

CHAPTER I

INTRODUCTION

1.1 Background

The curriculum is a set of objectives and rules pertaining to goals, rules, and study materials as well as the methods used as a means of accelerating learning initiatives to meet particular educational goals. This is in line with the understanding of curriculum according to Fatmawati and Yusrizal (2022) that Curriculum is a plan that is used as a guide or guide to action in the Teaching and Learning Process (Martin & Simanjorang, 2022). The curriculum is structured based on the components described according to Ormond's (2017) perspective, the curriculum is a set of rules incorporated into a curriculum that consists of guidelines, environments, and requirements consistent with the intended learning objectives (Supriatna et al., 2023). It can be concluded that the curriculum is a guide used in the learning process and is composed of components to achieve educational goals.

The curriculum is one important roles in the world of education. It is as a director of educational goals in the future to run for the better. According to Siregar (2021) the curriculum is one of the important elements in the implementation of learning at all levels of education (Supriatna et al., 2023). It can be interpreted that the running of education at all levels on the basis of curriculum guidelines. The curriculum contains planning and setting goals, content, learning materials and the methods used are used as guidelines for carrying out the teaching and learning process to Achieve Educational Goals. Therefore the curriculum becomes an important part in the world of education in all levels and aims to regulate and plan educational goals, content, materials and methods in the learning process.

Every curriculum period is always changing and renewed. This aims to make the curriculum able to answer existing educational problems. From 1947 until now, in Indonesia has undergone curriculum changes 14 times. The details are that during the Old Order era (Orla) or the era of President Soekarno in power, there had been 3 changes to the curriculum, namely the

1947 Lesson Plan Curriculum, the 1964 Elementary School Education Plan Curriculum and the 1968 Elementary School Curriculum. Baru (New Order) or during President Soeharto's reign, there were 6 curriculum changes, namely the 1973 Development School Pioneer Project Curriculum, 1975 SD Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, and 1994 Curriculum Revision in 1997. After the end of the New Order era or the beginning of the reformation period, there were 3 changes to the curriculum, namely the 2004 Competency-Based Curriculum (KBK), 2006 Study Unit Level Curriculum (KTSP), and curriculum 2013. During the Covid-19 pandemic, the Ministry of Education and Culture revised the 2013 curriculum into the 2022-2024 prototype curriculum. Therefore, changes in curriculum as a form of renewal and make the quality of education become a better direction and can meet the needs and problems that exist in education in Indonesia.

Currently Mr. Nadiem Makarim as Minister of Education in Indonesia has launched a new curriculum named Independent Curriculum. Independent Curriculum is a new achievement after the K-13 Curriculum which has changed and new achievements for Indonesian Education. The implementation of the independent learning curriculum ideally has characteristics that are different from the curriculum that has been applied before in Indonesia. According to Sudarto (2021) said that The implementation of the independent learning curriculum is prioritized in project-based practical activities and how to hold a fun atmosphere for students participating in learning according to their needs, goals and interests in general (BS et al., 2023). Beside that learning in the Independent Curriculum is also carried out in a differentiated manner (BS et al., 2023). Differentiated learning is learning in an Independent Curriculum that is carried out by paying attention to the various needs, talents and interests of students. The learning process in the independent curriculum refers to the formation of a Pancasila student profile aimed at producing graduates with high character values. So Independent Curriculum is a new curriculum which

is a form of evaluation of the previous curriculum, as well as this curriculum there is a renewal by applying the profile of Pancasila students.

Likewise with English language learning in the implementation of the Independent Curriculum, where there will be an increase and development in the study of education in accordance with the concept of the Independent English Curriculum. Judging from the previous curriculum experience, English is still a difficult subject and less in demand by students due to more monotonous learning. So that learning English becomes one of the lagging learning (Learning Loss). In this case the role of the teacher is very important in implementing the Independent Curriculum. Which statement is relevant according to Riana and Sugiarti (2020) explaining that when a teacher has good creativity it will help him solve problems in learning. (Amir et al., 2022). So thus an English teacher or Pre-service English Teacher is an important component in the implementation of learning in the Independent Curriculum by creating inclusive and interesting learning to increase student learning motivation.

The Pre-Service English Teacher is an English Department student who carries out practical learning in class as a form of training prior to the teaching profession as a form of the process of maturation and experience of becoming a teacher. Before becoming a competent English teacher, an English Teacher Pre-service must be carried out in order to improve understanding of classroom. According to Fakhrunnisa (2021) was defined the Pre-Service English Teachers are students who are actively enrolled in the Faculty of Teaching and Education, also known as Fakultas Keguruan dan Ilmu Pendidikan (FKIP), and who have completed the English Education Program in order to become qualified teachers (Fakhrunnisa, 2021). In the implementation of the Independent Curriculum, the Pre-service English Teacher is different from the previous curriculum. Which Pre-service English Teachers will be presented with some of the latest concepts in the Independent Curriculum. This is also a form of renewal as well as a challenge for the Pre-Service English Teacher. Therefore, the Pre-Service English Teacher must be carried out to be ready to face curriculum changes as a form

of maturation and provide experience in order to become a competent teacher.

In supporting learning English in the Independent Curriculum, an educator needs to prepare the things needed before the English learning process is carried out. As is the case with several previous studies entitled **"IMPLEMENTATION OF INDEPENDENT CURRICULUM IN INCREASING THE QUALITY OF EDUCATION"**. This research

explains that regarding the experience that has been carried out by SDN 244 Guruminda Bandung city in implementing the Independent Curriculum learning. Where from the results of an interview one of the class teachers said that the things that need to be prepared for pre-service learning in the independent curriculum are the preparation of learning tools that must achieve goals, and the achievements of the independent curriculum such as: preparation of syllabus/ATP, lesson plans that turn into teaching modules, designing learning with diagnostic and cognitive tests, compiling assessments, project-based learning, and providing stimulus to students (Sumarsih et al., 2022). So based on previous studies that in the implementation of Independent Curriculum must prepare learning tools in order to improve the quality of learning from beginning to end.

