

## **Chapter One**

### **Introduction**

In this chapter, the researcher explains the background of the study, statement of the problem and limitations of the problem. The researcher presents some research questions and purposes of the study, regarding some important issues which are appropriate to the context of the study. The researcher also presents the significance of the study as to why this research is important to be conducted. The researcher also presents the outline of the study.

#### **Background of the study**

The world of education certainly cannot be separated from the regulations on education. The regulations governing the education system in Indonesia are made by the government. The role of government in education is very influential to improve a quality in the academic world. No wonder the government continues to make changes in managing the course of the education process. Changes need to be made when the previous system experienced a mismatch that is considered less effective. The government will replace the system to be a better and more effective system for generations to come. Change is not as easy as what should be changed the government should examine what is the main issue in the change.

Changes made by the government not only in terms of rules in teaching and learning but also in the form of curriculum. Connecting with the government curriculum not only changes the curriculum we use. Almost any curriculum leader's attention cannot be separated from change. We are currently using the 2013 curriculum that changed from the previous curriculum. The 2013 curriculum or Character Based Education is a new curriculum initiated by the Ministry of

Education and Culture of Indonesia to replace the Education Unit Level Curriculum (KTSP 2006). The 2013 curriculum has three aspects of assessment, namely aspects of knowledge, skills aspects, and aspects of attitude and behavior. In the Curriculum 2013, especially in learning materials there are streamlined material and material added (Mulyasa, 2013). Curriculum 2013 is a curriculum that prioritizes understanding, skills, and character education; students are required to understand the material, active in discussions and presentations and have a high discipline manner. This curriculum replaces Education Unit Level Curriculum implemented since 2006. In Curriculum 2013 subjects must be followed by all learners in one educational unit in each unit or level of education. Selected subjects followed by learners are selected according to their choice.

Basically, 2013 curriculum is continued Competence Based Curriculum that was implemented in 2004 (Mulyasa, 2013). According to Muslich (2008), the 2013 curriculum is also an implication of curriculums. 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 are differences between 2006 curriculum and 2013 Junior High School curriculum. Mulyasa (2013) stated that the first is that 2006 curriculum is a specific subject to support specific competencies while in the 2013 curriculum each subject supports all competencies (attitudes, skills, and knowledge). The second is in the 2006 curriculum every subject has a basic competence itself while the 2013 curriculum designs the subject related to the basic competence (KD) and main competence (KI).

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

Based on researcher observation in internship program, the problems faced by teachers are in implementing the 2013 curriculum such as the difficulty of changing the teacher's mindset, changes in the learning process of teacher centered to student centered, teacher need to tell the student to find information from internet but the school do not have the facilities and a teacher is required to continue to increase knowledge especially after the 2013 curriculum are implemented. Then, teachers need to be more innovative in the teaching process; as usual new things will get rejection because it is comfortable with the learning process that has been done before. Besides, there are still many schools that have not used the 2013 curriculum with the reason that they are still unable, especially schools in the village area. According to Mulyasa (2013), the students also faced problem in implementing 2013 curriculum such as students need to explore the learning materials by themselves; students have a lot of burdensome homework and have been difficult for students to understand the book.

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 the teachers are not able to implement the curriculum in teaching and learning process. So, the researcher wants to know the

teachers' perception on the 2013 curriculum. The perception on the 2013 curriculum is focused on English teachers' perception on the challenges and strategies in the implementation of 2013 curriculum.

### **Statement and limitation of the problem**

The appropriate background in the background of the problem that arises is the implementation of the 2013 curriculum against junior high school teachers. The viewpoint is about the 2013 curriculum for teachers. Based on the researcher's observation, there are teachers who feel comfortable or the teacher feels discomfort in implementing the 2013 curriculum. Then, there are also problems that teachers faced such as the difficulty of changing the teacher's mindset, changes in the learning process of teacher centered to student centered, teachers need to tell the student to find information from internet but the school do not have the facilities and a teacher is required to continue to increase knowledge especially after the 2013 curriculum are implemented. So this study will focus on the teacher's perception of the 2013 curriculum. Because then we can know how much influence the 2013 curriculum implemented by the current government. This research will be done because of the importance of seeing the development of education sector. This study will focus on the English teacher's perception on the challenges and the strategies of 2013 curriculum.

The research will be done at a private junior high school in Yogyakarta with English teacher who implements the 2013 curriculum, so the teachers who implement this curriculum may face the problem in developing the 2013 curriculum.

### **Research question**

Based on the above problem limitation, the main problem in this research can be formulated as follows.

1. What are the teachers' perception on the challenges of the implementation of 2013 curriculum in SMP Muhammadiyah 2 Gamping?
2. What are the teachers' perception on the strategies in the implementation of 2013 curriculum in SMP Muhammadiyah 2 Gamping?

### **Purpose of the research**

Based on research question, the purpose of this research can be framed as follows:

1. To explore the challenges of the implementation of 2013 curriculum in SMP Muhammadiyah 2 Gamping
2. To identify the strategies in the implementation of 2013 curriculum in SMP Muhammadiyah 2 Gamping?

### **Significance of research**

**For Teachers.** This study is designed to provide knowledge about science, understanding and alternative use options for applying the 2013 curriculum to students. This can help teacher to avoid all the challenges faced in learning process. It is hoped that it will bring many beneficial to the teachers.

**For Students.** This study is expected to improve learning motivation and better outcomes by using the 2013 curriculum applied by teachers to students. The study is a curriculum in learning process. By knowing the perception 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 occurring in the implementation of this curriculum in which it can help them to prepare

**For the other researcher.** this research is expected to help create new insights in the field of education, especially about the curriculum 2013. 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 learning process since the researcher knows about the challenges and the strategies of this curriculum so that the researcher can prepare proportionally for 2013 curriculum implementation.

### **Research Outline**

The research contains five chapters. Chapter one describes the description of research. It consists of the background of the study, statement and limitation of the problem, research question, and purpose of the study and significance of the study. Chapter two discusses literature review. This chapter highlights the framework of this research based on the other researches. Moreover by identifying every keyword in this research, chapter three explains about methodology. This chapter consists of research design, research participant, data gathering, and data analysis. Chapter four of this research discusses the finding and discussion. This chapter also puts and cites the statements of the participants to make the finding are understandable. This chapter will give details about the finding and discussion. Furthermore in Chapter five, this research concludes all the findings to answer the research questions and give recommendation to the reader which is considered to be useful as references and to be added to the end of the research which obtain the solution.