

## CHAPTER I

### INTRODUCTION

This chapter will discuss the background of the study, the statement of the problem, the purpose of the study, the significance of the study, scope and limitation of the study and the definition of key terms.

#### **1.1 Background of the Study**

The curriculum can be defined as the educational materials provided to students in accordance with the educational goals to be achieved. The curriculum is designed to achieve educational goals with regard to the development of learners, national development needs, as well as the development of science, technology and the arts. Curriculum development must do for the advancement of education in Indonesia. Curriculum as the main instrument in the learning process should be changed in accordance with the development and the dynamics that exist in the world of education.

Kemendikbud assess the need to change *Kurikulum Tingkat Satuan Pendidikan* (KTSP) because there are still some problems in implementation of KTSP. KTSP considered not responsive to social change at the local, national, and global (Kemendikbud 2012). Assessment standards of KTSP considered not lead to a competency-based assessment. This is made Kemendikbud assess the need to develop

a new curriculum that is Curriculum 2013. The development of Curriculum 2013 has done because of the internal challenges and external challenges (Kemendikbud 2013a).

The Internal challenge related to the demands of education refers to the eight National Education Standards and Indonesian population growth factor. External challenges associated with future challenges, the necessary competence in the future, public perception, knowledge and pedagogic development, as well as various negative phenomena which arise. The results of analysis Programme for International Student Assessment (PISA) showed that almost all Indonesian students only master the lesson to level 3 course, while many other countries are up to level 4, 5, even 6 (Kemendikbud 2013b). In addition, negative phenomena due to the lack of character possessed by students demand to give character education in learning. The statement is supported by the public perception that the learning is too much emphasis on cognitive, the load of student is too heavy, and lacking the charged character.

The change of curriculum has the aimed to increase the curiosity and students activity. Public test materials Curriculum 2013 explain the assessment standards of new curriculum in addition to assess the activity of asking, also assess the process and the result of observation of the student. The students' ability in solving the problems submitted by the teachers, so that the students encouraged to think logically. Changes element of curriculum 2013 includes changes graduate competency standards, process standards, content standards and assessment standards

(Kemendikbud 2012). Graduate competence standards are divided into a domain that is the attitude, skills and knowledge. The draft of curriculum 2013 mentions that there are core competence and basic competence of English learning in Curriculum 2013, which the learning process uses a scientific approach and authentic assessment to the assessment process.

According to Lusia E (2013) the change of KTSP into a curriculum 2013 invited various opinions from various parties. The parties that less agreed with the changes in the curriculum considers the changes is too hastily. Evaluation of the implementation of the previous curriculum (KTSP) is important first to do, so it can be a guide to prepare and implement a new curriculum. The lack of involvement of teachers in the socialization of Curriculum 2013 makes various parties consider the implementation of Curriculum 2013 not run well. The dilemma of Curriculum 2013 make Kemendikbud issued decision that the school that has three semesters implement Curriculum 2013, must implemented Curriculum 2013 from now. However, the school that reject to the curriculum 2013 can decide to return to the old curriculum (KTSP). The school is still one semester implement Curriculum 2013, also could return to KTSP (M. Yakub, 2014).

The reasons of Kemendikbud issued decision are as follows: (1) Curriculum 2013 needs to be evaluated first, look for the weakness and corrected the weakness to make it more perfect. (2) The root of the problem Curriculum 2013 is on learning methods. Where the learning is more focus on practice to develop a given subject.

Teacher's job only as a companion and did not participate directly in the lesson. That is, the Curriculum 2013 assessed cannot be able to develop the character of the students. (3) The Curriculum 2013 caused the various problems in education after implementation. (4) Many of the teachers and students feel the Curriculum 2013 is burdened them. Other issues are related to books, teacher training, as well as other problems. (5) Curriculum 2013 has not worked with the mature, but already in a hurry implemented. The teacher as the main instrument of education is not ready to use the new curriculum, so it can be the influence to the students (Kemendikbud 2014). The decision and reasons of Kemendikbud make the most of schools in Gresik choose to return to KTSP, because there are still some problems in Curriculum 2013. The step is contrary to the beginning purpose of implementation of Curriculum 2013 which is to change the curriculum previously to be better. Curriculum 2013 considered less appropriate as substitute of KTSP and causes some problems in learning.

