

Chapter Two

Literature Review

This chapter discusses the literature review related to the teachers' perception in implementing the 2013 Curriculum. There are several important points mentioned in this chapter. This chapter discusses about the school Curriculum, principles of the Curriculum, and the 2013 Curriculum. In this chapter, it also discusses the implementation of the 2013 Curriculum.

School Curriculum

The Curriculum has an understanding as to which in Law Number 20 Year 2003 Article 1 Paragraph (19) is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational objectives. The Curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning to achieve specific educational goals (Sisdiknas, 2003). Thus, Curriculum is used as guidance in every learning activity to achieve the determined aim.

The Curriculum is a guide for the teachers to teach their students in the learning process. In the process of teaching and learning there is a good cooperation between teachers and students. Based on the above definition, teachers and students must have cooperation in teaching and learning process.

The Principles of the Curriculum

According to Ahmad (1998), the Curriculum has the following principles. The first Curriculum principle is the philosophical principle which essentially defines the general purpose of Education. The second Curriculum principle is the

sociological principle that provides the basis for determining what will be studied in accordance with the needs of society, culture and the development of the science of technology. The third principle is the organizational principle that provides the basic foundation of how the lesson material is disused broadly and sequentially. For the fourth Curriculum principle, it is psychological principle which gives principle about child development in various aspects and ways of learning so that material provided can be digested and controlled by child in regards to its development stage.

The 2013 Curriculum

According to Kemendikbud 2014, the 2013 Curriculum is an integrated Curriculum as a concept can be said as a learning system or approach that involves several disciplines to provide meaningful and broad experience to students. It is said to be meaningful because in an integrated concept Curriculum, students will understand the concepts they will learn are intact and realistic. It is said broadly because what they will get is not only in one scope of discipline but all across disciplines because they are seen to be related to each other.

The 2013 Curriculum based on character and competence was born in response to various criticisms of the 2006 Curriculum, and in accordance with the development of needs and the world of work. The 2013 Curriculum is one of the government's efforts to achieve the superiority of the national community in mastering technology as outlined in the direction of the state. The development of the 2013 Curriculum is based on thinking about the challenges of the future, perceptions of society's knowledge and pedagogy, future competence, and negative phenomena that emerge (Kemendikbud, 2014).

The 2013 Curriculum emphasizes character education, especially at the elementary level, which will be the foundation for the next level (Mulyasa, 2013). Through the development of the 2013 Curriculum based on character and competence, we hope that this nation will become a dignified nation, and that the people will have added value, and selling value that can be offered to others in the world, so that we can compete. With other nations in global settings. This is possible, if the implementation of the 2013 Curriculum can truly produce productive, creative, innovative people with character.

Character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes, which lead to the full, integrated and balanced character and noble character of students in accordance with the standards of graduate competency in each education unit (Kemendikbud, 2014). Through the implementation of the 2013 Curriculum which is competency-based as well as character-based, with thematic and contextual approaches students are expected to be able to independently improve and use their knowledge, study and internalize and personalize character values and noble character so that it manifests in daily behavior.

In the implementation of the 2013 Curriculum, character education can be integrated in all learning in each field of study which is contained in the Curriculum. Learning material related to norms or values in each field of study needs to be developed, explicitly, related to the context of everyday life. Thus, value education, and character building are not only done at the cognitive level, but touch on internalization, and real practice in everyday life. Character leaders at the education unit level lead to the formation of a school / madrasah culture,

namely the values that underlie behavior, traditions, daily habits, and symbols that are practiced by all school / madrasah residents, and the surrounding community.

The culture of the school / madrasah is the characteristic, character / character,

and image of the school / madrasah in the eyes of the wider community. The

following are core competencies and basic competencies in the 2013 Curriculum.

Core Competences

Core Competence is the translation or operationalization of SKL in the form of quality that must be possessed by those who have completed education in a particular education unit or certain level of education, an overview of the main competencies grouped into aspects of attitudes, knowledge and skills (affective, cognitive, and psychomotor) that students must learn for a school, class and subject level (Kemendikbud, 2014). Core competences must describe a quality that is balanced between hard skills and soft skills achievements.

Core competency functions as an organizing element for basic competencies. As an organizing element, Core Competencies are binding for vertical organizations and horizontal organizations of Basic Competencies.

Organizational Vertical Competence is the relationship between Basic

Competency content in one class or level of education to the class / level above so that it meets the principle of learning, which is a continuous accumulation of content learned by students. Horizontal organization is the relationship between the content of Basic Competency in one subject with Basic Competence content from different subjects in the same weekly and class meeting so that a mutually reinforcing process occurs.

