school in Indonesia. Many teachers have not been able yet to implement this because they assume that 2013 curriculum implementation is totally difference from SBC (School Based Curriculum) in implementation Mulyasa (2013).

The assumptions related to the implementation of 2013 curriculum focuses on the character and competences that according to Mulyasa (2013) are: first, many schools do not have enough professional teachers, and they are not able to perform optimally the learning process. Second, many schools are only collecting the subject matter and experiences, so the teaching activities are interpreted as a presentation of the material in every of subject matter. Third, the learners are not a white paper that can be written by the teacher but an individual who has the potential to develop. Fourth, the learners have different

potential and varied ability to understand the new situation. So, teacher should be able to help the learner to connect their previous experience to the new situation. The fifth, education has a function to enable the environment to help the learners develop their potential optimally with various ways. Sixth, curriculum as a lesson plan contains competencies that are arranged systematically, as descriptions of all aspects of the learner's personality, and the skills that can be applied in their life. Last, curriculum as a learning process should provide a range of the learners' potential optimally.

Basically, 2013 curriculum is the continued Competence Based Curriculum that was implemented in 2004 Mulyasa (2013). The same as 2006 curriculum, the 2013 curriculum is also an improving of curriculum based curriculum Muslich (2008). So, the 2013 curriculum is expected to make the students become more active since teachers act as facilitators in the learning process which is the same as the previous curriculum. However, the essential differences between 2006 curriculum and 2013 curriculum in Junior High School according to Mulyasa (2013) are first, the 2006 curriculum is specific subject to support specific competencies while in the 2013 curriculum each subject supports all competencies (attitudes, skills, and knowledge). Second, in the 2006 curriculum every subject has a basic competence itself while the 2013 curriculum designs the subject related to basic competence (KD) and main competence (KI). Furthermore, in the 2006 curriculum, Indonesian language is used as knowledge, but in the 2013 curriculum Indonesian language is used to communicate and convey the knowledge. Third, in the

2006 curriculum, every subject is taught by a different approach and in the 2013 curriculum all subjects are taught with a scientific approach that includes observing, questioning, associating, experimenting and networking. Last, is in the 2006 curriculum, information and communication technology (ICT) as a subject matter but in the 2013 curriculum, ICT is a learning tool, used as a media for learning other subjects.

However, the teachers' might perceive or develop the 2013 curriculum in various ways. Teacher might find that the 2013 curriculum will help them to improve the students' ability in English since that they develop the curriculum itself based on the situation and condition of the student. However, some of them might find any difficulties in developing the curriculum.

This research is going to be conducted to find out how far the teachers understand this curriculum and how they implement this curriculum in teaching and learning process. Many of teachers are not able yet to implement the 2013 curriculum in teaching and learning process. So, the researcher interest in knowing teachers' perception on the 2013 curriculum. The perception on the 2013 curriculum is focused on English teachers' perception on the strength, weaknesses and problem occurred in the implementation of 2013 curriculum.

## **B. Statement of the Problem**

The use of 2013 curriculum in the teaching process of junior high school students may lead the teacher to have various perceptions since the teacher may have different understanding, different background, and different

experience in teaching. This study will focus on the English teacher's perception on strength and weaknesses of 2013 curriculum and the problem occurred in 2013 curriculum implementation.

The research will be done at SMP N 5 Yogyakarta with English teacher who implement the new curriculum, so the teachers who implement this curriculum may face the problem in developing the new curriculum the 2013 curriculum.

### **C. Research Questions**

The key point of the research will focus on what are the teachers' perceptions on the implement of 2013 curriculum. The minor problems of this study are:

1. What are the strengths of 2013 curriculum implementation?
2. What are the weaknesses of 2013 curriculum implementation?
3. What are the problems faced by the teacher in the implementation of 2013 curriculum?

### **D. The Objective of the Study**

1. To explore the teachers' perception on the strength of 2013 curriculum
2. To explore the teachers' perception on the weakness of 2013 curriculum
3. To explore the problems occurred on the 2013 curriculum implementation.

## **E. Significance of the Research**

This study is expected to give valuable benefits for the researcher who conducts this research, for teachers as actors who implement 2013 curriculum in the learning process, and for the next researchers who are going to deal with curriculum implementation,

The first, the study is expected to give better understanding for the researcher after knowing teacher's perception on this curriculum. It might help the researcher in implementing this curriculum better in a learning process since the researcher knows about the strength and the weakness of this curriculum so that the researcher can prepare proportionally for 2013 curriculum implementation.

Second, the study is expected to give valuable benefits for the teachers who implements 2013 curriculum in learning process. By knowing the perception on strength and weakness on implementing 2013 curriculum, it might influence them in the way how they implement this curriculum. Besides, it makes them aware of their understanding of the problem occurred in the implementation of this curriculum in which it can help them to prepare and to implement 2013 curriculum to be better.

Third, the study is expected to give some contributions for them who want to deal with curriculum aspect, especially in curriculum perceptions. Besides, this study is expected to give a contribution in education field.

## **F. Outline of the Research**

At first chapter will explain about the introduction of the study. The introduction of the study discusses. First, background of the study, second, statement of the problem, third, the objective of the study, four, research questions, five, significant of the research, sixth, the definition of the term, and last, the outline of the research.

The second chapter was explained about the literature review. The literature review presents the discussion of related theories for the study. It is divided into two parts. The first part discusses some theories on the Definition of curriculum, the 2004 competence based curriculum, The 2006 School Based Curriculum, and The 2013 curriculum. The second part discusses about the theoretical framework.

The third chapter was discussed the methodology. The methodology of the research includes: research Design, research setting and participant, research instruments, data gathering technique, data analysis technique, and research procedure.

The fourth chapter was discussed the research finding and discussion. The research finding and discussion includes. First, the research findings include three parts. First, the strength on the 2013 curriculum implementation, the second, the weakness of the 2013 curriculum implementation, the third, the problem on the 2013 curriculum implementation. Research discussion includes fourth part. First, the strength of the 2013 curriculum

implementation, second, the weakness of the 2013 curriculum, implementation, third, the problems on the 2013 curriculum implementation, last is English teachers' perception on the 2013 curriculum implementation.

The five chapters was explained the research conclusion and suggestions. The first part discusses about research conclusions and second part discuss about the research suggestion.



