

CHAPTER I

INTRODUCTION

A. Background of Study

Antasari state Islamic University Banjarmasin is a public higher educational institution formally affiliated with the Islamic religion in Banjarmasin. Antasari state Islamic university Banjarmasin offers courses and programs leading to officially recognized higher educational degrees in several areas of study consists of several faculties, and many choices of educational programs Departments to be taken, one of which is English Education Department of Faculty of Tarbiyah and Teacher Training program.

In English Education Department, there are many courses that have to taken by Students of English Education Department, one of the courses is teaching practice (PPL).

Teaching practice program is a program in educating students to prepare teacher who are competent, qualified and professional and designed to train prospective teachers to master intact and integrated teacher skills. After completing their education in university they are ready to independently carry out assignments as teachers. According to Hamalik (2002), that the teaching practice program is one of the academic activities carried out by students which include teaching training exercises and educational tasks outside of guided and integrated teaching to complete the requirements for teaching skills as a teacher.

According to Samana (1994) the teaching practice program is gradual competency formation and integration, starting with the introduction of the field, limited skills training (micro teaching), and by carrying out educational tasks in Schools as a whole, actual and earnest. Students who taken the program of teaching practice called pre service teachers. From some of the information above, it can be concluded teaching practice is a pre service teacher education activity program which in the implementation of field experience programs teaching it will be do after students have sufficient provision in various fields related to their duties as teachers that are applied in schools by looking at the mastery of teaching skills' pre service teacher.

Teachers or pre service teachers have an important role in education. According to Government Regulation No. 74 (2008), teachers are professional educators with basic commands to teach, educate, lead, manage, train, and evaluate students. Because the teacher, people become educated, noble and honorable because God also places the teacher in a very status in the Qur'an. Allah said in the Al-Qur'an surah Al-Mujadalah: 11

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

From this verse above, it is understood that goodness is a concern for who has learned or knows like a teacher, because God will determine the quality of people in future lives. As one of the universities that has training for lecturers.

In Faculty of Tarbiyah and Teacher training Antasari State Islamic University Banjarmasin, the implementation the program of teaching practice there are two stages, the stage of teaching practice I is taken in the fifth semester and teaching practice II taken in semester 6.

The teaching practice I was applied in the campus environment of Antasari State Islamic University Banjarmasin, whose scope still the same students of the English department major who also took same course. In teaching practice I students is given experience of teaching and being guided by supervisors to implement and make lesson plan, because Indonesia educational the curriculum from Educational Unit Level Curriculum (KTSP) has been replaced with the 2013 curriculum. In addition pre service teachers have to implement and make lesson plan based on 2013 emphasizes for scientific approach under the guidance of their supervisors. Pre service teachers are guided and taught so that they can truly apply and implement the 2013 curriculum to classmates who are taught. At the stage of teaching practice II many students have been able to implement the 2013 curriculum, and there are still students who have not fully been able to implement the 2013 curriculum properly. The student's ability to implement the

2013 curriculum continues to be trained with continuing teaching practice II taken in the next semester.

Teaching practice II is done outside environment Antasari State Islamic University Banjarmasin, it is done in several schools in Banjarmasin area, the Schools include Islamic junior high schools, Islamic senior high schools and also Senior high Schools or junior high schools. In this researcher chose participants in seven Islamic schools in Banjarmasin there are four Islamic junior high schools, that are MTsN 1 Kota Banjarmasin, MTsN 2 Kota Banjarmasin, MTsN 3 Kota Banjarmasin, the last MTsN 4 Kota Banjarmasin and three Islamic senior high schools in Banjarmasin included, MAN 1 Kota Banjarmasin, MAN 2 Model Banjarmasin and MAN 3 Kota Banjarmasin. The researcher chose those schools, because the schools have collaborated with Antasari State Islamic University Banjarmasin in teaching practice program, and the schools are chosen by researcher same institution from Ministry of Religion (Kemenag) it will make easy to researcher for administration procedure for conduct the research and collect the data. In teaching practice II students as pre service teachers are asked and given opportunity the experience of teaching English such as a professional teacher, pre service teacher must be able to adapt the School's curriculum and syllabus prepared by the Schools. They were asked to be able to apply the 2013 curriculum based on scientific approach in making lesson plan and teaching learning activity.

