

I INTRODUCTION

This chapter describes the background of the curriculum in Indonesia. It also consists of formulation of the problem, research question, objectives, uses, scope and definition of terms. Here are the points classified as in the followings.

1.1 Background

In order to improve the quality of education in Indonesia, the government continues to undertake various reforms in education. In order to improve the quality of education are needed a curriculum. The curriculum is an important element in every educational institution. Physically, the curriculum can be in form of a document containing a variety of components such as thoughts about education, the objectives to be achieved by the curriculum, the content is designed and should be mastered by the learners, a process that is designed to control the content, evaluation is designed to determine the ability stated in objectives, as well as other components. Oliva (1997:54) says that the curriculum is the heart of an educational process regarding to the physical elements involved in the process of education and non-physical elements such as the process of thinking, the process of information storage, the process of

forming attitudes, the process of internalization or the process of forming habit that can only be known through a certain procedure and tools are believed to represent the construct in question.

Curriculum has a very important role as a guide to success for an educational system. Without suitable and appropriate curriculum, it will be difficult to achieve the goals and objectives of educational desire. The curriculum in Indonesia itself has been changing and developing over time from 1947 to 2013. The curriculum changes would be accompanied by the different educational goals because in each of these changes there is a specific goal to be achieved to advance our national education. The changes in the educational curriculum in Indonesia and the objectives that want to achieve can be described as follows:

1. 1947 Curriculum

The 1947 curriculum is called *Rentjana Pelajaran*. At that time, the curriculum in Indonesia is still influenced by the Dutch and Japan colonial education system. *Rentjana Pelajaran* 1947 can be said as a substitute for the Dutch colonial education system because the atmosphere of national life in that time still in a fighting spirit for the independence then education as developmental of conformism. The aims are to establish Indonesian human character independent, sovereign and equal with other nations on earth.

2. 1952 Curriculum

After *Retjana Pelajaran* 1947, in the 1952 curriculum in Indonesia was modified. The 1952 curriculum was called *Retjana Pelajaran Terurai* 1952. This curriculum was approaching to a national education system. The most prominent feature of the 1952 curriculum was each lesson plan should pay attention to the content of the lessons associated with everyday life.

3. 1964 Curriculum

Towards 1964, the government tried again to enhance the curriculum system in Indonesia. It was called *Retjana Pendidikan* 1964. The main ideas of the 1964 curriculum which is become characteristic of this curriculum is that the government has a desire for people to get academic knowledge to equip the elementary school level. So that, the learning centered on *Pancawardhana* program that includes the development of creativity, taste, intention, work, and moral (Hamalik, 2004). Subjects were classified into five groups of subjects: morality, intelligence, emotional / artistic, craft (skill), and physical. Basic education is more emphasis on practical knowledge and functional activities.

4. 1968 Curriculum

The 1968 curriculum is a renewal of the curriculum in 1964, which change the structure of the educational curriculum *Pancawardhana* become coaching spirit of *Pancasila*, basic knowledge, and special

skills. The 1968 curriculum is a manifestation of a change in the orientation of the 1945 implementation of a genuine and consistent.

In terms of educational objectives, the 1968 curriculum aims that emphasized education in an effort to establish the *Pancasila* true man, strong, and healthy body, enhancing intelligence and physical skills, morals, manners, and religious beliefs. Content of educational directed on the activities to improve intelligence and skills, and develop a healthy and strong physic.

5. 1975 Curriculum

The 1975 curriculum emphasizes the goal, making education more efficient and effective. "The background is the influence of concept in management field, namely MBO (management by objectives) being the most famous. Methods, materials, and teaching purposes specified in procedure Instructional System Development (ITS). In general instructions, specific instructional objectives, learning materials, learning tools, learning activities, and evaluation should be detailed by the teachers. The 1975 curriculum was heavily criticized. Teachers contrived busy writing details of what will be achieved from each learning activity.

6. 1984 Curriculum

The 1984 curriculum brought the process skill approach. Although the approach prioritizes process, but the factor of goal still an important thing. The curriculum is also often called "The 1975 curriculum is

enhanced". The students' position placed as a subject of study. That is observing something, classify, discuss, to report. This model is called the Active Student Learning Method or Student Active Learning.

The 1984 curriculum is oriented to instructional purposes. Based on the view that the provision of learning experiences to the students in a very limited study time at school to be really functional and effective. Therefore, before selecting or determining instructional materials, the first should be defined is what the goal should be achieved by the students.

7. 1994 Curriculum

The 1994 curriculum as curriculum improvement made in 1984 and implemented in accordance with Law no. 2 of 1989 on National Education System. This curriculum has an impact in a time sharing system, namely by changing from a semester system to the quarter system. The quarter system expected to provide opportunities for the students to be able to receive the subject matter quite a lot. The purpose of teaching emphasizes on understanding concepts and the ability to solve the problems and problem solving.

8. 2004 Curriculum

The 2004 curriculum is better known as Competency Based Curriculum (CBC). Competency-based education focuses on developing the ability to do specific tasks in accordance with performance standards that have been set. Competency based education is education geared toward

preparing individual to perform-identified competencies (Scharg in Hamalik, 2000: 89). This implies that education refers to the effort to prepare individuals who are able to perform the predetermined competencies. The implication is the need to develop a competency-based curriculum as a guide in learning process.

