

CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter discusses the review of related literature. It consists of the development of curriculum, the characteristics and purpose of the 2013 curriculum and Teaching English in the 2013 curriculum.

A. The Development of Curriculum

The word curriculum is taken from athletic. It is currence that means run. Some expert says that also taken from the word carrier which means someone who delivers something from someone else. A carrier must take a journey in doing his job, and curriculum is the distance that should be taken by a carrier.¹

In Education, curriculum is a course; a specified fixed course of study, as in School College, as one leading to degree stenhouse define curriculum as the planned composite effort of any outcomes. But definition is defined traditionally which is subject matter.²

Curriculum is one of the main education components, as indicated in one of Indonesia's important legal documents. The general statements of the act define curriculum as set of plans and arrangements covering education goals, contents, learning materials, and learning method intended as the

¹ Burhan Nurgiyantoro, *Pengembangan Kurikulum Sekolah (Sebuah Pengantar Teoritis dan Pelaksanaan)*, Yogyakarta:BPFE – Yogyakarta, 1998,2.

² Ibid,3.

guidelines in implementing the teaching and learning process to achieve the goals that have been set.

The Indonesian government has undergone several changes in curriculum since its independence in 1945. The changes of the curriculum are classified into three main periods of time, it is old era regime (1945-1965), new era regime (1965-1998) and reformation era (1998-present).

In the Indonesian context, from 1945, the year of independence, up to the present time, according to Dit. PSMP (Direktorat Pembinaan Sekolah Menengah Pertama/Directorate Junior High School Development, 2009), the government has officially issued different curricula: the 1947 Curriculum, 1952 Curriculum, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, and the School-based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) which followed the establishment of the content standard in 2006. It is important to note that in 2004, the government also executed the pilot project of the Competence-based Curriculum in a number of schools in Indonesia and, therefore, some people called it “the 2004 Curriculum” or the Competence-based Curriculum (CBC).

Such changes of curricula from time to time are deemed important to meet the growing challenges of educational goals of the respective years. The changes appear to be projected to mean improvement, of course, and as

always the case, curriculum generally needs some revision, adaptations, changes, and placement.³

Unfortunately, the implementation of this curriculum was considered to have failed because of some reasons, such as that many Indonesian teachers still have low quality, many schools have limited facilities, many teachers do not have enough understanding in implementing the curriculum and the national examination does not measure student competences. These reasons have caused the emergence of a new curriculum in 2006 called the school based curriculum or the 2006 curriculum. The basic concepts of this curriculum are similar to the 2004 curriculum, but the 2006 curriculum gives wider autonomy for each school to develop their own curriculum by taking into account the potentials of schools and the surrounding region. This curriculum has been implemented for around six years now. However, the government decided to introduce new curriculum, which is called the 2013 curriculum. Unlike the 2006 curriculum, the newly introduced curriculum of 2013 comes in a package with its syllabus.⁴

This sketches the historical development of the curricula in Indonesia, starting from the 1968 Curriculum, and describes the typical characteristics of each curriculum. What follows such description is the discussion on the adopted English syllabus in the respective curriculum,

³ Cahyono, B. Y. & Widiati, U. *The Teaching Of English As A Foreign Language In Indonesia* (Malang: State University of Malang Press, 2011), 2.

⁴ *Character Building in English Language Teaching: Implementing The 2013 Curriculum: Opportunities and Challenges*, Burhanudin Syaifulloh, Yogyakarta: Naila Pustaka, 2013, 60.

covering the objective, the content, the method, and evaluation. This below are the development of curriculum in Indonesia.

THE 1968 CURRICULUM

Viewed from the curriculum structure, the 1968 curriculum belonged to separate-subject curriculum, whereby the subject content is logically and systematically sequenced, and each subject is separate from others.⁵ The 1968 changes when a new government under Soeharto's leadership ruled Indonesia. This government brought a new ideology called "Pancasila (five principle)" to which the contents of the curriculum should be based on the principle of this ideology. The emergence of this curriculum was influenced by political interests, that is, to replace the old regime's curriculum products. However, this curriculum tended to focus only on the theory without considering the factual problems occurred in the society.

