

CHAPTER I

INTRODUCTION

A. Background of The Study

Education has an important role to educate people and spread knowledge throughout the world. With the evolution of technological developments, education can be disseminated easily. Even in this current era of industry 4.0, science is developing and creating new types of devices such as the internet, AI, and so on in which human life relies significantly on information technology (Manurung, 2019). This condition triggers strong competition in the field of education where people are competing to learn more with available resources and media. As a form of applying knowledge, equipping young people with life-appropriate skills and knowledge of practical experience might be assisting them to live more responsibly towards themselves and society (Van, 2020). As a result, education directs people to develop their mindset with science as the foundational root.

The involvement of education in human life is able to develop religious, social, cultural values, thoughts, and behavior in daily life. Science in education should at least contain policies to achieve national education quality management. According to Oktavia, et al. (2021), education policy must contain the stages of socialization, piloting, and expansion. The socialization stage distributes policies to each region and considers aspects of goals, people, environment, processes, results, and habits. The piloting stage reduces the impact of policy trials so that subject model such as government, teachers, students are needed. The dissemination stage

requires a lot of facilities and a large budget. These three stages need to be developed so that the policies that have been produced can be implemented comprehensively for optimizing the spread of education and knowledge.

The education system is widespread throughout the world, including in Indonesia. Based on Law no. 20 of 2003 concerning the national education system, directions and methods of implementing national education contain the objectives and functions of education in Indonesia. The direction of education can be clearly seen that education in Indonesia aims to prepare a better generation of the nation (Sujana, 2019). As a result, education functions in eliminating all sources of people's suffering from ignorance and backwardness. Moreover, national education develops abilities and forms a dignified society in order to guide the nation's life. Related to the objective of education, Allah the Almighty reveals the purposes of education in the Holy Quran at surah Az-Zariyat verse 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

According to the verse above, the objection of the existence of jinn and humans is to connect themselves to Allah the Almighty. The main purpose of education in Islam according to the Qur'an is to form human beings who are aware of their main task in this world according to the origin of their creation. Through correct and directed education, humans can understand and realize all the potential that exists within themselves. So that with its potential, humans are able to implement the common good as a way to worship and draw closer to Allah the Almighty (Zaim, 2019). Based on the interpretation of the verse above, people are

ordered to seek knowledge. It assists them to gain moral value and higher level of wisdom in their daily life.

Indonesia is one of the countries developing an educational system. It is supported by policies from the government to develop the performance of education in Indonesia. Milawati and Fahrudin (2020) describe some policies established by the government. There are coordinating school organization and activity planning permission, providing more targeted school financial support, granting training for teachers, expanding the portion of state funding for education by 20%, and generating education that enriches the students. These policies indicate that the Indonesian government is serious about improving the quality of education for students, especially when they focus on a competitive environment with both internal and external peers. As the result, policy strategies are applied for the profitable implementation of a policy since these strategies support the development of systems for achieving the educationally defined objectives (Sebayang & Swaramarinda, 2020).

Related to the policies above, teachers and students have opportunities to develop the way to study by exploring various possibilities in the educational environment. In order to manage learning resources, both teachers and students at least should cooperate in the learning environment. According to Suhirman (2018), there are internal and external factors that affect the tendency to implement various learning resources in educational units. For internal factor, it contains awareness, enthusiasm, interest, ability, and self-comfort in teachers and students. Meanwhile, external factor includes availability of various and quantity of learning resources,

ease of access to learning resources, learning processes, space for personal development, human resources, traditions, and systems currently in school or educational institution.

These two aspects have crucial contribution to educational policies. Teachers who participate in an important role in educational institution should be able to master learning materials that are appropriate for the level of student. In doing so, teachers need to determine and consider about how they properly adjust the learning material to students' needs. As mentioned by Moloney (2018), there are some steps that teachers should highlight in order to determine learning material which should be conducted immediately. Because students need a lot of exercise time to master competence, an instructional program should instruct material efficiently. It means that teachers should be able to review students' backgrounds when determining materials that stimulate them without confusing them, provide some additional material to support struggling students keep up with step-by-step learning in more simplified language, utilize the terminology in general English, and figure out how new content corresponds to old—and how it figures to what is heading up in the coming lessons.

Based on the statement from Huda (2020), teachers must be talented in the aspects of technology, information, and communication. In order to deliver distribute high-quality, accurate, relevant, and cost-effective learning materials, the teachers are able to deliver them with information media, photos, videos, music, and games. This concept means people are able to learn anything from anywhere to

increase their knowledge. Related to this circumstance, Allah the Almighty reveals how humanity can learn various things in Holy Quran at Surah As-Shad verse 29:

كِتَابٌ أَنْزَلْنَاهُ إِلَيْكَ مُبَارَكٌ لِيَدَّبَّرُوا آيَاتِهِ وَلِيَتَذَكَّرَ أُولُو الْأَلْبَابِ

The verse above reveals that Allah granted prophet Muhammad Peace Be Upon Him Holy Quran. It has many benefits and goodness, so that people meditate on its verses and think about their meanings. The creation of Holy Quran is also referred to people who have common sense and are intelligent to take lessons from the verses. In the current era, people face similar concept of delivering knowledge through learning. It means that people have obligation to obtain integrated knowledge to apply good deeds in daily life. Elizar (2019) explains that learning resources are designed using a certain theme as the center of attention oriented to learning practices that are in accordance with the needs of individual development. This is based on the learning theory put forward by the psychologists Gestalt and Piaget who argue that learning must be meaningful and oriented to developmental needs.