Competency based curriculum oriented to: (1) the expected outcomes and impacts which appear to self-learners through a series of meaningful learning experiences, and (2) the diversity that can be manifested according to his needs (Pusat kurikulum, 2002a). The objectives emphasize the achievement of student competence both individually and classical.

9. 2006 Curriculum

The 2006 curriculum is known as the Education Unit Level Curriculum (KTSP). The implementation of CBC was stopped in early 2006 and came to the SBC. The review in terms of content and process of learning achievement of competencies by the students until the technical evaluation is not much difference with the 2004 curriculum.

The most prominent difference is the teachers given the freedom to plan learning appropriate with the environments and the conditions of students as well as the condition of the school itself. This is due to the basic framework, standard competence, and basic in each subject for each educational unit has been established by the Ministry of National Education. So, the development of learning tools, like the syllabus and

assessment system are under the authority of the education unit (school) under the coordination and supervision of District / City.

The purpose of this KTSP includes national education goals as well as compliance with the distinctiveness, condition and potential of the area, the education unit and learners. Therefore, the curriculum prepared by the education unit to allow adjustment of educational programs to the needs and potential in the area. The purpose of these Guidelines for Developing KTSP to become a reference for the education unit SD / MI / SDLB, SMP / MTs / SMPLB, SMA / MA / SMALB, and SMK / MAK in the preparation and development of curriculum that will be implemented at the level of the educational unit concerned.

Although the curriculum has been changed from many years, in fact, the history records that any curriculum changes that occur have never been able to create improvements to the national education system is fundamentally and significantly positive impact, even excellence that is capable of lifting a positive image that is marked by the increasing quality of education in Indonesia. The latest curriculum for Indonesia's education is the 2013 curriculum. This curriculum change is obviously expected to be able to increase Indonesia's education in this globalization era.

The 2013 curriculum is competency-based curriculum that is designed to anticipate the needs of 21st century competencies. Based on *Kurikulum 2013*

Tanya Jawab dan Opini book, this curriculum has three characteristics. First, competence determined in advance based on the needs, and then subject area. Second, the 2013 curriculum has more intact approach, based on the creativity of the students. The 2013 curriculum integrated which composed between one subject to another, so that the three main components of education, they are: attitudes, skills, and knowledge are used as reinforcement in the character formation of the students. Third, the 2013 curriculum competencies at each level elementary, junior high school, and senior high school is designed in continuous and intact.

There are some new things on this 2013 curriculum, among others: (i) curriculum based on scientific approach, where learning process emphasizes in observation, questioning, reasoning, tried, and communicate; (ii) For level elementary school using integrated thematic. Not use the subjects, but the themes which in it integrated with subjects which became competence of learners; (iii) Competence to be achieved balance between attitudes, skills, and knowledge in the way learning that is holistic and fun; (iv) Learning emphasizes in aspects of attitudes, knowledge, and skills with assessment based on the test and portfolio, which are complementary; (v) The number of subjects from ten to six such as religious and moral education, Bahasa, Maths, Arts and Crafts, Physical Education, Sport and Health, plus extracurricular mandatory Scout; (vi) Time allocation per hour lesson in level elementary school (35 minutes), junior high school (40 minutes), senior high school (45

minutes); (vii) Load hours of lessons per week: elementary school (Class I = 30 hours = 32 hours of class II, class III = 34, class IV, V, VI = 36 hours), junior high school = 38 hours, and senior high school = 39 hours.

(Permendikbud 2013)

Besides that the notable difference lies in the subject matter, where the curriculum in 2013 using integrated thematic approach. If in the KTSP, syllabus development activities under the authority of the education unit, but in the 2013 curriculum syllabus development activities shifted to government authority, except for certain subjects which have been specifically developed in the educational unit concerned. It will increase the effectiveness of learning because the teacher is not busy anymore with the preparation of the syllabus.

Based on *Permendikbud No.65B th 2013* in learning process organized an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of students. Education and Culture Minister, Mohammad Nuh says education towards the future is a liberating education, opening the door for students to be able to realize their ideals appropriate with their interests and talents. They become an independent person and ready to collaborate. The 2013 curriculum which emphasizes the students to be active and creative in the learning process, in which the curriculum pattern change

from teacher-centered learning into the learner-centered learning. The curriculum also includes extracurricular activities.

Law No. 20 (2003) on National Education System states that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals. Based on this definition, there are two dimensions of the curriculum, the first is a plan and setting the objectives, content, and material, while the second is the means used for learning activities. The 2013 curriculum will be effectively implemented from the academic year 2013/2014 meets the both dimension (*Permendikbud No.68B th 2013*).

In the implementation of 2013 curriculum, it has the pro and contra that arise from various parties, such as in the world of education and in the society, who questioned the importance of the 2013 curriculum implementation. The government says that in the period 2010-2035 this nation is endowed demographic bonus, which shows the number of unproductive age population is much larger than the productive. The presence of the 2013 curriculum will transform the national education. The 2013 curriculum will make Indonesia's young generation more creative, innovative, and characterized, so that in time can be used to prepare the Indonesian golden generation, the generation currently entering the nation's 100 years of independence in 2045.

