

Chapter One

Introduction

In this chapter several sections are presented. The background material that led the researchers to choose the title "Increasing the Competency of English Teachers in the Curriculum Transition from the 2013 Curriculum to the Independent Curriculum" is presented in the first section after providing general information regarding the problems of this research. The research context and topics at the research locations are covered in the following areas. This part will also include a review of previous research and a discussion of its gaps. The discussion of problem identification and study constraints will follow. Additionally, the relevance of this study for different interested parties will be highlighted. Objective research that explains the precise purposes or goals of the investigation afterward. The chapter structure will then be shown, along with a summary of each chapter.

Background of The Research

Education plays an important role in national development and is a long-term investment. Through quality education, Indonesia can strengthen its human resources, reduce disparities, and advance the country. With the help of education, a person can develop their potential and personality (Pane & Dasopang, 2017). The government considers education a serious priority to compete internationally and improve the quality of education. The curriculum is an inseparable part of the educational process, serving as a guideline in its implementation (Rosidah et al., 2021).

The 2013 curriculum, implemented since 2013, emphasizes a competency-based approach, contextual learning, character development, and the use of technology. In Indonesia, the curriculum is used as a tool for educational purposes and can be referenced in the process of providing education (Julaeha et al., 2021). Learning strategies in the 2013 curriculum include project methods, scientific approaches, and formative assessments.

However, its implementation faces challenges such as a lack of teacher training and compliance with learning objectives. Evaluation, research, and collaboration among stakeholders are crucial to ensuring the curriculum's quality (Imam Machali, 2014).

The transition from the 2013 Curriculum to the Independent Curriculum aims to improve teacher qualifications and skills and develop strategies to achieve better educational goals. Curriculum improvements impact Indonesia's education standards, aiming to provide effective outcomes aligned with modern technological developments. This aligns with the expected educational goals of improving students' quality of life, both in and out of school (Bahri, 2017). The curriculum improvement process identifies previous deficiencies and develops better learning plans. Curriculum innovations relevant to current conditions are necessary to assist teachers in implementing effective learning (Kurniati et al., 2022). Identifying aspects needing improvement is the first step in preparing teachers for curriculum transitions.

The transition reflects a significant change in Indonesia's education approach. Teachers need competencies such as a deep understanding of the new curriculum, pedagogical skills, content knowledge, and adaptability to handle the Independent Curriculum's complexity. The Independent Learning Program explores teachers' and students' potential and innovation in improving classroom learning quality (Rahmasyah, 2021).

The Independent Curriculum emphasizes innovation, technology integration, supportive evaluation, and students' social skills and character development. Teachers need competencies including curriculum understanding, pedagogical skills, content knowledge, classroom management, evaluation, technology, communication, collaboration, resilience, and cultural sensitivity. Teacher competency in evaluation is evaluated through various activities (Corrigan et al., 2020). These competencies are crucial for a successful curriculum transition, ensuring a smooth learning experience for students. In the era of independent

learning, teachers need better evaluation skills, and implementing the independent curriculum requires independence, creativity, and strong curriculum development skills. Despite the responsibility, teachers can create practical and relevant learning experiences with the right competencies.

There are several reasons why this research is important. Firstly, many English teachers still face obstacles in improving their competence, as supported by research conducted by K. Romadhon (2023). The effectiveness of independent learning depends on various factors, including the readiness of human resources and supporting infrastructure. These obstacles inevitably affect teachers' competence in teaching, making it challenging to create effective learning environments. Nonetheless, teachers must strive to enhance their competence, continuously improving themselves and developing their skills to provide engaging learning experiences while implementing the Independent Curriculum and fostering students' character.

Second, many English teachers lack knowledge of effective strategies for improving their competence. According to K. Romadhon (2023), educators in such situations must be familiar with and utilize e-learning, hybrid learning, email, digital-based learning tools, and media. This underscores the importance of teacher and student preparation for e-learning to be effective and sustainable. Therefore, this research aims to serve as a knowledge source for many other teachers regarding strategies to enhance teacher competence. Through this research, the hope is to identify effective strategies for improving English teachers' competence during curriculum transitions.

English teachers have attempted to enhance their competence through various means. However, this approach is deemed less effective in boosting teacher competency. Researchers observed that many junior high school English instructors encountered difficulties in enhancing their competency while maintaining independence due to challenges in the

process. Hence, the objective of this research is to explore teachers' perceptions of obstacles to increasing teacher competence in teaching English in Yogyakarta Middle Schools during educational transitions, as well as to understand their perceptions of strategies for overcoming these obstacles.

