

## **CHAPTER II**

### **LITERATURE RIVIEW**

This chapter contains some theories related to definitions of English school's teacher, definitions of curriculum, functions of curriculum, definitions of curriculum implementation, definitions of Curriculum 2013 , the changes of curriculum KTSP into Curriculum 2013, characteristics of Curriculum 2013, previous study. This chapter also includes the theoretical framework as a reflection and a framework in designing the research instruments.

#### **2.1. Curriculum**

##### **2.1.1. Definitions of Curriculum**

According to *BSNP (Badan Standar Nasional Pendidikan)* (2006), curriculum is a set of plan and regulation about objective, content, materials and method used as a guideline in teaching learning activity in order to achieve the educational objective. While Rogers and Taylor (1998) define a curriculum as all the learning that is planned and guided by training or teaching organizations. The organizer could be in groups, or individually, inside or outside classroom, in an institutional setting or in the field. Therefore, curriculum is the learning plan made by an organization aiming to develop knowledge, skills and attributes they will need.

Nasution (2009) says that curriculum is something that is planned as a handle to achieve educational goals. In addition, *Undang-Undang No.20 Th.2003* about the National Education System says that curriculum is a set of planning and

organizing aims, contents and subjects as a guideline in implementing learning activities to achieve certain educational purposes. Furthermore, Bacheet et al. (2006) state that:

“Curriculum is the plan made for guiding learning in the schools, usually represented in retrievable documents of several levels of generality, and the actualization of those plans in the classroom, as experienced by the learners and as recorded by an observer, those experiences take place in a learning environment that also influences what is learned”.

To sum up, a curriculum is a plan made for all the knowledge that students get in school, including students learning materials, the teaching learning process, the facilities that are provided for the students, and the methods used by the teachers in teaching as well as the assessment for the students’ performances.

### **2.1.2. Functions of Curriculum**

In teaching and learning process, the position of curriculum is very important because without curriculum, the teachers, headmasters and supervisors do not know exactly what should be given to the students.

According to Sanjaya (2010), curriculum has several functions for teachers, principals, supervisors, parents, and students, they are:

1. For the teachers, the function of curriculum as a guide in the implementation of the learning process. The learning process that is not guided by the curriculum will not go well, with a systematic and effective, because learning is a process that aims to do everything those teachers and students are directed to achieve the goal. Without a curriculum, learning can be ensured without direction and purpose.

2. For the headmasters, the function of curriculum serves to draw up plans and programs of the school. The preparation of the school calendar, school infrastructure submission to the School Committee, the preparation of a variety of school activities, such as intra-curricular, extracurricular, and other activities based on the curriculum used.
3. For supervisors, curriculum serves as a guide in conducting supervision to school. With reference to the curriculum, the supervisor can measure the school program, including the implementation of the learning undertaken by teachers is along with the demands of the curriculum as well as to trace which parts have already been implemented and which have not implemented yet. Thus, the supervisor can provide feedback or suggestions for improvement.
4. For parents, the curriculum is a guide to provide assistance for the implementation of school programs and help their children learns at home in accordance with the school program. Through the curriculum, parents can find out the goals of learning for their children to be achieved learners and the scope of the lessons.
5. For students, the curriculum is served as a study guide. Through the curriculum, students can understand what competencies to achieve, as well as knowledge, skills, and attitudes. In the beginning of a lesson, a teacher tells the students about the learning objectives to achieve after participating in learning. So, the learner can perform a self-assessment when learning is complete. Curriculum is also a memo for students for things to do after they

mastered certain competencies, and what to do if they have not mastered the materials.

Based on the discussion above, it can be concluded that the curriculum is a set of plans and arrangements about purpose, content, and teaching materials, and the way which used as a guide for the learning activities organization which has function to optimize the development of students in order to achieve specific educational goals. The position of the curriculum is very strategic in the whole process of education because it contains the formulation of goals that decide to where the students will be taken and directed; it also contains the formulation of the content and learning activities which will prepare the students with the knowledge, skills, attitudes, and values that the students need in their lives. Moreover the functions of curriculum, that is to direct the teachers, principals, supervisors, parents, and students accordance with the roles and their own duties.