Learning resources provide useful guidance for people to obtain knowledge. By considering the proper curriculum, the teachers are able to deliver learning material to the students. According to Zamili (2020), learning resources in a curriculum should contain various teaching materials and experiences that are programmed, planned, and designed systemically on the basis of applicable norms used as guidelines in the learning process for teachers and students to achieve educational goals. As addition, learning materials should be the reflection of recent scientific and technological enhancements both in terms of the outcomes of

gathering information and how to acquire and utilize that information for the benefit of the society (Camelia, 2020). These matters lead the teachers and students to implement cooperative ways to deliver and to obtain knowledge.

In general, learning material has been provided by the Ministry of Education and Culture with the latest type which is known as Curriculum 2013 or K-13. This curriculum helps teachers and students to be more active in the educational environment in the form of learning materials such as handbooks for teachers and students, assessment guidelines, and multimedia learning support. However, the existing learning materials still have to be developed by the teacher so that students do not feel shackled to comprehend the learning progress from one point of view. According to Supriani and Dardjito (2019), the lack of understanding from the concept of forming learning material in the curriculum might affect the quality of the development of learning material that influences teachers and students. Therefore, the key to the success of the K-13 is quality learning resources and facilities that support the achievement of basic competencies and core competencies.

Many schools in Indonesia have implemented K-13 to support a quality learning process. In addition to focusing on the activeness of teachers and students, the curriculum also provides relevant materials for each level of learning. From the elementary, middle, and even high school levels, they also have components of structured learning materials. The teachers at least should be able to comprehend the principles in teaching specific materials and convey them to students clearly and easily, manage the class in term media and how to convey it to

students, and create a fun and meaningful learning atmosphere (Jaidi, et al., 2021). This is also what makes teachers consider the material that students should understand, especially for 9th grade students who will face various tests such as school final exams and national exams.

In order to do research related to principles of English teachers in determining learning material, the researcher decides to held the research in MTsN 1 Banjarmasin. According to the brief interview of the researcher with the new headmaster, Mrs. N, this school has recently completed renovations, which included the renewal of classrooms, faculty office, principal office, library, and field. This also occurs to be the same time as the appointment of a new headmaster, who was inaugurated in mid-2022. The concept of teaching at the school has also improved as a result of the school renewal. Teachers have been instructed to rely on more focused learning in accordance with the K-2013 curriculum. As a result, all teachers in this school, including English teachers, should be able to establish appropriate principles for determining learning material based on students' needs.

Based on the explanation above, the researcher attempts to conduct research under the title “**English Teacher’s Principles in Determining Learning Materials for 9th Grade Students at MTsN 1 Banjarmasin**”. This research is conducted based on the decision of the researcher to choose a school which has renewed previous rights from the previous headmaster and affected the way the teachers consider proper learning developments. It is carried out by the researcher to obtain the opinions and fac
acher’s principles there in order to

inspect what principles that are applied by the teacher in determining learning materials and what types of learning materials that are applied by the experienced English teacher to teach 9th grade students in MTsN 1 Banjarmasin.

B. Research Questions

Based on the background of the study above, the researcher formulates the problems of the study as follows:

1. What are the principles applied by the English teacher in determining learning materials?
2. What are types of learning materials applied by the teacher in teaching English?

C. Objectives of The Study

According to the research questions above, this study is conducted to:

1. Explain what principles applied by the English teacher in determining learning materials.
2. Describe what are types of learning materials applied by the teacher in teaching English.

D. Significances of The Study

The finding of this study is expected to provide valuable contribution in theoretical and practical results.

1. Theoretical Significance

The researcher expects that this study can be provided as a resource for other researchers interested in analyzing English teachers' perspectives toward learning material for junior high school degree.

2. Practical Significance

a. The findings of this study can be used by teachers to share the principles to the other teachers related to learning material for 9th grade student. Besides, the findings about problems and solutions in the principles can be implemented by the teachers as feedback which allowing them to be more creative and competent in delivering learning material with various techniques, approaches, and media.

b. This study hopefully provides the scientific information, insight, and knowledge in the scope of educational research which can be implemented in the future for the other researchers so that the study can be more creative with provided additional information.

E. Definition of Key Terms

1. Teachers' Principles

Teachers' principles are described as patterns, concepts, or methods implemented by the teachers in order to lead, to teach, and to construct the understanding of the students through meaningful learning environments, objectives, competencies, peers, and evaluations.

2. Learning Material

Learning material is a device for teachers and students to grasp the knowledge within it. The teachers need to arrange proper learning objectives by creating lesson plan based on student needs and adjusting it with the learning material. By doing so, the teachers are able to teach and explain the learning material to the students.