Identification of the Problem

The transition from the 2013 Curriculum to the Merdeka Curriculum reflects a major change in the approach to education in Indonesia, especially in junior high schools in Yogyakarta. According to researchers, the Merdeka Curriculum provides teachers and students with more freedom in learning, allows for innovative strategies, emphasizes practical skills and character, and integrates technology. The aim is to create a generation that is independent, creative, and ready to face the future, while increasing the relevance and effectiveness of learning as a whole. The curriculum transition from the 2013 Curriculum to the Independent Curriculum has a significant impact on teachers, especially English teachers. The challenges faced by English teachers in facing this independent climate policy include perceptions of their competencies that need improvement in the curriculum transition, such as a deeper understanding of the structure, objectives, and main components of the Independent Curriculum, as well as increasing knowledge about new materials, appropriate teaching strategies, and evaluation approaches supporting curriculum change. English teachers also face obstacles in improving their competence, such as limited time and resources for training and professional development, as well as difficulties in changing established thought patterns and teaching practices to meet the demands of the new curriculum. To overcome these challenges, teachers need to identify and implement effective strategies, such as attending training, workshops, and professional development programs, as well as utilizing

collaboration with fellow teachers and available resources to better support the curriculum transition process.

The researcher have conducted initial interviews with several English teachers at Yogyakarta Middle School. From the results of interviews, researchers found that teachers realized that their competence was still lacking, especially pedagogical competence in this curriculum transition, as teachers lacked experience and were still in the learning stage. Apart from that, researchers found that teachers have tried to develop their competence in this curriculum transition by attending various kinds of training and seminars. However, this method is still considered less effective due to limited time, lack of interaction, and lack of practice. So, teachers are still confused about finding the right strategy to improve their competence during the curriculum transition from the 2013 curriculum to the independent curriculum. Teachers still experience difficulties in improving their competence, even though they learn independently through online sources such as YouTube and the internet. Limited time is an obstacle for teachers to take part in offline training.

Therefore, this problem needs to be paid attention to because teacher competence is an important component in being able to create effective learning and give birth to a superior generation. This research aims to help teachers, including English teachers, find effective strategies in improving their competence during curriculum transitions.

Delimitation of the Problem

The field of study on English teachers' preparedness for the independent curriculum is extensive. They should concentrate more on the research, the research setting, the research subjects, and the research techniques. First off, this study constricts the area of inquiry. This study has two main objectives: first, it analyses how junior high school English teachers develop their ability to manage an independent curriculum, and second, it analyses the

challenges junior high school English teachers face while developing their ability to teach the new curriculum. Second, Yogyakarta is the sole area where the research is being done. Third, the researcher found that a few instructors from each school were selected as participants. Last, the qualitative method was the only one employed in this study.

Research Question

Based on the background above, the researcher formulated two research questions:

1. What are the English teachers' perceptions on their competences that need to be improved to face the curriculum transition from 2013 Curriculum to Independent Curriculum in Yogyakarta?
2. What are the English teachers' perceptions on the obstacles to improve their competences in the curriculum transition from 2013 Curriculum to Independent Curriculum?
3. What are the English teachers' perceptions on the strategies to improve their competences in the curriculum transition from 2013 Curriculum to Independent Curriculum?

The Objective of the Research

Based on the research questions, the objectives of the research are:

1. To examine the teachers' perceptions on their competence that need to be improved to face the curriculum transition from 2013 Curriculum to Independent Curriculum in Yogyakarta
2. To find out the English teachers' perceptions on the obstacles to improve their competences in the curriculum transition from 2013 Curriculum to Independent Curriculum

3. To explore the English teachers 'perceptions on the strategies to improve their competences in the curriculum transition from 2013 Curriculum to Independent Curriculum

The Significance of the research

The findings of the research are expected to provide benefits and knowledge for students, teachers, and future researchers:

Student. In order to find out which strategies are suitable for teachers to apply in order to improve their competence based on the independent curriculum, students may use this research as additional knowledge about the strategies and limitations of developing teacher competence using the independent curriculum.

Teacher. The implementation of an independent curriculum as a means of increasing competency is an essential technique that all teachers should be aware of. Because of this, instructors can use this research as a source of information to choose the best technique for increasing competency while utilising the autonomous curriculum.

Future discoveries. For researchers who will be doing research on the same issue, the findings of this study can serve as a resource. In addition, the findings of this study might be compared to those of previous studies or unpublished work.

Organization of the Research

There are three chapters in this research. The research backdrop, research identification, problem limits, research questions, research aims, and research interests are all described in the first chapter.

Chapter two is a literature review. This provides an understanding of teacher proficiency in dealing with the independent curriculum, English teachers' strategies for

attempting to increase proficiency using the independent curriculum, and the difficulties encountered in doing so. The idea behind the basic definition of competency in managing an independent curriculum is discussed in this chapter.

The third chapter is methodology. This chapter describes how the research will be carried out researcher. This chapter discusses methods, instruments, participants, settings, and data. Collection technique. In this chapter, the researcher also explains how to analyse the data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis.

Chapter five contains conclusions and recommendations. This chapter provides general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.