This kind of curriculum is also termed as subject-centered, focusing more on the subject than on the students' need and interests, and it is easier to be planned, implemented, and modified. Such a curriculum results in the high degree of content uniformity throughout the country.

The 1968 curriculum was developed on the basis of the political, social, economic, and cultural aspects.⁶ In a relation about political aspect there is the situation of the country at that time expected that the education in

⁵ Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 3.

⁶ *Ibid*, 3.

general and the curriculum in particular became the powerful tools in producing and shaping Indonesians who reflected the country's five principles, Pancasila, as well as Indonesians who were religious, humane, patriotic, democratic, and socially just. The social situation required that the education and the curriculum should be oriented towards the spirit of togetherness (the so-called gotong royong spirit) regardless of ethnic backgrounds and social status. The economic situation demanded the development of Indonesian human labor in all aspects of life. Finally, in terms of cultural aspect, the education and the curriculum were treated as tools in developing and enriching the national identity and national culture, while also accepting some elements of appropriate foreign culture.

THE 1975 CURRICULUM

We know that the 1968 curriculum was implemented for about six years, then there is the 1975 curriculum. The 1968 curriculum was considered necessary to review and revisit to keep up with the growing challenges posed by the country, which was developing, and the changes happening in the world. Standardizing the 1975 curriculum: program flexibility, efficiency and effectiveness, orientation to objectives, continuity, and life-long education.⁷ Its because the theme of the 1975 curriculum development were to synchronize the curriculum of the junior high school with that of the senior high school and to accommodate teaching-learning innovations for the purpose of education efficiency and effectiveness.

⁷ Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 4.

The emergence of the curriculum was influenced by the booming of the concept of management which called as management by objective. In this case the government wanted to make the curriculum more effective and efficient, therefore, its methods, materials and learning goals were designed into general instructional goals and specific instructional goals. Unfortunately, many teachers criticized this curriculum because they had to write the detailed goals of the subject in every meeting which were considered wasting their time.⁸

For the senior high school, the subjects depended on the program that the students choose, be it Science, Social Studies, or Language Programs. The method adopted was the Instructional System Development Procedures (Prosedur Pengembangan Sistem Instruksional/PPSI). Under this method, teachers were expected to be able to develop instructional units, covering the themes or topics, the teaching materials, and the teaching strategies for both the year and the semester programs.

THE 1984 CURRICULUM

The next curriculum was the 1984 curriculum. The implementation of the 1975 Curriculum revealed discrepancies between the curriculum programs and their actual realization in the field. This curriculum was, therefore, revised and improved to become the so-called 1984 Curriculum, which was enforced under the Ministerial Decree Number 0209/U/1984

⁸ *Character Building in English Language Teaching, Implenting The 2013 Curriculum: Opportunities and Challenges, Burhanudin Syaifulloh, 59.*

issued on 2 May 1984. This curriculum consisted of a core program and an elective program, whereby the core program covered about 85% of the total education program, whereas the elective one about 15%. The approach adopted in implementing the 1984 curriculum covered student active learning as well as process-oriented approach.⁹

The focus of this curriculum was on process skill approach and this was well known as student active learning (SAL) to which the students were positioned as the subject of learning. However, many schools had difficulty to interpret the concepts of SAL.¹⁰ In this period, the method for the students is active learning. Students active learning implies that the teaching and learning process shifted from being very teacher-centered to more student-centred, involving more active participation of the students in such aspects as understanding concepts, searching knowledge use, developing curiosity, and developing new ideas. Process-oriented approach, on the other hand, aims at developing student's skill in managing their learning process outcomes, including the skills of observing, classifying, interpreting, predicting, implementing, planning research, and communicating.

