

CHAPTER I INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

The improving of education quality in Indonesia never stops. That effort is done to adapt and to follow the progression of industrial, science and technology improvement. Without any improvement of quality, education world will be trapped in *blunder* situation that is condition where education becomes society burden and country causes of joblessness from unproductive and *drilling* education. Therefore, education system should be improved appropriately. It comes in local, national and global.¹

In the big evaluation, educationists realize that find the implementation in a good quality of education, it needs an innovation for all of principle dimension, it kinds of education philosophy. The instrumental dimension is curriculum, learning system and strategy or teaching learning method. It is very important to find the pretension level of education that has been doing to increase Indonesia prestige. Perhaps, for improving the rank of education quality only a level better than Nigeria, but it is left as long as India. The reality is education in Indonesia

¹ Is'aunatin 'Azzah, "Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum *Cambridge* di SMA Darul Ulum 2 Unggulan BPPT Jombang)", Skripsi, Fakultas Tarbiyah, UIN Sunan Kalijaga Yogyakarta, 2013., 1.

will be done to be remedy completely. New innovation of education is made gather with adaptation education culture in Indonesia.²

The improving of education quality in Indonesia, the government makes some reformation in education. It is as a tool for improving the education quality which is needed a curriculum.³ Curriculum becomes a tool for developing and improving students to be human that has knowledge (has high intellectual or smart), morality (understanding, has some moral value and religion value) as the compass of their life and has charitable (using a knowledge for human importance and society) appropriate with the function as social creature. The curriculum is hoped to give an anvil, content and becomes compass for students' ability improvement in optimal manner appropriate with demand and challenge society growing.⁴

The government always tries to increase the quality of education. It begins from the tool to the infrastructure. Many increasing education quality has been doing as like passing through curriculum refreshed, it begins from 1994 curriculum, 2004 to KTSP 2006 curriculum.⁵ Every education institution has their own manner in doing the activity of their education. It happens at SMP Wahid Hasyim Tebuireng Jombang. *Cambridge Curriculum* is one of curriculum that they used. It makes the researcher interested to do the research about *Cambridge Curriculum* that is applied in the school.

² Ibid.

³ [http://file.upi.edu/Direktori/FPBS/JUR. PEND. BAHASA DAERAH/197607312001121-ADE SUTISNA/SEJARAH PERKEMB. KURIKULUM.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_DAERAH/197607312001121-ADE_SUTISNA/SEJARAH_PERKEMB._KURIKULUM.pdf), 1., Diakses 12 October 2013, 11:45.

⁴ Azzah, *Implementasi Kurikulum Internasional*, 4-5.

⁵ Ibid.

The education institute has manner to improve education activity. It happens at SMP Wahid Hasyim Tebuireng Jombang. This school could apply adaptive curriculum that is adapting National Curriculum with *Cambridge Curriculum*. The purpose can engender the learners that are not excellent in learning but they can be excellent in improving ability.

Based on the phenomena above, the researcher is interested in conducting the research at SMP Wahid Hasyim Tebuireng, Jombang based on the title “**The Implementation of *Cambridge Curriculum* in the Teaching – Learning Process at SMP Wahid Hasyim Tebuireng Jombang**”.

B. The Problem of the Study

Referring to the background of the study, there is a problem that should be taken into consideration:

How is *Cambridge Curriculum* applied in the teaching – learning process at SMP Wahid Hasyim Tebuireng Jombang?

C. The Objective of the Study

Based on the problem of the study, the objective of the study is to know:

The application of *Cambridge Curriculum* in the teaching – learning process at SMP Wahid Hasyim Tebuireng Jombang.

D. The Significance of the Study

Based on the problem of the study above, the result of this research is expected to give the reading collection to the readers and institutions in *Cambridge Curriculum*:

1. The researcher hopes that the result of this research is useful for the readers. It is about the application of *Cambridge Curriculum*.
2. The result of this research is hoped to give the contribution for the education institution.

E. The Scope and Limitation of the Study

The scope of the study is about the implementation of *Cambridge Curriculum*. The research takes data from the teaching – learning process. This study takes place at SMP Wahid Hasyim Tebuireng Jombang. The subjects are the students who join in the learning process at SMP Wahid Hasyim Tebuireng Jombang at the second semester, from February until June 2014.

F. The Definition of Key Terms

The definition of key term is important and its aim to avoid misunderstanding about the meaning of every word in this research. The definition of key terms that are necessary to be given in this study is as follows:

1. Implementation

Curriculum has 2 dimensions that have the same important. First, curriculum is as guide. The function of curriculum is as reference or called document of curriculum. Second, curriculum is as implementation. The implementation of curriculum is actualization from curriculum guide. So, implementation is process of teach. It is conducted the teacher and learning process that is conducted the students in the class or outside the class.⁶

⁶ Wina Sanjaya, *Kurikulum dan Pembelajaran (Teori dan Praktik Pengembangan KTSP)*, (Jakarta: Kencana, 2010), 207.

2. Curriculum

The curriculum technical term comes from the word *curir* and *curere*, and begins that used in sports area. At that moment, curriculum is a distance that has to attack by a runner from the *start* to *finish* for getting medal/appreciation. Then, the definition is applied in education for some subjects that is attacked by a student from the start to the final in learning program for getting appreciation in form diploma.⁷

3. Cambridge Curriculum

In this research, the International Curriculum means that it is the adaptation of curriculum from international institution which has an international qualification and is recognized as a large, for examples *Cambridge*, *IB (International Baccalaureat)*, *NTSA (National Science Teacher Association)* and ect. Educational institution in Indonesia does not apply international institution at all, because the curriculum does not consider curriculum that has to be applied in every educational institution in Indonesia.⁸

One of the International Curriculum is *Cambridge Curriculum*. It is an adaptation from *University of Cambridge* that improves an understanding, knowledge and students' competence. It appears an abstract from study experience. In *Cambridge Curriculum*, something important is a process, because of the process as like how the students think about a work. The program that is a shadow of *Cambridge Curriculum* is *Cambridge International Examinations*. *Cambridge International Examinations* is one of

⁷ Tim Pengembangan MKDP, (2011), *Kurikulum dan Pembelajaran*, Jurusan Kurtek FIP Universitas Pendidikan Indonesia., 2.

⁸ Azzah, *Implementasi Kurikulum Internasional.*, 12-13.

the international education program and qualification to children in the age 5-19 years old. The qualification is taken in more than 160 countries and recognized by universities, education supplier and all of industrialist in the world.⁹

The purpose of *Cambridge International Examination* is given an excellent education in the class through this curriculum. They are commitment for extended the access of education that has high quality to the students in this world.¹⁰

4. Teaching and Learning

In the context of teaching implementation KTSP does not only explain a course material, however it is as a process in arranging an area to make the students study. Another name of teaching is often called with *Learning*. This case is the process of teaching and learning that students must be become as the center from education. It means that to form character, culture, and to increase the life quality of students. Learning needs an effort all of the students potency for dominating the competency that is hoped. The effort is aimed to push a competence achievement and the specific character in order that every individual can become a teacher in alive and give shape to learning society.¹¹

⁹ Ibid.

¹⁰ Ibid.

¹¹ Sanjaya, *Kurikulum dan Pembelajaran.*, 215.