

Chapter 1

Introduction

Background

Curriculum is very important in the educational world. It provides everything which is needed to be done by each teacher and student during the teaching and learning process. Curriculum covers all the arrangement that the school makes for the students' learning and development. It includes the content of courses, students' activities, teaching approaches, and the way in which teachers and classes are organized. It also includes decisions of the need for the use of facilities (Murdoch & Hornsby, 1997, p.138). Curriculum will help the teacher to provide a framework that helps the teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, framework that helps the students to learn as efficiently and effectively as possible in the given situation.

Curriculum which is being implemented in school is defined as an instrument that aims to develop, improve, and encourage the students' skills and abilities and knowledge. The curriculum that is implemented is tightly corresponded with the schools and nation goals or educational goals. Thus, the changes and the shifted of curriculum should be based on the world development and the needs of the nowadays society.

In Indonesia, there have been ten times of the changing curriculum. According to Sinaga (2013), the first implementation of curriculum is Leer Plan (Rentjana Pelajaran) in 1947, Descriptive Leer Plan (Rentjana Pelajaran Terurai) in 1952, Rentjana Pendidikan in 1964, 1968 curriculum in 1968, 1975 curriculum in 1975, 1994 curriculum in 1994, 1999 curriculum in 1999, Based Competence Curriculum in 2004, The School Based Curriculum (KTSP) in 2006 the last one, in 2013, 2013 Curriculum was invented in order to achieve the national educational goals in terms of producing the qualified human resources that could compete globally and could achieve be awarded internationally.

Therefore, according to Bafadal the reason behind the shifted of the curriculum from KTSP to 2013 curriculum is that previously curriculum, KTSP, was not resulted as what is expected by the government' (Bafadal, 2012, p.1). It could be proven from a number of surveys such as The World Bank survey 2011. Based in that survey, it was revealed that the achievement of Indonesian students internationally was low compared to those in other countries especially the achievement of the senior high school students. Sanjaya (2011) explained that the skills of the students in Indonesia in four skills of English learning (speaking, writing, listening, and reading) were the lowest of all the Asian countries surveyed. Furthermore, the mathematics and science achievements of junior high school students ranked 32nd and 34th of the 38 countries surveyed. The students' low performance was believed to be the result of the educational system implemented at that time. Previous curriculums, as Suderadjat (2010) noted, were highly school-based, and perceived to hinder the cognitive and

skills development of individual students. Therefore, under the National Education System, Law No. 20/2003 (UU No. 20 Sistem Pendidikan Nasional, 2003), the government decreed that the curriculum should be more effective and it should focus on what the students are expected to achieve rather than on what they are expected to learn (Sanjaya, 2005).

Moreover, the changes of curriculum is not as easy as changing a school dress. It requires a solid cooperation between the government, teachers, and schools to achieve the aim of the curriculum itself. The first obstacle that may face by is the socialization of the new curriculum. Some of teachers who were interviewed randomly on the pre-observation said that, even the 2013 curriculum has been implemented since 2013, but the implementation in each school is still confusing out. Thus there are some schools that are still using the previous curriculum in this case The School Based Curriculum in the teaching and learning process. Furthermore, according to the research conducted by the Directorate General of Teachers Quality Improvement (as cited from Triyanursih, 2011) there are some barriers such as the insufficient number of media, instructional aids to support the changing of curriculum, insufficient numbers of workshop, guidance, and references in acknowledging teachers about the curriculum itself. Thus, there are some major obstacles that are still faced by the teachers from the curriculum shifted or changed that must be solved and figured out.

The current issue of the curriculum shifted from KTSP to 2013 curriculum has posed some positive and negative responds especially from the point of view or perspective of the teachers as the one who plays an important role in the implementation of

curriculum. The teachers' perspectives are believed as one of the important aspect that should be understood because teachers are the one who have a big role and a big interaction during the teaching and learning process. Their perspective will give a light on how a curriculum could be applied effectively during the teaching and learning process or not. The teachers' perspective in the shifted of curriculum from KTSP into 2013 are various, particularly to the English teachers. There are some changes that face by the English teachers that deal with the shifted of curriculum itself. Those changes then lead to various perspectives of the teacher whether it goes to the positive or negative aspect.

Teachers have much latitude in determining what is actually taught in the classroom, regardless of the prescribed curriculum content, standards, and methods (Thornton, 2005, p. 7-8). While Elmore (2004, p. 19) believed that instructional practice in the classroom is largely unstudied, teachers' instructional practice in the classroom is more important to student learning than any other school related indicator. Despite this contention, curriculum researchers and developers who have contributed to curriculum change in the Indonesian education system over the last two centuries have failed to take into account the central role teachers play in delivering curriculum, and ultimately, student achievement. Therefore, more studies are needed to focus on the teachers' perspective to determine how to best support instructional practices in the classroom in efforts to improve student learning during the curriculum change process. Historical themes related to teachers' aptitude for

curriculum change include time, support, reflection, and knowledge (Bennett, 2002, p. 111-115).

While teacher perspectives on curriculum change have long been the subject of research, they have not changed radically over time. Current literature includes five areas of consideration for curriculum change from the teachers' perspective: commitment, workload, capacity, collaboration, and the perception of the teaching profession (Fullan, 2007, p. 21). What is clear in the literature on curriculum change is that each of these themes is interrelated, with each having a direct effect on the others.