## **2.2. Definitions of Curriculum Implementation**

Miller and Seller state that

*“Implementasi kurikulum merupakan suatu proses penerapan konsep, ide, program, atau tatanan kurikulum kedalam praktik pembelajaran atau aktivitas-aktivitas baru sehingga terjadi perubahan pada sekelompok orang yang diharapkan untuk berubah. Lebih lanjut dikatakan bahwa implementasi kurikulum adalah proses interaksi anatara fasilitator sebagai pengembang kurikulum, dan peserta didik sebagai subjek belajar. (Miller and Seller in E. Mulyasa, 2003 and in Kunandar, 2007)*

Curriculum implementation is the collective efforts between the government with province government and urban government. The efforts such as ;

1. The government is responsible in prepare the teacher and headmaster for implementing the curriculum.
2. The government is responsible to evaluate the implementation of curriculum.
3. The province government is responsible to supervision and evaluate through the implementation curriculum in province concern.
4. The urban government is responsible to give professional helping to the teacher and headmaster in implementation of curriculum 2013 in the region concern.

### **2.3. Curriculum 2013**

#### **2.3.1. Definitions of Curriculum 2013**

According to the Ministry of Education and Culture (2013), Curriculum 2013 is an integrated effort from reconstruction graduate competence, suitability and adequacy, breadth and depth of the material, the learning revolution and assessment reform. Mohammad Nuh, The Minister of Education and Culture (2013) states that:

*“Kurikulum 2013 adalah kurikulum berbasis kompetensi yang pernah digagas dalam Rintisan Kurikulum Berbasis Kompetensi (KBK) 2004, tetapi belum terselesaikan karena desakan untuk segera mengimplementasikan Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006”.*

In addition, Mulyasa (2013) says that Curriculum 2013 is curriculum that can produce productive, creative, innovative, and affective Indonesian people through integrated strengthening affective attitudes, skills, and knowledge.

Based on explanations above, the Curriculum 2013 is a change from KTSP. It is expected to produce Indonesian people who are productive, creative, innovative, and affective through integrated strengthening affective attitudes, skills, and knowledge.

Curriculum 2013 has some purposes. Curriculum 2013 is designed to prepare the Indonesian people that have the ability to live as a private citizen, a believer, to live productively, creatively, innovatively, and effectively and able to contribute to society, nation, state and world civilization.

### **2.3.2. The Changes of Curriculum KTSP into Curriculum 2013**

In an education system, the curriculum and the dynamic nature always be a change and development, in order to follow the developments and challenges of the times. Nevertheless, the change and development itself must be done systematically and purposefully. Changes and development of the curriculum must have a clear vision and direction. It would carry national education system with the curriculum. Accordingly, since the discourse of curriculum change and development was initiated in 2013, variety responses from various groups, both pro and cons have emerged. Due to the lots of weaknesses in the KTSP according to those negative responses, the Education and Culture Minister, Muhammad Nuh, asserted that there are changes needed for the development of the curriculum to meet the demands of global development. Minister of Education and Culture

reveals that it is important to change, because the curriculum must adapt the demands of the times. The need for curriculum change and development in 2013 was driven by several international studies on the ability of Indonesian students in international arena. The results of the survey "Trends in International Math and Science" (2007) carried out by the Global Institute, showed that only five percent of Indonesian students who are able to work according to the international standards. The Korean learners can reach 71 percent on high category. In contrast, 78 percent of Indonesian students can work on the problems memorizing low category. Therefore, Korean Students Assessment (PISA) (2009) put Indonesia on the bottom ranked 10 out of 65 participating countries in PISA. Almost all Indonesian students master the lesson until it was just three levels only, while many students from other countries master the lesson until level four, five and even six. The results of both survey refer to a conclusion that Indonesian learners' achievements is fell behind and underdeveloped. In this framework the need of curriculum change and development begin with the arrangement of the four elements of national standards, which is the standard graduation competence (SKL), content standards, process standards, and assessment standards. The arrangement was carried out on four subjects, they are: education religion, Civics, mathematics, and Bahasa Indonesia.

The needs of changes in the curriculum as well as several weaknesses are found in the following KTSP (Content Socialization Curriculum 2013):

1. The content is too dense, which is indicated by many subjects and materials that are too broad and difficult beyond the level of students' development.
2. The competency developed is more on cognitive aspect; it does not completely describe on students personals (knowledge, skills, and attitude).
3. Various competencies which are required appropriate with a development of society such as character education, environmental awareness and entrepreneurial soul, are not accommodated in KTSP.
4. Learning process standard does not describe the details of learning sequence so that it will open various interpretation possibilities and ends on a teacher-centered learning.
5. The assessment does not use a standard assessment of competency-based assessment, and does not provide remediation and enrichment services regularly.

According to Kurniasih & Berlin (2013), this curriculum change definitely has already passed the appropriate stages such as problem formulation stage, the stage of agenda setting, policy legitimacy phase, the implementation phase of the policy, and the policy evaluation phase.



