

CHAPTER I

INTRODUCTION

1.1 Background

The 2013 curriculum (K-13) has been implemented for the past two years despite extensive criticism from teachers, parents and also education experts. It is a normal situation because as Hamied (2014) states that debates on curriculum development and implementation have been around in this country since educational activities began to take place a long way before the 1945 Independence Day. Recently, the ministry of primary and secondary education has decided that K-13 would only be implemented in some selected schools across Indonesia. The schools that have not implemented the K-13 for three consecutive semesters can stop immediately. For those which have employed the K-13 at least three semesters, they are mandatory to keep using it while waiting for further evaluation from the government.

The new curriculum implementation, according to Okello and Kagoire (1996:124) “is a network of varying activities involved in translating curriculum designs into classroom activities and changing people’s attitudes to accept and participate in these activities”. However, the new curriculum implementers (teachers, principals, standard officers and others) are faced with barriers which hinder the successful implementation of the curriculum.

On the other hand, the changes of situation and condition where students exist demand a curriculum development. It must not be stagnant and should be developed. In addition, Richards (2001) states that curriculum is changing over time due to the change of society needs, educational philosophy and regulations.

The changing educational environment, the diverse educational needs of students, the high expectations from the public, and the policy reports demand

strongly educational change. In relation to that, The National Education Department have made some curriculum adjustments which consider certain points such as what students should learn, how is the content and learning sequences given to the students, and how will the lesson started (Hartoyo, 2011).

A curriculum is developed to result in qualified outcomes (students). In indonesia, there are several curriculum that have ever been implemented: 1967, 1974, 1984, 1994, Competence-Based Curriculum, School-Based Curriculum, and the latest curriculum is the 2013 curriculum (Syahmadi, 2013). He also states that the government always revises the curriculum in order to have good outcomes.

Curriculum development is defined as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students (Brown, J.D, 1995). He also explains that this series of curriculum activities will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable. Curriculum development also means the range of planning and implementation processes involved in developing or renewing a curriculum (Richard, 2001: 41). It focuses on needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation.

The previous curriculum, School-Based Curriculum enables every school to develop their teaching learning process creatively in accordance with the condition of their schools and society (Toenlioe, 2007). However, he further states that the result of the School-Based Curriculum is inconsistent. It seems that there is no significant improvement in the quality of students output, especially the improvement of student's attitude (character building). It can be seen from nowadays student's bad attitude, such as tobacco, drug and alcohol abuse, high-risk sexual activity, dropout and truancy, brawl between students, and many more.

Based on those cases, the K-13 implementation stressed on the students' character-building and religious education to grow a good attitude among themselves and their environment (BPSDMPK-PMP, 2014). It indicates that the government focuses on creating good morals and characters for younger generation.

However, as a whole, the K-13 is still a competence-based curriculum in that the objectives are formulated in terms of the prescribed or target competence or the outcomes of language learning (Agustien, 2014). She further states that in spite of the similarities, this new curriculum seems to have sent much bigger shockwaves to the teachers than ever before especially now that the ministry has decided that the curriculum is fully implemented in 2014. There is an urgent call for putting what has been going on into a perspective that might be useful in portraying what the problems really are.

In line with the above statement, the curriculum change automatically will give real impacts to the teachers who are expected to take up the challenges of the new curriculum; sometimes, it is often not supported by socializing the project to teachers maximally which enables them to have incomplete thought and understanding toward the essence of the curriculum (Cresdee, 2002).

The above study is supported by Nurfajriah (2013) who conducted a mini research in a senior high school's teachers. She concludes that almost all the english teachers in her research have a deep understanding theoretically about K-13, but practically they encounter difficulties in implementing the curriculum in their teaching and learning process.

Teachers have a significant role in developing the new curriculum. The teacher's creativity will influence to the success of curriculum development (Mulyasa, 2013). Consequently, teachers' perceptions also must be taken into account since those things give direct implications ultimately to the quality of

education afforded by students (Cresdee, 2002). Meanwhile, Richards (2001) argues that the lack of consultation with teachers will result in low ownership and commitment in the implementation of the curriculum.

Moreover, strong leadership in curriculum development is an essential element of any school improvement strategy, and today, principals play a vital and ever-expanding role in the process (Glatthorn, 2009). Thus, principals need to understand the big ideas that should be taught in the core curriculum. It means that the roles of principals are fundamental in a curriculum development because they play a role as facilitator (Sharma, 1992).

The role of principals in K-13 implementation is very essential because they have a challenge to determine whether the school is successful or not in the implementation of K-13. Based on Kemendikbud (2013), there are three major roles of a principal in implementing K-13. They are building the school culture, shifting the school management, growing the leadership learning and supervision. The principals are also demanded to be adaptive in a curriculum change. It means that the principals should perceive this alteration process as a necessity. Therefore, the principals' perceptions also must be taken into account since those things give direct implications to the implementation of K-13.