THE 1994 CURRICULUM

The 1994 Curriculum was developed as the betterment of the 1984 Curriculum and was enacted under the National System of Education Act

⁹ Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 6.

¹⁰ *Character Building in English Language Teaching: Implenting The 2013 Curriculum: Opportunities and Challenges*, Burhanudin Syaifulloh, 59.

Number 2/1989. The 1984 Curriculum was considered lacking in terms of the subject contents; the education objectives were geared mainly towards the teaching and learning process. Consequently, a task force which was called the Basic Science Team was established in order that adequate subject contents could be ensured in the development of the school curriculum.¹¹ The semester system was, therefore changed to four month system, meaning that one academic year consisted of three terms with the hope that students could get more contents from the individual subjects offered in the curriculum. The 1994 curriculum comprised several compulsory curricular programs as well as extracurricular programs which function it to support the success of the curricular programs.

And the other, the 1994 curriculum changed and replaced with a new curriculum, its called the 1999 curriculum. This curriculum tried to combine the concepts of previous curricula between the goals and the process of learning. Yet, the students had to learn more subjects at school. The 1999 curriculum was not much different from it.

THE 2004 CURRICULUM (THE COMPETENCE-BASED-CURRICULUM)

The Competence-based Curriculum (CbC) which was introduced in 2004 appears as a curriculum “which was actually never officially launched” (Saukah, 2009: 1). The so-called 2004 CBC in the Indonesian context went

¹¹ Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 8.

through limited field testing in some schools for curriculum validation and moderation. The teaching and learning activities under the CBC aim at empowering individual learners to achieve the competences that have been set in order to encourage life-long learning and create learning community (*Dit. PSMP, 2009*).¹² Such activities follow these principles: student-oriented, creativity developing, non-threatening, diverse-competence developing, meaningful learning experience, and learning-by-doing. The assesment is classroom-based and conducted in the form of collecting data about the learning process and outcomes in order that judgmental evaluation can be carried out.¹³

The aims of the 2004 curriculum was developing and providing skills and knowledge that will enable the individual to survive in a changing, challenging, unpredictable, and complicated world. This curriculum was considered better compared with the previous one, since its materials were less, so that it could provide more time to students to develop their competence.¹⁴ The implementation of such classroom-based assessment gives authorities to schools to develop their own criteria of success, the way to measure them, and the types of assessment, following the principles of: competence-based orientation, criterion-referenced consideration, mastery learning, employment of various assessment means, and application of valid, fair, open, and continuous assessment process.

¹² Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 9.

¹³ *Ibid*, 10.

¹⁴ *Character Building in English Language Teaching: Implenting The 2013 Curriculum: Opportunities and Challenges*, Burhanudin Syaifulloh, 60.

THE 2006 CURRICULUM (THE SCHOOL-BASED CURRICULUM (SBC))

School-based Curriculum (SBC) or locally called Kurikulum Tingkat Satuan Pendidikan (KTSP) refers to the operational curriculum that is developed and implemented by individual schools referring to the content Standard enforced through the Ministerial Decree Number 22/2006. In the 2006 curriculum, the government issues the Ministerial Decree Number 22/2006 on the Content Standard, which becomes the formal and legal reference for the development of the SBC which is understood as “syllabus developed at the school levels”, said saukah. Substantly, the enforcement of the SBC seems to be geared toward implementing the existing government regulations.¹⁵

The school based curriculum means that all curricular decisions are made at the school level. However, it does not mean that schools have responsibility for creating all their own curriculum materials. Rather, it means that schools have more autonomy in deciding how to use materials provided in national textbooks and in creating curriculum materials, such as planning, designing, producing, implementing, and evaluating educational experiences through selecting and adapting curriculum materials in relation to their particular situations and needs.¹⁶

The contents and the objectives of the SBC development remain the same as the typical characteristics of the CBC, that is, attaining the

¹⁵ Cahyono, B. Y. & Widiati, U. *The Teaching Of English*, 12.

