

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Definition of Curriculum

Curriculum is one of the tools which guide teachers to teach their students. Therefore, the government arranges the curriculum to help the teacher in designing the material for their students. According to Romine (1945) in Hamalik (2004) curriculum is interpreted to mean the entire organized course, activities, and experiences which pupils have under direction of the school whether in the classroom or not. It means there is no limitation for students' activities at class room in teaching and learning

According to Hilda Taba (1962) in Sanjaya (2008) A curriculum is a plan for learning: therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. It means curriculum is a plan for the teacher to design the material to get the purpose of the educational system.

Moreover, other expert Inlow (1966) in Yuniarti (2011) said that curriculum is the planned composite effort of any schools to guide

learning outcomes. It means

the key point of the curriculum is teacher ability to design material based on the curriculum they have. The curriculum is arranged by the government and the school develops the curriculum to be done.

Curriculums as a learning plan is also in line with educational function that serves as a reference in recognizing the educational system. According to laws number 20, 2003 about national education system, Curriculum is a set of planning and arrangement about the purpose, the content, the instructional material and also the way which is used as a guideline of the teaching learning activity to achieve a certain education purposes Sanjaya (2008). Based on the definition above, curriculum is designed by each educational unit that is appropriate to the students' need and condition.

Curriculum is a guideline for teachers to teach their students in learning process. In process of teaching and learning there is a good cooperation between teacher and the students. Based on the above definition, the teacher and student should have cooperation in teaching and learning process. According to Nunan (1996) curriculum is a collaboration effort between teacher and learner, since learners are involved in the decision making process regarding to the content of the curriculum and how it is taught. The teacher and students have a good relationship to make the learning process run well. For example, students are involved in the class discussion then teacher becomes the

teacher in the class. The implementation of curriculum can be

done appropriately if there is a good cooperation between teacher and students. Teacher acts as a developer of curriculum and students act as the subjects who implement this curriculum. Teachers are no longer the only learning source for the students. Teaching and learning are seen from the process and the result of the students in learning.

2. 2004 Competence Based Curriculum (CBC)

The Competence Based Curriculum emphasized the competence of the learner. This curriculum is also called as 2004 curriculum. This curriculum had been done for more or less two years, during 2004-2006 in Indonesia. The focus of this curriculum is on student centered learning in which teacher acted as facilitator, learning Manager, demonstrator, administrator, motivator, and evaluator Sanjaya (2005). On the other words, teachers have an important role in learning process and students are active learners in the learning process.

In the Competence Based Curriculum, the teacher is not the center of teaching and learning process anymore. The students take an important part in the teaching and learning process. Furthermore, the head master and the teacher also take important roles in supporting the success of the implementation of competence based curriculum even the teacher is very influential to determine the success in teaching learning process Mulyasa (2005).

Other expert, Usman (1997) stated that a teacher has four functions. They are a demonstrator, a class manager, a facilitator, or moderator and an evaluator. Based on the expert, it shows that the teacher plays essential role in the teaching and learning process in the success of the Competence Based Curriculum implementation.

This curriculum emphasized on the development of students competency in doing their assignment in certain standard; they have to master certain competence, like developing their knowledge, comprehension skill, value, attitude, and interest in order to do something appropriately and responsibly Mulyasa (2005)

According to Depdiknas (2001), as stated in Susilo (2008), there are five characteristics of Competence Based Curriculum:

- a) Competence Based Curriculum emphasized on student's competence achievement.
- b) Competence Based Curriculum is about learning outcomes orientation.
- c) Competence Based Curriculum uses various approaches and methods in teaching and learning process.
- d) The source of study in Competence Based Curriculum is not

1. the teacher but also other educative sources

- e) Evaluations in Competence Based Curriculum emphasized on the process and learning outcomes in the efforts to master and achieve a competency.

In order to achieve the characteristic, the government had determined the standard competence, basic competence, and indicator for teachers to conduct in the learning process.

3. 2006 School Based Curriculum (SBC)

School Based Curriculum is the development of the Competence Based Curriculum. School Based Curriculum is operational curriculum developed and implemented by each educational unit or school. The curriculum has been implemented since 2006/2007 in the school.

The 2006 curriculum or School Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is the operational curriculum that develops and implement by each educational unit or school become a guide/fundamental to develop the three domains in education knowledge, skill, and attitude Mulyasa (2008). The developments of the curriculum based on the teachers and school to get the purpose of the educational system. The 2006 curriculum is the operational curriculum to guide the school to develop the learning appropriate with

The 2006 curriculum is a curriculum which could be arranged and developed based on school and students condition or need Muzamiroh (2013). Furthermore, the school has to pay attention to the existing standard competence and basic competence developed by the central board of the national education standard (*Badan Standar Nasional Pendidikan/BSNP*). In this situation, teachers have an authority to develop materials based on the standard of curriculum. The opportunity for teachers to develop this curriculum refers to the national education standard (*Standar Nasional Pendidikan*) to create the national education purposes (*Tujuan Pendidikan Nasional*) Sanjaya (2008). According to the government regulations number 19, 2005 about national education standard (*Standar Nasional Pendidikan*), curriculum is a set of plans and arrangements regarding to the purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve educational goals.

Based on the definition above, it can be concluded that the curriculum is a learning plan that consists of educational goals. Curriculum as a learning experience is provided to students. The curriculum as a written document contains a collection of teaching materials and the subject given to the student.