Likewise with another study entitled **" PRE-SERVICE ENGLISH TEACHERS' PROBLEMS AND STRATEGIES IN DESIGNING LESSON PLAN BASED ON 2013 CURRICULUM (K-13) "**. This paper

examines the problems, causes and strategies faced by pre-service teachers in preparing lesson plans during teaching practice (Professional Training Program/PLP). Researchers used case study qualitative research and used questionnaires, as well as focus group discussions (FGD) as instruments to obtain direct information from Pre-Service Teachers who had attended the Professional Training Program (PLP) and attended lesson plans. Findings find a higher score high (9-point Likert scale) indicates Core Competency (IC) as a problem in designing lesson plans (average 5.5/component 7). Then, Basic Competence (KD) and Competency Achievement Indicators (average 5.25/component 8), and Learning Methods (average 5.25/component 10). Furthermore, it was also found that determining the media, learning steps and

learning tools became difficult for pre-service teachers in preparing lesson plans. Discrepancy between class conditions and lesson plan reference, lack of facilities is also a cause of difficulties in preparing lesson plans. Therefore, discussing with friends and other tutors, sharing and seeking learning references from various sources, and making the portfolio a guide for those who lack facilities can also be a strategy in the process of preparing lesson plans.

After observing several previous studies that have been carried out, the researcher also saw some interesting phenomena regarding this research. Where this phenomenon occurs by several participants who carry out teaching practices in schools that implement of Independent Curriculum. There are several opinions from several participants regarding their experiences from the results of the 3 questions asked on 7 January 2023. Participant 1 said that "The experience that I did in pre-service English learning in junior high schools that implemented the Independent Curriculum curriculum was to arrange learning activities from beginning to core to the end of learning. Like the beginning of the lesson, I gave a culture / aphorisms as encouragement. Then for assessment there is but the curriculum is released so it is only for administration. And the value standard must be a Pancasila student project. And my obstacle on implement are how design the lesson correctly, limited learning media, and design a project". Participant 2 said that "My experience in pre-Service at SMP 4 Bojonegoro is the preparation of learning tools such as: lesson plans, teaching modules, determining learning media, and project-based learning, and my challenges and obstacles are creating a very low creative class, made a RPP and Silabus, and design the project". So, from this phenomenon, the researcher concluded that there were many obstacles and challenges that occurred in the Pre-Service English Teacher in the Implementation of

Independent Curriculum. Therefore, the researcher decided to conduct a study entitled "**Exploring Pre-Serving English Teacher's Experience on Implementation of the Independent Curriculum on English Learning and Teaching in Junior High School**".

In contrast to previous research, this research will make to explore the experiences of English teachers in pre-service learning in the implementation of the Independent Curriculum. Then the second, analyzing the obstacles and

challenges that occurred during pre-service learning in the implementation of the Independent Curriculum.

1.2 Research Question

- a. How do the Pre-Service English Teachers implement teaching and learning process in Independent Curriculum?
- b. What are the challenges and obstacles of Pre-Service English Teachers in implementing of Independent Curriculum?

1.3 Objective of The Research

- a. To explore what are Pre-service English Teachers to implementing English Learning and Teaching process in Independent Curriculum.
- b. To analyze the obstacles and challenges of Pre-Service English Teachers on implementing of Independent Curriculum

1.4 Scope and Limitation of The Research

1.4.1 Scope of The Research

The scope of this research is to examine the Pre-serving English Teachers Experience in ELT on the implementation

of the Independent Curriculum in several Junior High Schools.

1.4.2 Limitation of The Research

In order for this research to be carried out, this research has the following problem limitations :

Researchers only focus on the pre-service English Teachers to implement the Independent Curriculum on English Learning and Teaching in Junior High School. Beside that, the Researcher also focused on analyzing and found the challenges and difficulties of Pre-service English Teachers on implementing the Independent Curriculum.

1.5 Significance of The Research

1. Theoretical

This research can be a basis and reference for further studies related to pre-service English teachers in the implementation of the Independent Curriculum.

2. Practical

a. For English Teachers

Can increase the understanding of English teachers in pre-service learning English in implementing the Independent Curriculum.

b. For Pre-Service English Teacher

As a form of reference for the Pre-Service English Teacher to understand and make solutions to the problems encountered.

c. For Researchers

Researchers in knowing from various experiences of English teachers at the junior high school level regarding

pre-service English learning in implementing the Independent Curriculum. And can be a lesson in the future.

d. For University

Researcher hopes that this study can be a reference for the Pre-Service English Teacher at the Teaching and Education Faculty (FKIP) in the English language education study program which implements the Independent Curriculum.

1.6 Definition of Key Terms

a. **Pre-Serving English Teachers** are final semester students who take a campus program to practice teaching in a school as a form of understanding and maturation before becoming a teacher.

b. **Experience** is to describe or tell events that have occurred and are carried out in order of time. In the world of work or education,

experience can be interpreted as something that can measure knowledge.

c. **Independent Curriculum** is the creation of a new curriculum which is project-based learning for the development of soft skills and character according to the profile of Pancasila students

d. **Teaching and Learning English** is an English teaching and learning activity in class.