

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, statement of the problem, objective of the research, significant of the research, scope of the research and definition of the key terms.

A. Background of the Research

In the whole of education, curriculum is the one of the most influence thing for raising the quality of education, along with media, infrastructure, and the capability of the teachers. Curriculum is an instrument for raising the quality of education which includes 3 things: the purpose, the method, and the content. According to government regulation no.19, 2005, the Standard Graduate Competency (SKL) must include attitude, knowledge, and skill. PERMENDIKNAS No.6/2007, paragraph 5 (b) about Directorate of General of Management in elementary and Junior/Senior High School about techniques, supervision, and evaluation for implementing the curriculum¹.

Curriculum is from Latin; *currere*. And the meaning is yard. The purpose of National education is education which based on Pancasila. According to UU. No. 2, 1989, the purpose of education is creating the students to be religious, independent, responsible, possessing good morality, and more knowledge and skill.² In UU. System of National education, 1989, chapter 1, paragraph 1, curriculum is a set of program and arrangement about content and matter of

¹ *Materi Diklat/Bimtek KTSP SMA*, Departemen Pendidikan Nasional, 2009.

² Idi Abdullah, *Pengembangan Kurikulum Teori dan Praktik* (Jogjakarta: AR-RUZZ MEDIA, 2010), 55.

lesson, and the method is used as directive for teaching learning³. The change of a curriculum is needed to appropriate with the purpose of education. The purpose of a curriculum is maximizing its implementation in education.

One of the regulations for improving Indonesia education qualities is conducted to the curriculum. In 2004 Indonesia used "Curriculum 2004" or we call it with Competence Based Curriculum (KBK). Then in 2006 the curriculum changed (once more) to KTSP. The Curriculum of KTSP emphasizes on the students achievement and development in some competences, including; Standard competence, based competence, subject/materi pokok, indicator, load of study (Beban Belajar), criteria of minimum achievement (KKM/Kriteria Ketuntasan Minimal), calendar and syllabus.

In 2013, our government has used about new curriculum that be implemented in July 2013. Moreover, we know that several schools in part of Indonesia has used this curriculum, but not for several schools in another place in our country. So many teachers told that there are so many problems in new curriculum. From the Federation of Association of Indonesian Teacher (Federasi Serikat Guru Indonesia/FSGI) said that for implementing the Curriculum 2013 needs change the mindset of the teachers, it's difficult to change immediately because the training of Curriculum 2013 is still less. The survey from Universitas Negeri Semarang told that more than 87% the teachers feel difficult in assessment

³ Dakir, *Perencanaan dan Pengembangan Kurikulum* (Jakarta: PT. RINEKA CIPTA, 2004), 1.

of Curriculum 2013⁴. Moreover, it is one of the major problems of education in Indonesia, especially for teachers. So how can we implement this curriculum when the curriculum had been changed quickly? How can we implement the curriculum as an instrument for raising the quality of education without consistent?

We know that the successful of curriculum needs long time, from crystallization of idea, the ideal concept of education, the formulation design of curriculum, the capability of teacher, availability of media and infrastructure, and then to manage the implementation of the curriculum. In this new curriculum seems that implement it immediately, not through crystallization of idea and the capability for the teachers. In fact, The Federation Association of Indonesian Teacher (Federasi Serikat Guru Indonesia/FSGI) said that it's difficult to change the teachers' mindset from Curriculum 2006 to Curriculum 2013, from the change process in teaching learning from different types, Forexample; write down on the blackboard and students should make a note with their own word, the teacher gives explain to the students and then students have to observe, question, analyze, etc with their critical thinking. In addition, there are 87% the teachers found difficult and some problems in implementing Curriculum 2013. Because pro and contra about the implementing, so the writer wants to show how difficult and what kinds of problem faced by English teachers with the title; PROBLEMS IN IMPLEMENTING CURRICULUM 2013 FACED BY ENGLISH TEACHERS IN JUNIOR HIGH SCHOOLS IN KABUPATEN NGANJUK.

⁴ Margaret Puspitarini, "*Masih Banyak Guru Kesulitan Implementasi Kurikulum Baru*", Okezone.com, 16 Desember 2013, diakses 10 April 2014.

B. Statement of the Problem

Based on the background of the study above, the writer determines the problem of the research as follows:

1. What are the problems faced by Junior High School English teachers in Kabupaten Nganjuk in implementing Curriculum 2013?
2. What are the efforts of Junior High School English teachers to solve the problems in implementing Curriculum 2013 in Kabupaten Nganjuk?

C. Objectives of the Research

The objectives of the research are stated as follows:

1. To know what kinds of problem in implementing Curriculum 2013 faced by English teachers in Junior High School in Kabupaten Nganjuk.
2. To know what are the efforts of English teachers to solve the problems in implementing Curriculum 2013 in Junior High School in Kabupaten Nganjuk.

D. Significance of the Research

The result of this research is expected to give contributions to the reader(s), institution(s), and teachers in implementing Curriculum 2013, especially in solving any problems associated with the curriculum.

Firstly, the writer expects the result of this research will be useful for the reader(s) to get more information about what are the problems in implementing Curriculum 2013 faced by English teachers.

Secondly, the result of this research is hoped to give a great contribution to the teachers about the teachers' problems and solutions in implementing Curriculum 2013.

And finally, the result of this research is hoped to give a great contribution to the institution(s) for our education.

E. Scope and Limitation of the Research

The scope of the research is Curriculum 2013, and the limitation of the research is the problems faced by English teachers in Junior High Schools in Kabupaten Nganjuk. The implementing of this curriculum is in SMPN 1 Nganjuk, SMPN 1 Tanjunganom, SMPN 1 Gondang, and SMPN 1 Bagor.

F. Definition of the Key Terms

It is necessary for defining and explaining the key terms, which appear in the discussion in order to avoid misunderstanding or misinterpretation to the key terms, they are:

1. Curriculum is an instrument for rising the quality of education which including about 3 things, like: the purpose, the method, and the content or a set of program and arrangement about content and matter of lesson, and the method is used as directive for teaching learning process.
2. Curriculum 2013 is competence based curriculum (Kurikulum Berbasis Kompetensi) that aimed at competence achievement in SKL (Standar Kompetensi Lulusan) that is the criteria about skill of qualification of outcome that related about attitude/behavior, skill, and

knowledge or competence-based curriculum through scientific approach for Junior High School/Senior High School, includes about observing, questioning, experimenting, networking, and associating⁵.

3. Problem is a state of difficulty or unwelcome matter needing to be dealt with overcome in implementing Curriculum 2013 faced by English teachers in Junior High Schools in Kabupaten Nganjuk.

⁵ *Modul Pelatihan Implementasi Kurikulum 2013, Materi Pelatihan Guru Implementasi Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2013.