Started from the above standpoints, this study is conducted to investigate the principals' and English teachers' perceptions about curriculum 2013 and its implementation. It is also hoped that this study will give a significant contribution to the evaluation as a part of curriculum development.

1.2 Research Problem

The K-13 puts students' attitude on the higher concern than their skill and knowledge competencies (Syahmadi, 2013). It offers significant breakthrough in improving the quality of teaching and learning process. On the other hand,

according to Nurfajriah (2013) that the English teachers in her research are theoretically have a deep understanding toward the K-13, but practically they encounter some difficulties in implementing the curriculum in their teaching and learning process. As a result, planning for this learning is critical for the success of the new curriculum implementation. The teachers who participated in implementing this curriculum may not fully understand the concept of the new curriculum itself.

Moreover, the issue of successful implementation of the English language curriculum has been the focus of a number of studies. However, in Indonesia, little research has been conducted on principals' and teachers' perceptions of the K-13. There should be an analysis to the principals' and teachers' perceptions toward the K-13 to determine its success. Therefore, this study is aimed at describing the various principals' and English teachers' perceptions about K-13 and its implementation, and also it investigates English teachers' problems and solutions in developing K-13.

1.3 Research Questions

The main issue of this study is broken down into the following research questions:

1. What are the principals' and the English teachers' perceptions on K-13 and its implementation?
2. What are the English teachers' problems in the implementation of K-13?
3. What steps do they take to overcome those problems?

1.4 Purpose of the Research

This research aims at finding the answer to the questions stated. Thus, the purposes of the study are:

1. To describe the principals' and the English teachers' perceptions about K-

- 13 and its implementation.
2. To find out the English teachers' problem arises during the implementation of this curriculum.
 3. To find out their solutions dealing with those problems.

1.5 Scope of the Study

This study attempts to investigate principals' and English teachers' perceptions about K-13 and its implementation. The investigation of principals' perceptions in this study is limited to their perceptions on attaining of their role as principals in K-13 implementation. Meanwhile, the investigation of English teachers' perceptions is limited to their perceptions on developing lesson plan, teaching materials and media, and assessment process. These aspects also become the base on identifying the English teachers' problems arise and also their solutions in the implementation of K-13.

1.6 Research Methodology

This study employs quantitative and qualitative methods (mixed methods). Malik and Hamied (2014) state that mixed methods paradigm is a new approach as it aims to put quantitative and qualitative data together. Therefore two types of data collection techniques are applied, they are questionnaire and interview. In addition, researchers can creatively combine quantitative and qualitative method to make the best sense for the study they want to do (Gay&Mills, 2006). They also mention that one of the examples of analytic and interpretive procedures is comparing results in which the result from qualitative data collection are directly compared with results from quantitative data collection. Statistical trends are supported by qualitative themes or vice-versa.

The populations of this study are principals and all English teachers in senior high school level who are using K-13 in their schools (Bandung area).

Meanwhile the samples are six principals and 30 English teachers in senior high school level who have ever participated in K-13 training held by Kemendikbud. The samples' names were concealed because of their privacy.

Quantitative data were collected first through survey using Guttman and Lickert scale questionnaires to explore principals' and English teachers' perceptions on the implementation of K-13. These scales can be used to get the description of attitudes, opinions and perceptions of subject (Oppenheim, 1982; Kitao and Kitao, 2002; Sugiono, 2008).

To get in-depth information about English teachers' problems and solutions on the implementation of K-13, a qualitative method is also applied. An interview is conducted in collecting the data. The interviewee is chosen based on a purposive sampling.

1.7 Significance of the Study

This study is expected to give positive contribution to three points of views; theoretical, practical, and professional benefits. For theoretical benefit, this study can enrich the literature on principals' and English teachers' point of view as well as the problems encountered in the implementation of K-13. For practical benefit, the result of this study gives the information to English teachers in perceiving the K-13 and in anticipating the problems faced in its implementation. Moreover, this study also has professional benefit, particularly for the policy makers to concern the real conditions in the field during the implementation of K-13 as well as the related aspects contributing in the development of that curriculum which can lead to evaluate the policies made in K-13 curriculum project.

1.8 Organization of the Paper

The writer organizes the paper into five chapters as follows:

CHAPTER I

This section contains introduction which discusses: background, research problem, research question, purpose of the research, scope of the study, research method, significance of the study, and organization of the paper.

CHAPTER II

It contains theoretical foundations and related previous research, which serve as a basis for investigating the research problem.

CHAPTER III

Included in this section is the research methodology, which discusses the method of the research and procedure of the research: techniques of collecting data, population, sample and data analysis.

CHAPTER IV

This chapter reports the result of the study (findings and discussions).

CHAPTER V

It contains the writer's interpretation of the result of his research in the form of conclusions and recommendations in accordance with the result of the research.