The 2013 curriculum is a curriculum of change which continues the development of the Competency Based Curriculum in 2004 and the School Based Curriculum (KTSP) in 2006 which includes competency attitudes, knowledge and skills in an integrated manner. The 2013 curriculum development is focused on perfecting the mindset, deepening and expanding the material, strengthening the learning process and adjusting the learning burden in order to ensure compatibility between what is desired and what is produced.

The implementation of the 2013 curriculum was implemented in stages throughout Indonesia, one of which was in South Kalimantan. In the city of Banjarmasin itself at the beginning of the application of the 2013 curriculum only applied to certain schools. However, currently the 2013 curriculum has been applied in all schools in the city of Banjarmasin, including Islamic schools such as MTsN and MAN. The 2013 curriculum which uses a scientific approach is felt to be able to make students more active and creative in the learning process carried out by the teacher. In the 2013 curriculum the scientific approach is used as the main approach to learning activities in all subjects, one of them is English language learning, because the scientific approach is generally able to make the learning process more active and varied.

In order to be able to teach English well using 2013 curriculum, Pre Service Teacher must to have professional ability, that consists teacher's competences, one of the competencies is pedagogical competence that involving teacher have to

be able implement curriculum well, that is 2013 curriculum. Allah said in the Al-Qur'an surah An-Nahl: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The verse above state that is God calls on and asked the people with good wisdom and lesson and refuted them in good way. And the God knows better who is lost from his way. Based on the verse above it related with the research that teachers or re service teachers must to teach something with the good way and interesting for students. In teaching practice pre service teachers who implementation 2013 curriculum to be a facilitator for students in teaching used the good and interesting way, students can more active then teacher, students can learning from other sources, however teacher can controlled and knows the best thing for students with teachers' guiding. That is done by pre service teachers who implement 2013 in teaching practice program is used scientific approach.

Scientific approach is an approach that refers to investigative techniques for phenomena or symptoms, gaining new knowledge, or correcting and integrating prior knowledge. Scientific based learning is more effective than traditional learning Siti Azizah et al (2015). Teaching and learning using scientific approach is a teaching and learning process that is formulated for

students can active constructs the concepts of materials, and principles of material through the stages of observing to identify or find problems, formulate problems, propose or formulate hypotheses, gathering the data with various techniques, analyze data, gives others conclusion and communicate the concepts and principles which was found (Daryanto: 2013).

Pre service teachers who have taught using scientific approach has purpose to give the students understanding the material that the information or the materials can be found from anywhere and whenever which was not depend on the information from the teacher.

According to the Indonesian Ministry of Education and Culture (2013), Scientific approach in 2013 curriculum has each of the steps are presented in the following, observing, questioning, associating, experimenting and communicating, by doing these the steps of scientific approach, the learning phase that are emphasized in the process of core learning activities will make students more active and think critically in the learning process undertaken.

In implementing five steps in scientific approach, students of Teaching Practice II (pre service teacher) in at schools when teaching and learning process they are evaluated the tutor teachers. Tutor teachers is English teachers who taught in the class became a tutor teacherwho assessed and supervised the

English teaching ability of pre service teacher in implementation the steps of scientific approach of 2013 curriculum.

During the process of teaching practice II, the tutor teachers are given the right to guide and supply the skills to pre service teachers to do the learning process and duty that was designed before. In the application of 2013 Curriculum has many competencies in teaching success must be achieved by a teacher or pre service teacher, that is what requires the tutor teacher to provide input and comment or suggestions about the lesson plan made by pre service teacher so that the achievement of competencies is achieved and the teaching and learning activities are better and more effective again in the future.

During the teaching practice II in Islamic schools in Banjarmasin, the researcher got the information about pre service teachers from tutor teachers, about their performance in teaching practice using scientific approach, In the process of assessing and monitoring the learning process doing by pre service teachers, the tutor teachers had perception of the ability of students to implement the 2013 curriculum in the classroom.