Basic Competences

Basic competency is the competency of each subject for each class derived from Core Competencies. Basic competency is content or competency consisting of attitudes, knowledge, and skills sourced from core competencies that must be mastered by students (Kemendikbud, 2014). These competences are developed by taking into account the characteristics of students, their initial abilities, and the characteristics of a subject. Subjects as a source of content to master competency are open and are not always organized based on disciplines that are very oriented only to essentialism and perennials philosophy.

Subjects can be used as content organizations developed from various scientific disciplines or non-disciplines that are permissible according to the philosophy of social reconstruction, progressiveness or humanism. Because the philosophy adopted in the Curriculum is eclectic as stated in the philosophical foundation section, the name of the subject and the subject matter for the Curriculum to be developed need not be tied to the principles of essentialist philosophy and perennials.

The 2013 Curriculum Learning Principles

The learning process in educational units is currently held in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provide sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical and psychological development of students. For this reason, each education unit conducts learning planning, implements the learning process and evaluates the

learning process to improve the efficiency and effectiveness of graduate competency.

Based on Graduates' Competency Standards and the 2013 Curriculum Content Standards, the first principle of Curriculum learning in 2013 is from students being told to learners to find out. The second is from the teacher as the only source of learning to be learning based on various learning resources. The third is from the textual approach to the process as strengthening the use of the scientific approach. Fourth, from content-based learning to competency-based learning. The fifth is from partial learning towards integrated learning. The sixth is from learning which emphasizes a single answer to learning with multi-dimensional truth answers. The seventh is from verbalism learning towards applicative skills. Eighth is the improvement and balance between physical skills (hardskills) and mental skills (soft skills). The ninth is learning that prioritizes civilization and empowerment of students as lifelong learners. The tenth is learning that applies values by giving example, developing willingness, and developing students' creativity in the learning process. Eleventh is learning that takes place at home, at school, and in the community. Learning that applies the principle that anyone is a teacher, anyone is a student, and everywhere is a class. Twelfth is the use of information and communication technology to improve the efficiency and effectiveness of learning and the last is recognition of individual differences and cultural backgrounds of students.

The Implementation of 2013 Curriculum

The 2013 Curriculum aims to prepare Indonesian people to have the ability as individuals and citizens who are faithful, productive, creative, innovative and

affective and able to contribute to the life of the world, nation, state and civilization of the world (Ministry of Education and Culture, 2013). Thus it can be drawn the conclusion that the 2013 Curriculum aims to shape and improve human resources as a model for the development of the Indonesian nation and state and increase fair competition between education units about the quality of education to be achieved. Because schools are given the freedom to develop the 2013 Curriculum according to the conditions of the education unit, the needs of students and the potential of the region.

The implementation is the process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect in the form of changes in knowledge, skills, values, and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that implementation is "to put something into effect". Implementation of the Curriculum is an attempt of execution or implementation of existing Curriculum. In the implementation of the Curriculum, demanding the whole hearted effort and a strong desire in its implementation, major problems will occur if it is implemented contrarily to or deviate from what has been designed (Kurniasih, 2014)

The Curriculum as an implementation object is correct. By the reason, the Curriculum has guidelines for its implementation. The statement mentioned is also stated in Act No. 20 of 2003 on the national education system, the definition of the Curriculum is a set of plans and arrangements concerning objectives, content, teaching materials, and methods used to guide the implementation of learning activities to achieve specific educational objectives.

In accordance with more student-centered 2013 Curriculum, learning management should emphasize more on students' needs. It is necessary to achieve a more robust level of graduated competency (SKL) competency from the identified learning processes identified given appropriate management actions related to the English language learning of the 2013 Curriculum.

For English, there is a slightly different perspective for teachers to interpret competence because many of them are from the psychomotor domain, specific competencies derived from the language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), macro skills (productive; speaking and writing, and the skills of receiving, listening and reading) and micro skills or language elements (grammar, vocabulary, pronunciation, and spelling). All of these should not be discussed separately and covered in integrative behavior in all core competencies (KI) and basic competencies (KD) (Kemendikbud, 2014).

There are many false interpretations of the previous Curriculum framework such as the one Lesson Plan policy that includes one basic competencies (KD) while in the English language Curriculum one basic competencies (KD) should cover four skills (Kemendikbud, 2014). The 2013 Curriculum revises these errors and in the process of teaching these four English skills which will be integrated as a sense of competence referring to the sense of communicative competence.

Review of the Previous Study

In this part, the researcher found related studies about the implementation of the 2013 Curriculum. There are two reviews of previous studies:

The first study was conducted by Ansori (2015). The study aimed to describe the preparation of teachers in the implementation of the 2013 Curriculum and teachers' perceptions in the implementation of the 2013 Curriculum at SD Negeri Kauman 07 Batang. Besides, the type of research was qualitative descriptive research. The subjects of this study were teachers who have implemented the 2013 Curriculum in class I, II, IV, and V. Data collection techniques were done through interviews, and observation and documentation was also done in this research. Hence, data analysis technique was done descriptively with data collection, data reduction, data presentation, and conclusion.