Based on the pre-observation in SMAN 1 Telaga to the random teachers in the early of 2014, some English teachers think that the shifted of curriculum from KTSP into 2013 curriculum will be difficult to be done. It is caused of the time of the English teaching and learning process that based on the 2013 curriculum is being decreased. Meanwhile, English subject is one of the subjects that is included in National Examination, thus, the given time two hours in a week in the 2013 curriculum seem to be difficult seeing there are many aspects of skill such as writing, speaking, listening, and reading that should be mastered by the students. Moreover, teachers are also confined in designing the course material because all the content and course material are designed by the government. In other hand, the other perspective that spread out in the rumor of the shifted of the curriculum from KTSP to 2013 curriculum among the teachers is that the teacher has already had the indicator of what should be done during the teaching and learning process since the content and

course material have been prepared by the government, thus it will help the teachers to be more proactive during the teaching and learning process.

Furthermore, there are some differences that could be found in each element of grade in the implementation of 2013 curriculum. The differences of 2013 curriculum implementation in the grade of elementary school, junior high school, and senior high school. The implementation of 2013 curriculum in the elementary schools is based on the integration and thematic. Differ from elementary school, the implementation of 2013 curriculum in the grade of junior high school and senior high school are likely to be the same. The difference is in the field of departments. There are no specific departments in junior high school, while in senior high school, the students are divided into several departments based on the competence of each student. And in senior high school, has perfect complicity English course material and the way teacher provide and serve the English course material are more various. Thus, the big picture of the implementation of both curriculums based on the English teacher's perspective will derive to a concrete analysis if it's done in senior high school.

Considering this aspect, this research is carried out. The writer is eager and interested in doing an observation and interview at SMAN 1 Telaga to find and figure out the teachers' perspective from the obstacles and barriers that may the teachers face out by the shifted of the curriculum from KTSP to 2013 Curriculum and the strengths and weaknesses of this shifted of curriculum.

Problem Statements

Something that must bear in mind that curriculum is a crucial aspect in the educational side. Thus, it is needed to find out and to analyze how the shifted of the curriculum from The School Based Curriculum or KTSP into 2013 Curriculum affect to the teaching and learning process, especially in SMAN 1 Telaga and SMAN 1 Limboto. Based on this assumption, there are several questions which are needed to be discussed and answer in order to acknowledge people especially those who put a great interest in the educational side. Thus, the questions below will be the corps of this research:

1. What are the teachers' perspectives in the shifted of curriculum from KTSP to 2013 curriculum based on the indicators purposed by Sanjaya?
2. What are the obstacles that faced by the teachers from the shifted of the curriculum from the School Based Curriculum (KTSP) into 2013 Curriculum?
3. What are the teachers' strategies to overcome the obstacles that occur from the shifted of the curriculum from the School Based Curriculum (KTSP) into 2013 Curriculum?

Objective of Research

A study of the teachers' perspective to the shifted of the curriculum from of the curriculum from the School Based Curriculum (KTSP) into 2013 Curriculum is important to be studied about in order to know how the teachers' can improve their teaching skill and on how on their point of view that students can be highly improved

in the way of their skills and knowledge, especially in being a qualified society with the shifted of the curriculum itself. Therefore, based on the problem statements which have been explicated in problem statements previously, then the present objectives of this research are:

1. To understand the teachers' perspectives by the shifted of the curriculum from the School Based Curriculum (KTSP) into 2013 Curriculum.
2. To figure out and solve the problem or the obstacles faced by the teachers from the curriculum shifted KTSP into 2013 curriculum.
3. To examine the teachers' strategy in overcoming the obstacles that occur from the shifted of the curriculum from KTSP into 2013 curriculum.

Significant of Research

This present study is aimed to bring a great understanding about the fundamental aspect of the shifted of the curriculum from the School Based Curriculum (KTSP) into 2013 Curriculum, it gives a light to the implications of changing curriculum by providing a systematic framework deals with the way of how its implication to the educational side especially in the process of producing a high qualified students that can compete the world in order to face Asian Free Trade Association thus students will be ready enough to compete with the whole world . This study will also serve as a guide for the teachers on how to overcome the barriers or obstacles in implementing a new curriculum. Therefore, the present study will add sights and views to the government to be more aware and ready before doing a shifted from one curriculum

to another curriculum. The significant contributions to the field of educational side particularly to the growth of the teaching and learning process are expected to be reached by this study.

Previous Study

The previous study entitled “The teachers’ perspective on change in curriculum improvement was carried out by Heather Caroline Davis in May 2009. Therefore the study only focuses on the curriculum change in high schools social studies from the teachers’ perspective using a newly developed economics education curriculum. The different with this research is that this research only focus on the shifted from one curriculum to one curriculum called KTSP into curriculum 2013.

Moreover educational change is a broad topic that includes curriculum change, theory, development, innovation, and evaluation at levels of education. The study also only focus on what are the curriculum change of five high school social studies teachers who are integrating a newly-released economics education curriculum into the history of curriculum. In the other side this research provide a more systematically frame work of teachers’ perspective in the shifted of KTPS and 2013 curriculum where the teachers themselves have experienced in teaching in those two different periods of time of curriculum changes.

Delimitation of Study

This study is delimited in terms of source of data or participant and sites. This study was conducted in selected area in Gorontalo regency. It focused on the teachers who are teaching in schools which are holding the predicate of model in Gorontalo Regency and those who have experienced at least ten years in teaching. The respondents of this study were selected eight teachers from both SMAN 1 Telaga and SMAN 1 Limboto who willingly and honestly answered the questions list.