Mulyasa (2008) identifies five characteristics of the 2006 curriculum:

- a) Emphasizing on students competency, both individually and classically
- b) Orienting on learning outcomes and diversity.
- c) Conveying the material by using various approaches and methods
- d) Teachers act as facilitator; teachers are not the only one of learning sources.
- e) Assessment is emphasized on learning process and learning outcome in achieving and mastering the competency.

The 2006 curriculum or School Based Curriculum characteristics can help the teacher to know students' need and the teaching method that will be used easily. School Based Curriculum gives the teachers an authority to design curriculum based on the students' need, school situation, and regional condition.

4. The 2013 Curriculum

Curriculum 2013 is the development of Competence Based Curriculum (CBC) which has tested in 2004. Competence Based Curriculum is used as a reference and guidance for implementing education to develop a system of education (knowledge, skills and attitudes) in all levels of education particularly on the school education.

According to *Mendikbud* (2013) in Muzamiroh (2013), the

subjects that will be associated or combined each other. The 2013 curriculum is competency based as a concept of curriculum that is emphasized to develop the students' ability and competence with a certain standard. So, the result can be felt by learners as mastery of a particular competence Muzamiroh (2013). According to Mulyasa (2013) the 2013 curriculum is competency and character based that emphasizes on the field experience to make a relationship between teacher as developer of curriculum and students as subjects who are taught by teacher.

The difference between the 2013 curriculum and the competence based curriculum is in the teaching and learning activities. The differences are in the development of standard. The Competence Based Curriculum Standards are the standard of content (*Standar Isi/SI*), graduate competence standard (*Standar Kompetensi Lulusan SKL*), the standard of competence (*Standar Kompetensi/SK*) and indicator (*indikator*) while the 2013 curriculum standard are the content of standard of content (*Standar Isi/SI*), graduate competence standard (*Standar Kompetensi Lulusan (SKL)*) and main competence (*Kompetensi Inti/KI*). In 2013 curriculum all subjects must contribute to the establishment of attitudes, skills and knowledge of students.

In developing of 2013 curriculum, teachers should know the curriculum characteristics first. According to Muzamiroh (2013) the

- a) The 2013 curriculum emphasized on student competence based on the science.
- b) The 2013 curriculum uses scientific approach in teaching and learning process.
- c) The 2013 curriculum uses discovery learning in teaching and learning process
- d) The 2013 curriculum emphasizes on students competency (attitude, skill and knowledge)
- e) The learning process emphasizes on cognitive, affective, and psychomotor through test-based assessment and portfolio

Knowing the characteristic is expected to help teacher in choosing the best strategy in implementation of this curriculum especially in teaching English. Furthermore, as seen in the characteristics of 2013 curriculum, the teachers use scientific approach and team teaching in the learning process because the subjects are integrative.

B. Perception

There are some definitions of perception based on the experts. According to Huffman (2000) perception is a process of selecting, organizing, interpreting sensory data useful mental representation of the world. Perception can be defined as someone view of reality. Another expert defines perception "a process by which individuals organize and

interpret their sensory impressions in order to give meaning to their

environment” Robbins (2001). Moreover, James (1973) stated that perception is a process in which the people recognize acquired information or data, then resembles it, and makes comparison process with data previously acquired in the people memory.

Based on the definitions above, perception is a kind of interpretation or someone’s view of reality happened in their surroundings. Related to this research, the perception is defined as English teacher’s perception toward strength, weakness and problem occurred in implementing the curriculum.

According to Huffman (2000), there are three stages of perceptions: selection, organization, and interpretation.

- a. Selection: choosing the stimuli that we will pay attention.
- b. Organization: organizing the incoming information into patterns that will help them to understand the information.
- c. Interpretation: the use of the information in explaining and giving judgment about the stimuli we pay attention. Some factors which influence interpretation are experiences, perceptual expectations, cultural factors, and personal motivations and frame of reference.

C. Theoretical Framework

This study is about teachers’ perception toward the implementation of 2013 curriculum at SMP N 5 Yogyakarta. The

... of ... the weakness and the problem that the

teacher faces in implementing the curriculum in the teaching and learning process.

The 2013 curriculum is the new curriculum implemented at school which was previously *RSBI (Rintisan Sekolah Berstandar Internasional)*. The 2013 curriculum is competence based and character curriculum. The emphasizing of the 2013 curriculum is field experience to make a relation among teacher as developer of the curriculum and student as subject which are taught by teachers Mulyasa (2013). Same as definition of curriculum above, the relation between teacher and students will make the learning process active, effective and innovative.

The development of curriculum and the theory of CBC, SBC and 2013 curriculum are presented since these theories are relevant to know the development of curriculum before 2013 curriculum. The 2013 curriculum is the existing curriculum now. Besides, it can be used to know the differences between 2013 curriculum as the development of CBC, and the SBC. The development of the 2013 curriculum can help teachers in implementing the curriculum easily and can help the students to be more active, innovative and productive in learning process.

The research consists of research question which is related to the teacher's perception on the strength, weakness and the problem occurred in implementing of 2013 curriculum in teaching English. The point of this

research is to know about English teachers' perception on the 2013

curriculum. Moreover, the next research problems are about English teachers' perception on the strength, weaknesses and the problem occurred in implementing 2013 curriculum. To answer the research problem, the researcher uses in depth interview to get the information about the research problem.

Based on the situation above, it can be concluded that the implementation of curriculum 2013 will be successful when all stakeholders understand the characteristic and know how to implement the curriculum in the teaching and learning process.