Based on the statements above, the researcher wants to conduct a research about **Tutor teachers' Perception on Pre Service Teachers' Skills in Implementation 2013 Curriculum at State Islamic high Schools in Banjarmasin.**

B. Problem Statement

This research aim identify about Tutor teachers' Perception on Pre Service Teachers' Skills Implement of 2013 Curriculum. The problem statement is determined as follows:

How is the Tutor teachers' Perception on Pre Service Teachers' Skills in Implementation 2013 Curriculum at State Islamic high Schools in Banjarmasin?

C. Objective of the Research

The objective on this research to describe the Tutor teacher's Perception on Pre Service Teachers' skills in implementation 2013 curriculum at State Islamic Schools in Banjarmasin.

D. Significant of the Research

This research will give information to pre service teachers and readers about tutor teacher's perception on pre service teachers' skill in implementing 2013 curriculum, and it is used to as feedback for pre service teachers and readers, in order to improve them skills in English teaching and learning process in teaching practice II.

It may give awareness to pre service teachers, tutor teachers, English teachers and also readers on how to implement Scientific Approach in 2013 curriculum in teaching and learning English. Then, it may give them insights to

look into their action in implement the scientific approach in implementation 2013 curriculum.

E. Definition of key terms

1. Tutor teacher is English teachers at Islamic Schools who guide and assess Pre Service Teacher during the process of teaching practice 2.
2. Pre service teacher is the students of English Education Department doing teaching practice 2 at state Islamic Schools in Banjarmasin.
3. 2013 Curriculum is the appropriate graduates' competency standards as the criteria regarding the qualification of graduates' capabilities that include attitudes, knowledge, and skills.
4. Implementation is a process of applying ideas, concepts, policies, or innovation in the form of practical action to gives effect, in the form of change in knowledge, skills, values and attitudes. In this research implementation is process applying the five steps of scientific approach in 2013 curriculum.
5. Perception is the experience of objects, events or relationships that are obtained by deducing information and interpreting messages. Perception can defined as a process that involves people to organize and interpret their sensory impressions with the aim of giving meaning to their environment Robbins, 2005). In this research perception can defined process give information to an idea, belief, or image that Tutor teachers'

assumption to pre service teachers in teaching practice, that a result for pre service teachers to increase their skills in teaching.

6. Pre Service Teacher's Skills is pre service teacher's ability to master the five stages teaching activities using the stage of observing, questioning, associating, experimenting and communicating in scientific approach based on 2013 curriculum.
7. Scientific Approach of 2013 Curriculum is approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific characteristic. According to Regulation of Ministry of National Education (2013), Scientific Approach in 2013 curriculum trains the students to be the centre of learning, involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of students' thinking skill, give opportunities to the student to assimilate and accommodate concepts, laws and principles, find knowledge through scientific process and use it in learning process, learn from various sources, promote acculturation and empowerment of students as lifelong learners, apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process, and implement the principles in which everyone is teacher, everyone is student and everywhere is class. There are five steps of applying scientific approach in teaching learning process, they are observing, questioning associating,

experimenting and communicating. In each steps of scientific approach have indicators as stated Kemdikbud (2013). The indicator are observing (seeing, reading, listening), questioning (asking questions from factual to hypothetical), associating (analysis the data, determine the relationship of data, summing up the result of data analysis), experimenting (determine the necessary data, source of data, and colleting data), the last communicating (delivering the results in the form of verbal conceptualization).

8. Teaching practice is a training program to apply various knowledge gained in university in the context of forming professional teachers. Teaching practice is a course program for the learning process that is a requirement in teacher education. Teaching practice is designed to prepare students as prospective teachers to have or fully master integrated teacher skills, to guide students with exercises and teaching practice as a basic or initial experience before later actually going to the field to become a professional teacher at school.
9. Islamic junior high school is the secondary school after elementary school, and the school is educational institution formally affiliated with the Islamic religion from ministry of religion (MTsN or MTs).
10. Islamic senior high school is the school after Islamic junior high school and the school is educational institution formally affiliated with the Islamic religion from ministry of religion (MAN or MA).