

# CHAPTER I

## INTRODUCTION

### **A. Background Of Study**

In the world of education, the learning plan is one of the most important things that a teacher must prepare before giving his learning material so that learning can reach its goal. The same goes for the education system in Indonesia. A curriculum is designed as a learning plan or design that includes learning objectives, content, methods, and evaluations designed to the educational goals of schools in Indonesia (Trisnawati, Tabroni, & Firdaus, 2023).

Curriculum is a very important component in the learning process at all levels of education. As stated by Nation & MaCalister (2010), curriculum is a set of guidelines used in a learning programme that consists of principles, environment, and needs that are in accordance with the objectives of the learning programme. They argue that the curriculum must exist as a whole to provide a learning programme that meets the objectives (Saputra & Hadi, 2022).

According to Depdiknas (2003), curricula have characteristics that are dynamic, flexible, and evolving with the changing needs of the community and the learners. It explains that the curriculum can change according to the changing times to adapt to the times. Changes and reforms in the curriculum are made to improve the quality of the Human

Resources in a State in other words the occurrence of changes in the Curriculum would definitely affect the learning process where in curricula includes the objectives of education, then in the process, models and purposes of learning methods are made more effective, efficient and follow the changes of the times for the future of the nation even better.

In Indonesia' itself has several curricula that have been implemented, as the course of time such curriculum continues to change to adapt to the times and future developments that are needed especially by the students. Where the curriculum in Indonesia starts from the Curriculum of the Lesson Plan in 1947-1968, the Achievement-Oriented Curricular in 1973-1997, the Competence-Based Curriculums in 2004-2013, the emergency curricula implemented during Covid 19 pandemic and the latter is the Independent curricular, which has already begun to be implemented in some schools in Indonesia.

The application of an Independent Curriculum is as a form of completion of its predecessor. Nadiem Makarim as Minister of Education created an independent curriculum with the objective of renewing and refining the 2013 Curriculum by December 10, 2019. There are four Independent Curriculum of Learning policies announced by Kemdikbud in 2020, one of which is to replace the National Standard School Examination (USBN) as a test or assessment carried out by the school itself with the evaluation of student competence defined in a broader range of ways, which gives teachers and schools the freedom to evaluate student

learning outcomes. Second, the National Exam is transformed into the Character and Minimum Competence Assessment Survey (AKM) in 2021. It refers to interactive practices like programme for international student assessment (PISA).

Third, the process of preparing the Lesson Plan has been simplified. This tool originally consisted of thirteen components, but now consists of three main components: learning objectives, learning activities, and assessments. It aims to give teachers more time to prepare and evaluate learning, so that they are also more effective and efficient. Fourthly, new student admission policies must be more flexible to improve the quality and disparity of access in the region.

The creation of an independent learning policy certainly has the aims and objectives of the Minister of Education Nadiem Makarim, Independent here is given to students in learning where students can choose the lessons they want according to their interests, not in terms of students being free not to learn or not doing assignments in the realm of the process of providing material to students by teachers. In the concept of independent learning here, teachers as educators would also be required to provide learning materials creatively and innovatively so that students feel more comfortable in learning. Of course this is a new challenge for teachers in every change in the curriculum.

In Islam, there are many verses of the Qur'an that explain the virtues of its people in learning and studying knowledge, in the concept of Independent learning according to surah Al-Baqarah verse 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

In the Quran, Surat Al-Baqarah verse 31, Allah SWT explains that learning independently means that a person can gain as much knowledge as possible according to their abilities by creating a sense of freedom to think and express their opinions. Students are expected to develop and grow according to their potential and abilities. Thus then, in the comparison of the independent learning curriculum and the Quran, it seems that there is no barrier classified by Allah in teaching Adam as. Allah SWT taught knowledge to Adam as with the concept of teaching knowledge *kullaha* or entirely. (Leu, 2022).

The surah explains that there is nothing created in vain in all of nature and its contents. If we compare this free learning curriculum with this Quranic curriculum, it seems that no limitations were made by Allah SWT in teaching knowledge to Adam (peace be upon him). Instead, He taught knowledge to Adam with the idea of teaching knowledge in its entirety.

So in providing knowledge or material to students, a teacher must prepare a lesson plan for readiness before the learning and teaching process. With the readiness of the teacher, the teacher would be better at

providing learning material so that he succeeds in achieving the success of the teaching and learning process. That way the teacher already has the stages of learning and the material that would be taught in class.

In implementing the independent learning process, there would be problems faced by the teacher, both in terms of infrastructure and from the students themselves. In a study conducted by Siti Zulaiha, Tika Meldina and Meisin entitled "Teacher Problematics in Implementing the Independent Learning Curriculum" there are several problems such as teachers who have a lack of understanding and mastery of the use of technology or IT, facilities in providing subject matter, difficulty in explaining material in teaching and the application of the independent curriculum which has just been implemented in 2021/2022 making teachers lack references and information related to its application (Zulaiha, Meldina & Meisin, 2022).

From this existing problem, this is why researchers want to conduct research the independent curriculum. Where the area where the researcher lives has begun to gradually implement the independent curriculum even though it has not fully implemented it. The curriculum changes that occur in Indonesia make teachers continue to learn in implementing it so that this makes the application of the curriculum sometimes not fully maximized as expected.

Here the researcher wants to examine how the Independent curriculum is implemented in a school. Whether the teachers at the school

have implemented the Independent curriculum in accordance with what the curriculum wants to achieve and what problems are faced by English teachers in the learning process in the classroom. Researchers conducted research at SMPN 3 Anjir Muara, which is one of the schools in Barito Kuala Regency that has implemented the Independent curriculum.

The reason the researcher chose this school is that the researcher wants to know how the implementation in a school that is exploded in a village with limited facilities and information that is still lacking in implementing the curriculum, which would certainly be different from schools in the city with more adequate facilities. However, researchers here are more focused on researching at SMPN 3 Anjir Muara school only. To find out also the extent to which the school and English teachers there have implemented the independent curriculum.

Based on the description and discussion above, the researcher wants to make a research in "The Implementation of teaching English using Independent curriculum at junior high school ".

## **B. Definition of Key Terms**

### **1. Implementation**

Implementation here is the method carried out by the teacher in providing material to the needs of students in implementing the independent curriculum.

## 2. Curriculum

The curriculum is the design of an educational system which includes goals, content, methods and learning assessments made to achieve the goals of education.

## 3. Independent curriculum

The Independent Curriculum is designed to apply a new learning paradigm. Its application focuses on essential material that aims to develop student competence in its phase.

### **C. Research Question**

1. How is the implementation of Teaching English Using Independent curriculum at Junior High School?
2. What are the problems of English teachers in implementing the Independent Curriculum for students at Junior High School?

### **D. Research Purposes**

1. To describe the implementation of Teaching English Using Independent curriculum at Junior High School.
2. To find out the problems of English teachers in implementing the Independent Curriculum for students at Junior High School.

## **E. Significance of Study**

### 1. Theoretical Significance

The results of the study can be a reference for other researchers to research the curriculum, especially in implementing the independent curriculum at school.

### 2. Practical Significance

#### a. Benefits for Researchers

Researchers gain better knowledge and understanding of the Independent Curriculum and the problems faced by teachers in implementing the independent curriculum.

#### b. For Educators and teachers

The problems studied in this research can be used as guidelines or reference sources for educators in the teaching process with the independent curriculum.

#### c. For learners

This research can be a reference for students to know their learning need in an independent curriculum.