**Table 2.1 Change of mindset on the Curriculum 2013**

| No | KBK 2004   | KTSP 2006 | Curriculum 2013  |
|----|--|-----------|--|
| 1  | A competency standard (SKL) is derived from the Content Standards (SI).  |           | A competency standards (SKL) is derived from the needs.  |
| 2  | Content Standards formulated by Course Objectives (Subject Competency Standards) are detailed into Competency Standards and Competencies Basic Subjects. |           | The content standards (SI) are derived from the Competency Standards Core Competencies through a free subject. |
| 3  | Separation between subjects forming attitudes, skills, and knowledge.  |           | All subjects must contribute to the formation of attitudes, skills, and knowledge.                             |
| 4  | Competencies is derived from subjects.   |           | Subjects are derived from competencies to be achieved.   |
| 5  | Subjects are separated from one another, such as a set of separate subjects.   |           | All subjects are bound by core competencies (per class).   |

*Pedoman Pelatihan Implementasi Kurikulum 2013, (2013: 4)*

The changes should be widely disseminated to all interested parties directly in education at schools and other interested parties. Socialization strategies used in Curriculum 2013 by informing the policy of curriculum implementation for teachers to the House of Representatives, Parliament, the

Governor, the Regent / Mayor, Board of Education, Provincial Education Department / District / City and the community as well as the 2013 curriculum training for teachers, principals and supervisors.

According to Kurniasih & Berlin (2013) the differences between Curriculum KTSP with Curriculum 2013, they are:

| No | Curriculum 2013  | Curriculum KTSP  |
|----|--|--|
| 1  | Competency standards specified in advance, through the Minister of Education and Culture No.54, 2013. After that specified Content Standards, Curriculum Framework of the form, as outlined in the Regulations of the Minister of Education and Culture No.67, 68, 69, and 70, 2013. | Content Standards determined in advance through the Minister of National Education No.22, 2006. After that Competency Standards defined by Regulation of the Minister of National Education No.23, 2006. |
| 2  | Aspects of the competence of graduates there is a balance of soft skills and hard skills that include aspects of attitudes, skills, and knowledge competency.  | More emphasis on knowledge.  |
| 3  | The number of class hours per week more and the number of subjects less than KTSP.   | The number of hours of lessons a little more and the number of subjects  |

|   |   |  |
|---|---|--|
|   |   | more than the Curriculum 2013.   |
| 4 | All subjects in SMP / SMA /SMK done with a scientific approach that is standard in the learning processconsists of observing, asking, processing,presenting, summarizing, and creating. | Standard learning process consists of exploration, elaboration and confirmation. |
| 5 | Standard assessment using authentic assessment, which measures the attitudes of all competencies, skills, and knowledge based on processes and outcomes.                                | Assessment is more dominant in the aspect of knowledge.                          |

### 2.3.3. The Characteristics of Curriculum 2013

According The Regulation of Minister of Education and Culture *No. 70, 2013*, about the basic frame work and curriculum structure at Vocational School/ *Madrasah Aliyah*, the curriculum 2013 is designed with the following characteristics:

1. Developing a balance between spiritual attitude, social, curiosity, creativity, cooperation development with intellectual and psychomotor abilities.

2. Schools are part of society that provides a planned learning experience where students apply what is they learned at school to the society and utilizing the society as learning resources.
3. Developing attitudes, knowledge, and skills then apply them in various situations at schools and societies.
4. Giving considerable time to develop the attitudes, knowledge, and skills.
5. Expressing the competence in the form of core competency (*kompetensi inti*) which is further detail in the basic competencies (*kompetensi dasar*) of the lessons.
6. Core competency (*kompetensi inti*) is an organizing element of basic competence, where all the basic competencies and learning processes are developed to achieve which is stated in core competency.
7. Basic competencies are developed based on the accumulative principle, mutually reinforced and enriched between lessons and educational levels (horizontal and vertical organization).

#### **2.3.4. Factors of Curriculum 2013 Development**

The curriculum 2013 was developed based on the following factors:

##### **a. Internal Challenges**

Internal challenges are related to the state of education associated with the demands of education, which refers to the eight National Education Standards that include content standards, process standards, competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financial standard, and the standards of educational assessment.

Other internal challenges associated with the development of Indonesia's population are seen by the population growth of productive age. Currently the number of Indonesia's population of productive age (15-64 years old) over grow of the unproductive age (children aged 0-14 years old and the elderly aged 65 years old and over). The population of productive age will reach its peak in 2020-2035 reaching 70% from the total population.

