

Chapter 1

Introduction

Background

The education in Indonesia still has problems nowadays. It can be seen from the rank of Indonesian in educational side. The result of research was conducted by the Program for International Student Assessment (PISA) showed that Indonesian education is in the rank of 64 from 65 countries, it means that Indonesian students are in the second lowest in the league table (Mailizar, 2013, p.1). However, it happened because test materials were asked in the PISA are not included in the curriculum of Indonesia. (Permendikbud, 2013, p. 5). Therefore, the Indonesian government needs to develop several elements of the educational system to improve the education quality, especially on the developing curriculum, including its implementation in schools.

The curriculum is one of the important elements in education. According to Indonesian Law No. 20 of 2003 on the national education system in chapter 1 article 1 number 19, the curriculum is designed as a guide for learning activities concerning the purpose, content and learning materials in order to achieve specific educational goals (Permendikbud, 2013, p. 4). It means that curriculum is very important in education because it gives a significant contribution to the realization of the education development.

In 2013, the Indonesian government starts to implement the new curriculum named curriculum 2013. The implementation of the curriculum 2013

has been set to improve the quality of education and graduates. Elements of Curriculum 2013 changes include changes in competency standards, process standards, content standards, and assessment standards. Standards of graduates' competence divided into attitudes, skills, and knowledge (Kemendikbud, 2012, p.23). Another change is the reduction of subject, addition of classes, textbooks and guidelines prepared by the government.

Recently, the curriculum 2013 has been stopped by the government except for some schools that has been implemented the curriculum for 3 semesters. The implementation of curriculum 2013 still has problems therefore the curriculum needs to be evaluated so that it needs to be stopped or delayed. It means that, the curriculum 2013 will not be removed. This curriculum will be re-implemented in all schools in Indonesia in 2019.

One of the important elements in the implementation of the new curriculum is teacher (Hamalik, 2009, p. 228). According to Tebogo (2014, p. 120) the teachers are the key role players through the implementation the new curriculum. The teacher should be ready in the implementation the curriculum 2013 in the teaching and learning activities, because it gives a greater influence in supporting the process of the curriculum is implemented. The most important in the implementation of the new curriculum is that teachers ought to understand what is expected from them and know what they are going to carry out in the classroom. Thus, the participation of the teachers, especially in the implementation of the new curriculum is required.

According to Hamalik (2009, p. 239) there are three factors that influence the implementation of curriculum; They are (a) Curriculum characteristic that covers the scope of materials, purpose and function (b) Strategy implementation that refers to the strategy used in the implementation of the curriculum, such as professional discussions, seminars, workshops providing curriculum books, and other various activities that may encourage the use of the curriculum in the field (c) User curriculum characteristic that Includes knowledge, skills, and values and attitudes of teachers towards the learning curriculum. Focusing on the third point, the implementation of the new curriculum is related to the teachers' understanding. The understanding of teacher of the curriculum can be known by investigating their perception.

The change of curriculum would not only give a solution, but also problems in the education. According to Sujanto (2007, p.1), the implementation of the new curriculum will give a new trouble in education. Then, the implementation in the field needs to be observed so that the educational services and the quality of education can produce as expected.

In the preliminary interview, one of the English teachers at Vocational High School 1 of Limboto states that the curriculum 2013 is good because it covers the students' attitude, skill and knowledge while the previous curriculum only covers skill and knowledge. But, the reduction of subjects and time in curriculum 2013 give problems to the students and teachers. Especially in English subject, the allocation of time has been provided in the curriculum 2013 is decreased. The curriculum 2013 provides only two hours for English subject for a

week. It means that the materials would be taught to the student is limited. Moreover, the reduction in the time of teaching makes teachers lack of hours to meet 24 hours of the mandatory hours for those who are already certified. This problem should be investigated to know whether the teachers pros or cons with the implementation of curriculum 2013. Remillard in Krüger and Treagust (2013, p. 42) states that the differences in experiences and values, one teacher's interpretation may reflect his or her own view of the curriculum and what happens in the classroom may be quite different from other teachers' classes or from the one the educational policy makers had in mind. In other words, the curriculum designers, teachers, students could interpret the same curriculum quite differently due to their individual and collective experiences and value systems. It means that the teachers may have their own views about the curriculum and the success of the change depends on compatibility with the teachers' participation. If a teacher has a negative opinion about the curriculum, it should be known which parts of the curriculum that are not liked by the teachers, this reality is important to improve the curriculum documents. Therefore, this study focuses on the English teachers' perception on the curriculum being implemented.

Related to the implementation of curriculum 2013, Evanita (2013) analyses high school teachers' readiness and pedagogic competence on the implementation of curriculum 2013. The research was conducted in high school of Semarang in academic years 2012/ 2013. The participant was the high school teachers who teach Biology subjects. The data were collected by questionnaires, interviews, and documentation. The result showed that the high school teachers'

pedagogic competence is good enough to face the curriculum 2013. The results also showed that Biology teachers receive government policy to change curriculum into curriculum 2013 and the teachers are ready to implement the curriculum 2013. Moreover, Victoria (2012) also conducted a research on the implementation of curriculum. Her study observed the teacher of art perception on the implementation of KTSP on the art subject in SMP N Bantul. The result showed that respondent received the change of the curriculum. But in other hand, the majority of respondent state that the allocation of time has been provided in the KTSP is limited. However, there are several limitations on the research; first, the research focused on the implementation of KTSP. Second, the setting of the research is only SMP grade. Third, the design of the research used questioner only and there is no questioner and interview on this research. However, the limitation of the previous research can corroborate this research.

This research focuses on the English teacher in SMK Negeri 1 Limboto, the curriculum in vocational high school is different from the curriculum in senior high school. Therefore, this research would like to explore the teachers' perception about the government decision to implement curriculum 2013 in the vocational high school. Moreover, this research would be useful for the University as information about curriculum 2013 and its implementation at the school. Therefore, the university could create a candidate of teacher who ready to face the curriculum 2013.

Research Question

In order to accomplish the research, the following research question is addressed: “What are the teachers’ perceptions of the implementation curriculum 2013 in SMK Negeri 1 Limboto?”

Aims of Study

This research is aimed to find out the teachers’ perception of the implementation curriculum 2013 in SMK Negeri 1 Limboto.

Significance of Study

The significance of the research is dealing with government and teacher. The findings of this study have the potential to inform the government and other relevant decision makers about the implementation of curriculum 2013 in the school. This study notified the government about how teachers interpreted and implemented the curriculum 2013. The study also informed policy makers about problems experienced by educators in the implementation of the curriculum 2013. The outputs of this study could be used in shaping the education system in future. Further, although this study has been conducted in a specific education context, its findings contributed to the general understanding of the curriculum change implementation. In addition, this study helped the teachers to increase their understanding about the curriculum policies of the curriculum 2013.

Delimitation

Delimitation of this research has three ranges. First, this research only focuses to the teachers’ perception. Second, it focuses only on the implementation

of English curriculum. Third, the participant of this research goes to the English teachers in SMK Negeri 1 Limboto.