¹⁶ *Character Building in English Language Teaching: Implenting The 2013 Curriculum: Opportunities and Challenges*, Burhamudin Syaifulloh, 2013. 61.

competence standards as well as the basic competence. Nevertheless, SBC offers greater flexibility for schools to develop their own curriculum, still referring to the nationally established standards, which covers such essential curricular elements as the objectives, vision, mission, structure and content, learning load, and education calendar.

THE 2013 CURRICULUM

Based on the regulation of the ministry of Education and Culture (No.70/2013), it is stated that there are five factors why this curriculum is designed. The first is internal challenge which relates the condition of education in Indonesia and the eight national standard of education in Indonesia. The second is external challenge, which is related to globalization and its issues. The third challenge is improving the thought model, the fourth challenge is reinforcement of curriculum management and the last one is reinforcement of materials taught.¹⁷ Also this curriculum aims to prepare the Indonesian people to be faithful, productive, creative, innovative and effective in order to contribute to the life society, nation and global civilization (Permendikbud, no.70/2013).¹⁸

Furthermore, this curriculum uses a scientific approach, which encourages students to observe, question, think and try and an integrated thematic approach, which enables students to capture their knowledge as a holistic system rather than separate entities. In this approach, competences

¹⁷ Permendikbud No.69/2013.

¹⁸ Permendikbud, no.70/2013.

from several subjects are integrated, for example, the content of science and social studies is integrated to the subject of civic education.¹⁹

In UU no.20/2003 about the system of national education mention that curriculum is a set of program and arrangement concerning the aims, contents, and the material of lesson along with the method that uses as the orientation of implementation studies activity to achieve the specific educational aims. Based on the meaning of curriculum above there are two dimension of curriculum, the first are the aims, contents, and the material of lesson, whereas the second is the method that used to the studies activity. And the 2013 curriculum has fill thats dimation.

B. The Characteristics of The 2013 Curriculum

The 2013 curriculum has purpose, the purpose are to prepare the people of Indonesia to have ability to live as personal and citizens which religious, productive, creative, innofative, and efective along with be able to contribute to live community, nation, having state, and world civilization. (Permendikbud No.69/2013).²⁰

The 2013 curriculum arranged with the characteristic as follows:

1. To develop the balance between the development of attitude, spiritual, and social, curiosity, creativity, cooperation with the ability of intelectual and psychomotor.

¹⁹ *Character Building in English Language Teaching: Implenting The 2013 Curriculum: Opportunities and Challenges*, Burhanudin Syaifulloh, 2013. 68.

²⁰ Permendikbud No.69/2013.

2. School is part of people which gives learning experience planned where the students implement what they learn in the school to people and utilize the people as learning resources.
3. To develop attitude, knowledge, and skill along with implementing in various situation in the school and community;
4. To give the time that fairly freely to develop various attitude, knowledge, and skills;
5. The competence stated in the form of class core competencies which further detail in the basic competence of lesson.
6. The class core competence be organizing elements the basic competence, where all the basic competence and the learning process developed to achieve competence which stated in core competence;
7. The basic competence developed based on accumulative principle, reinforced and enriched between the lesson and the level of pendidikan (organization of horizontal and vertical).²¹

C. Teaching English in The 2013 Curriculum

The teacher characters of English teacher in the 2013 curriculum is very important. There are two part time allocation of English in a week. It

²¹ Permendikbud No.69/2013.

is two hours for compulsory lesson and three hours for specialization. This below are the table for the devided time of lesson. That is must do to the English teachers, as follows:

Table 2: the lesson for senior high school

<u>LESSON</u>		<u>TIME ALLOCATION</u>		
		<u>WEEK</u>		
		X	XI	XII
Group A (compulsory)				
1.	Religion and character	3	3	3
2.	PPKN	2	2	2
3.	Indonesian Language	4	4	4
4.	Mathematics	4	4	4
5.	Indonesian History	2	2	2
6.	English Language	2	2	2
Group B (compulsory)				
7.	Art and Culture	2	2	2
8.	Physic, sport, dan health education	3	3	3
9.	Vocational subject in school and entrepreneurship	2	2	2
The total hours of lesson of group A and group B		24	24	24
Group C (specialization)				
The academic specialization lesson (senior high school/islamic senior high school)		18	20	20
The academic specialization lesson and vocation (senior high school/islamic senior high school)		24	24	24

THE TOTAL HOURS OF LESSON THAT MUST BE TAKEN WEEKLY (SENIOR HIGH SCHOOL/ISLAMIC SENIOR HIGH SCHOOL)	42	44	44
THE TOTAL HOURS OF LESSON THAT MUST BE TAKEN WEEKLY (VOCATIONAL SENIOR HIGH SCHOOL/VOCATIONAL ISLAMIC SENIOR HIGH SCHOOL)	48	48	48

a. The category of compulsory lesson

The category of compulsory lesson is a part of the several education namely the educational for all of civillian as a purpose to give knowledge about nation, attitude as nation, and the important ability to develop personal live of the students, community and nation.

The structure category of compulsory lesson in curriculum of senior high school as follows:

Table 3: the compulsory lesson of curriculum in senior high school/islamic senior high school

LESSON		<u>TIME ALLOCATION</u>		
		WEEK		
		X	XI	XII
Group A (compulsory)				
1.	Religion and character	3	3	3
2.	PPKN	2	2	2
3.	Indonesian Language	4	4	4
4.	Mathematics	4	4	4
5.	Indonesian History	2	2	2
6.	English Language	2	2	2
Group B (compulsory)				

7.	Art and Culture	2	2	2
8.	Physic, sport, dan health education	3	3	3
9.	Vocational subject in school and <i>entirepreneurship</i>	2	2	2
The total hours of lesson of group A and group B weekly		24	24	24
Group C (specialization)				
The academic specialization lesson		12	16	16
The options lesson of cross-specilization group		6	4	4
The total of alocation time weekly		42	44	44

b. The category of specialization

In this category there is different time for English language and different purpose for the lesson. Time for English teaching is three hours that the lesson just for students that choose the English specialization. And the English teachers must be have specific purpose to teach the lesson.

Table 4: the specialization lesson in curriculum of senior high school/islamic senior high school

LESSON		<u>TIME ALLOCATION</u>		
		WEEK		
		X	XI	XII
Group A dan B (compulsory)		24	24	24
Group C (specialization)				
Specialization of Mathematics and Scientific				
1.	Mathematics	3	4	4

2.	Biology	3	4	4
3.	Physics	3	4	4
4.	Chemical	3	4	4
Specialization social sciences				
7.	Geography	3	4	4
8.	Hiatory	3	4	4
9.	Sociology	3	4	4
10.	Economics	3	4	4
Specialization Linguistic and Cultural				
11.	Indonesian Language and Literature	3	4	4
12.	English Language and Literature	3	4	4
13.	Another foreign language (Arabic, Mandarin, Japan, Korea, German, French)	3	4	4
14.	Anthropology	3	4	4
Options lesson				
The Choice of specialization and/or deepening croos-group interest		6	4	4
The total of teaching hours available weekly		68	72	72
The total hours of lesson that must be taken weekly		42	44	44

Besides that, the category of English teachers is very important as a source for students that want to know the materials but they don't know or find difficulties of materials to understand. The English teacher must be give more explanation to students so that the students understand what it

is. The materials can carried out appropriate the core competencies and the base competencies.

The English teachers be required to memorize one of one students. Because the assessment use authentic. It means that English teachers must be assess the attitude, spiritual, and social, curiosity, creativity, cooperation with the ability of intelectual and psychomotor. So, the English teachers must be stand by every time to know and look the students for the assessments.