In fact, there are some schools in Gresik that still implement Curriculum 2013 until now. So the researcher interested to analyze the reason of schools that still implement Curriculum 2013. The researcher will gather information about implementation of Curriculum 2013 from the teachers. Supianto (2014) stated each teacher have a reaction individual's perception of changes of the curriculum. In general, the teacher will be critical, whether the change is merely a theory and can be done in the classroom or assume that the old ways more useful. Teachers have their

own views about the curriculum 2013 and the success of the change depend on the conformity with the values and levels of participation in the change. According to Rochadi (in Nur H, 2014), teachers perception have a great influence in successful the implementation of Curriculum 2013 because at Curriculum 2013 the teacher acted as a tutor, facilitator, as well as leader of learning activities. Walgito (in Nur H, 2014) stated that someone's perception of things will affect the behavior of objects or events that happened. The good perception of the teachers would have a positive effect in supporting the implementation of Curriculum 2013, and vice versa.

Various opinions that evolve with the changes of curriculum showed that the teachers play an important role in changing the curriculum. This research will focus on English teachers' perception because the researcher from the Faculty of English Teacher Training and Education. In addition, English subject assessed many changes in Curriculum 2013. The researcher will take the data from English teachers who have been certificated as participants in House Training Curriculum 2013 because the teachers who have a certificate are better than teachers who do not have a certificate. The researcher focuses the area for the research on Gresik because most of schools in Gresik had been implementing the Curriculum 2013. Although the most of schools in Gresik choose to return to KTSP, but there are some of senior high schools that still implement the Curriculum 2013. So the researcher interested to analyze the reason of schools that still implement Curriculum 2013. Therefore the researcher interested to

examine about English teachers' perception toward implementation of Curriculum 2013 at senior high school in Gresik.

### **1.2 Statement of the Problem**

Based on the background of the problems and focus research, the question in this research is as follows:

How is the English teachers' perception toward the implementation of Curriculum 2013 at senior high school in Gresik?

### **1.3 Purpose of the Study**

Based on the research question above, the aim of this study is as follows:

To know the English teachers' perception toward the implementation of Curriculum 2013 at senior high school in Gresik.

### **1.4 Significance of the Study**

Theoretically, the result of this study can give information for the Department of Education about the extent of English teaching in Curriculum 2013 at senior high school. This information can be useful for the Department of Education to be considered to determine and set policies in accordance with local conditions.

Practically, for the schools this study can be useful to complete some aspects that are needed in implementation of Curriculum 2013 in order to be able to be used

by teachers and students maximally. Then, for the teachers this study can be useful to help them provide the information to perform their best in teaching Curriculum 2013 and can be motivation to other teachers who do not implement Curriculum 2013 to teach their students better than before. This study can be useful to motivate the students to get many benefits in learning activity uses Curriculum 2013. It also can be a reference or basis of further research about the perception of English teachers toward Curriculum 2013 and will expect to be significant considerations in enhancing the quality of English teaching process.

### **1.5 Scope and Limitation of the Study**

The researcher will observe the English teachers who have certificates of participants in House Training Curriculum 2013 to give the perception about Curriculum 2013. This limitation of the study focuses on English teachers' perception toward implementation of Curriculum 2013 at Senior High School in Gresik.

### **1.6 Definition of Key Terms**

To avoid misunderstanding meaning of the terms in this research, researcher defines some terms below:

1. Perception, is the process by which a person chooses, organizes, interpreting the input information to create a representation that is meaningful. Perception depends

not only on the physical stimulation, but also the relationship between stimulation with the surroundings (Philip Kotler in D. Wulandari, 2006).

2. Curriculum 2013, is a competency-based curriculum that is competence of graduates include attitudes, knowledge, and skills in accordance with national standards agreed, and still provide authority to the academic and teachers to develop it (Kemendikbud 2012).