Therefore, a major challenge faced is how we ensure that human resources in abundant productive age can be transformed into competent human resources through education and skills so as not to be a burden.

b. External Challenges

External challenges are related to the globalization and various issues related to environmental issues, information technology advances, the rise of creative and cultural industries, and the development of education at the international level. Globalization will shift from an agrarian society lifestyle and traditional commerce and trade into a modern industrial society as can be seen in the World Trade Organization (WTO), the Association of Southeast Asian Nations (ASEAN) Community, the Asia-Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA). External challenges are also associated with a shift in world economic power, influence and impact of technology, science and quality, investment, and the transformation of education. Indonesia participation in the study “International Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) in 1999 also demonstrated that achievement of Indonesian students is not

satisfying in several times report issued by TIMSS and PISA. This is due, among others, the number of test material in the TIMSS and PISA asked not included in the curriculum of Indonesia.

c. Completion of Mindsets

The curriculum 2013 is developed with the mindset of improvements as follows:

1. The pattern of teacher-centered learning becomes learner-centered learning. Learners must have the choices of materials studied to have the same competence;
2. The pattern of one-way learning (teacher-student interaction) becomes interactive learning (interactive teacher-student-society-environment nature, source / other media);
3. The pattern of isolated learning becomes learning networks (learners can gain knowledge from anyone and from anywhere that can be reached and obtained via the Internet);
4. The pattern of passive learning becomes active learning-seeking (actively seeking student learning is strengthened by learning models science approach);
5. The pattern of learning itself becomes a learning group (team-based);
6. The pattern learning based learning tools becomes a single multimedia tools; pattern of mass-based learning become the needs of customers (users) to promote the development of specific potential of every learner;
7. The pattern of a single science learning (mono discipline) becomes science teaching plural (multidiscipline);

8. The pattern of passive learning becomes critical learning.

d. Strengthening Governance Curriculum

Implementation of the curriculum does not put curriculum as a list of subjects. Curriculum 2013 approach to vocational education/ *Madrasah Aliyah* amended in accordance with the curriculum of the educational unit. Therefore, in curriculum 2013 strengthening governance conducted as follows:

1. Teachers working procedures that are individually converted into a work order that is collaborative;
2. Strengthening school management through strengthening the management capabilities of principals as leaders of education;
3. Strengthening infrastructure for the benefit of management and the learning process.

e. Reinforcement material

Reinforcement material is done by the deepening and expansion of relevant material for students.

#### **2.4. Previous Study**

In the previous study, Renny (2008) investigated the English teachers' problems for teaching training program especially for PLPG conductor in implementing curriculum KTSP. Renny found that the biggest result of English teachers' needs in implementing curriculum KTSP at school were the accommodation of teaching material and teaching media; the support of headmaster of the school and the intensive KTSP information distribution. Also as a survey conducted by Ade (2010) which investigated the English teachers'

problems in implementation of KTSP found that the common problems that tend to be faced by the English teachers in the elementary school in West Tegal Sub district are mostly they do not understand the content of KTSP because they have not enough KTSP trainings.

As explanation above, the researcher decided to investigate English school teachers' understanding in implementing Curriculum 2013. The researcher decides to investigate about Curriculum 2013 and also in Junior High School area.

## **2.5. Theoretical Framework**

In order to answer the research question of this research, English teachers' understanding in implementing Curriculum 2013 is reviewed in terms of: (1) Curriculum 2013; (2) base competence; (3) core competencies; (4) development of syllabus (Lesson plan arrangement, learning resources, skills, and methods); (5) assessment; and (6) problems in implementing Curriculum 2013. This study is conducted by using survey research design. According to Creswell (2008:376) survey research is the procedure in research that can describe the attitudes, opinions, behaviors, or characteristics of the population. Arikunto (2010:3) also state that survey research is the research that describe what is contained or occurring in a particular area and the data collected are classified according to the type, nature or condition. After all data was complete then the researcher made conclusions. Based on the explanation above, survey method is suitable to be applied in this study since the researcher needs to collect the opinion of English teachers about problems in implementing of curriculum 2013.



Furthermore, in order to support the answer to the researcher question, the researcher used mixed methods in this study. As Creswell & Plano Clark (2011) cited in Creswell (2008:535) that a mixed method is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem. Since the data of English school teachers’ understanding in implementing Curriculum 2013 were collected by questionnaire, interview and also crosscheck the lesson plan.