The fear of the implementation of this new curriculum is perceived by educators in Indonesia, including the teacher itself. Most of the teachers are questioning the readiness of themselves, so it can be concluded that emergence of negative stigma towards the teachers come from themselves. Education and Culture Minister invites the teachers to do not underestimate the negative stigma that considers the quality and competence of the teachers who cannot thrive. He also asks all the teachers to prove that they can develop the competence and quality and are not affected by the negative stigma that underestimate the ability of the teacher. It is not easy to make a perfect curriculum. Therefore, the teachers should realize that they must be a good driver when driving the 2013 curriculum. In addition to the teachers, parents also have the same sense of anxiety, in which parents fear about their children's future. They doubt with the curriculum changes that occur in the world of education in Indonesia. They assume that the 2013 curriculum is the school curriculum that is not necessarily successful, especially in the early years. And their children are in a position in which these children become the first object of the 2013 curriculum implementation. On the other hand, there are also many supports for this new curriculum, one of them come from Professor of the State University of Yogyakarta, Suyanto (2013:169) believes if a nation wants to create a curriculum that can deliver the learners become successful people, the curriculum must also provide a menu of learning which includes other aspects than intelligence, such as attitudes, behavior,

personality, diversity, character, and muscle memory. It is found in the 2013 curriculum.

Although many doubts in this 2013 curriculum, Mohammad Nuh as Education and Culture Minister says that the implementation of the 2013 curriculum cannot be postponed and must be started in this new academic year, if it is not implemented immediately, the future generation of the nation into a great bet. The 2013 curriculum as an improvement of the previous curriculum which must be immediately enforced even if the public has not seen the results of the scientific research that states the quality of our educational curriculum continues to decline due to errors existing curriculum (Hafis Abbas 2013:113).

The quality of a teacher is a key of the success in teaching learning process. The school in this study is one of a pilot school, in which the teachers have qualified in their respective fields. In this study, the researcher took sample of the seventh grade which already implemented this 2013 curriculum. English teachers who taught in the seventh grade consisted of three teachers, which all of them got the training to implement the 2013 curriculum in that school. The training helped the teachers to understand this new curriculum and can applied it properly.

There are some differences that perceived from the previous curriculum (KTSP) with the 2013 curriculum that makes the teachers and the students need time to adjust to this new curriculum. In order to meet the aims of the

2013 curriculum, that is to prepare Indonesian people to have life skills as individuals and faithful citizens, productive, creative, innovative, and affective and able to contribute in society life, nation, state, and world civilization. This is a new experience for the teachers and the students in the implementation of the 2013 curriculum, where they are as a measure in the success of the 2013 curriculum.

The students are one of the most parts that feel the impact of a change in the curriculum. Because any changes to the curriculum in Indonesia is aimed for the sake of better outcomes for the students in Indonesia.

Referring to the background, the researcher is going to investigate what are the students' perceptions about the implementation of the 2013 curriculum for the seventh grade of junior high school.

1.2 Research Questions

How do the students perceive the learning English by using the 2013 curriculum in terms of: the teacher, English teaching method, learning support, evaluation and learning environment?

1.3 Objectives

The study has an objective to investigate how the students perceive the learning English based on the implementation of the 2013 curriculum at seventh grade of SMP N 2 Bandar Lampung. It tries to investigate the

students' perception on the teacher, English teaching method, learning support, evaluation and learning environment.

1.4 Uses

1.4.1 Theoretically

This research is to give the information to the readers about the students' perception on the implementation of 2013 curriculum at Junior High School.

1.4.2 Practically

This research is as the consideration for the schools and each education authority in applying the 2013 curriculum in Junior High Schools.

1.5 Scope

This research is a descriptive quantitative design. This research will be conducted at seventh grade of SMP N 2 Bandar Lampung. The researcher will do the observation and take some students to be sampled to answer the questionnaire. The researcher wants to find out the students' perception on the implementation of 2013 curriculum. The focus is on the students' perception about the implementation of 2013 curriculum such as: the teacher, English teaching method, learning support, evaluation and learning environment.

1.6 Definition of Terms

The 2013 Curriculum

A continuation of a competency based curriculum that has been initiated in 2004 to include competences attitudes, knowledge, and skill in an integrated manner. Competency based curriculum is designed to anticipate the needs of 21st century competencies.

Perception

Perception is process by which the individual organizes and makes sense of his/her sensory (see and hear) experience (Page and Thomas 1978:26).

Implementation

Implementation of the 2013 curriculum is an attempt to develop the ability of students to have life skills as individuals and faithful citizens, productive, creative, innovative, and affective and able to contribute life in society, nation, state, and world civilization.

This chapter focused on an overview/introduction of the study. In general it consists of formulation of the problem, objectives of the research, uses of the research and definition of terms. Chapter Two is a review of literature on the topics of the implementation of the 2013 curriculum.