In addition, the results showed that the preparation of teachers in the implementation of the 2013 Curriculum at SD Negeri Kauman 07 Batang was preparing teachers' book and students' book, analyzing syllabus, analyzing KD in teacher book, analyzing students' book, making RPP with some adjustments, preparing media and learning tool, and assessment instruments. The perception of teachers in the implementation of the 2013 Curriculum at SD Negeri Kauman 07 Batang was good Curriculum in 2013, but it was not suitable to be implemented in Indonesia because the human resources in Indonesia had not fulfilled the demands of the Curriculum itself, and it seemed to be hasty because the technical guidance is only five days and must be immediately applied it in the next day in hurry, not well-prepared, and the judgment from the distribution of very late book. Required books only come after the materials are exceeded easily to implement because all the instruments are from the start of RPP syllabus, students' book, and teachers' book. Besides, students' mapping is clear because of detailed assessment, so the

advantages and disadvantages of students can be seen clearly. Thus, the assessment is detailed, so the teachers must work harder than before.

The second study was conducted by (Zulfa , 2014). This study was aimed to determine the perception of teachers in implementing the 2013 Curriculum in state 1 Peukan Bada and known the inhibiting factors in implementing the 2013 Curriculum on learning in the State High School 1 Peukan Bada. This study was a population study where the population of the study was all teachers who teach in the class 1 high school country 1 Peukan Bada amounted to 22 teachers.

The method used in this study was descriptive method with qualitative approach. Data collection method was conducted using field research or observation, interviews, and questionnaires which were distributed to teachers and library research. To find out teachers' perception on Curriculum implementation of 2013 at state high school 1 Peukan Bada, it used formula percentage. The results of data analysis showed that teachers' perception toward the implementation of Curriculum 2013 in public high school 1 Peukan Bada was good because as expectation, learning is easier to be carried out. Obstacles faced by teachers in the implementation of the Curriculum 2013 at the state 1 Peukan Bada campus were still lack of learning resources in the form of manuals for students' and teachers' handbook on some subjects which led to have lack of teachers' understanding in utilizing information and communication technology.

In conclusion, the first study from Ansori (2015) was similar with this study in aspects of the implementation the 2013 Curriculum. This study also investigate the advantages in implementing the 2013 Curriculum in teaching English. However, Ansori (2015) focused his study wick viewed from the

preparation in implementing the 2013 Curriculum. Then, the second study from Zulfa (2014) was also similar with this study. Zulfa (2014) focused her study in implementing the 2013 Curriculum based on the teachers' perception. She discussed the inhibiting factors in implementing the 2013 Curriculum.

Based on two previous studies on the 2013 Curriculum in teaching English above, the researcher conduct a new study of teacher perceptions in implementing the 2013 Curriculum in English. In addition to the preparation and inhibiting factors of implementing the 2013 Curriculum and the previous Curriculum that already exists, the researcher also examine what are the advantages felt by teachers in implementing the 2013 Curriculum and what problems faced by the teachers in implementing the 2013 Curriculum in teaching English.

Conceptual Framework

This section discusses the theoretical framework summarized in chapter 2. The Curriculum is a guide for the teachers to teach their students in the learning process. Sisdiknas (2003) stated that The Curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning to achieve specific educational goals. The latest curriculum breakthrough is the 2013 Curriculum. Kemendikbud (2014) stated that the 2013 Curriculum is an integrated Curriculum as a concept can be said as a learning system or approach that involves several disciplines to provide meaningful and broad experience to students. Furthermore, this study investigates teacher perceptions in implementing the 2013 Curriculum in teaching English. Teachers at some private Islamic high school in Yogyakarta have many perceptions toward the implementation of 2013 Curriculum. It focuses on the

advantages of implementing the 2013 Curriculum to teach English as perceived by the teachers and the problems faced by the teachers in implementing the 2013 Curriculum.

Firstly, the study focuses on the advantages of implementing the 2013 Curriculum to teach English as perceived by the teachers. The implementation of the 2013 Curriculum as suggested in the study from Zulfa (2014) investigated in the recent study to see the advantages of implementing the 2013 Curriculum to teach English as perceived by the teachers. Secondly, the study are also to know the problems faced by the teachers in implementing the 2013 Curriculum. Therefore, the teachers' perceptions of implementing the 2013 Curriculum in teaching English presented in the framework of the study below:

Figure 1.1. Conceptual Framework

