

CHAPTER I

INTRODUCTION

A. The Background of The Study

The word “curriculum” generally refers to a series of courses that help learners achieve specific academic or occupational goals. A curriculum often consists of general learning objectives and a list of courses and resources. Some curricula are more like lesson plans, containing detailed information about how to teach a course, complete with discussion questions and specific activities for learners. A curriculum is a plan of developing to facilitate the teaching and learning process under the direction and guidance of a school, college, or university and its staff members.

Muslich (2018) defines curriculum as a set of plans and systems about the contents and materials to be taught as well as methods used to carry out teaching and learning activities at school. Similar to Muslich’s definition, our government has defined curriculum as a set of plans and systems about the goals/objectives, contents and materials and methods used to carry out teaching and learning process to achieve certain education goals (The Act No. 20/2003, National education system).

The curriculum is the main part of the education system. It becomes the guideline for teachers to understand what they should achieve in teaching and learning process, while for students, the curriculum becomes their guidance to know what they should reach in the learning process. The curriculum is also

important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education processes.

The curriculum always develops, and the development of the curriculum is followed by certain factors, such as economics, politics, and the demands of society. The curriculum develops to fulfill the demands in the ongoing era and the likely demands in the future so that its development creates a good curriculum system to prepare the students and learners to be able to harvest fruitful results. Indonesian curriculum develops as well. The government always takes an effort to fix and adjust the current curriculum especially to follow the latest demands and society. Because of the previously stated condition, the minister of education never stops refining the Indonesian curriculum.

Some curriculums have already been developed and used in Indonesia, such as Elementary School Curriculum, Development School Pioneer Project Curriculum, Curriculum 1984, Curriculum 1994, Competency Based Curriculum, School Based Curriculum, Curriculum 2013 and the newest is Independent Curriculum (2022- Now).

Independent Curriculum 2022 is the newest in Indonesia since the implementation of this curriculum for some schools in Indonesia was started in the academic year 2021-2022. Minister of education, culture, research, and technology Nadiem Makarim launched the Independent Curriculum. The independent curriculum is a substitute for the prototype curriculum that has been implemented during the pandemic Covid-19 phase. Makarim (2022) the

independent curriculum has been tested in 2.500 driving schools. In addition, this curriculum was also launched in other schools.

This simplification of the emergency curriculum is effective in mitigating learning lags during the COVID-19 pandemic (Makarim, 2022). Furthermore, according to The Minister of Education, Culture, Research and Technology during the Covid-19 pandemic, the existence of a learning crisis made education even more lagging with learning loss and increasing learning disparities between regions and between socio-economic groups. To restore post-pandemic learning, The Ministry of Education, Culture, Research, and Technology launched merdeka learning episode fifteenth: Independent Curriculum and the Merdeka Teaching Platform.

Qoumas (2022) expresses full support for the steps of the Ministry of Education and Culture which will implement the Independent Curriculum policy starting in 2022 as an effort to restore learning. In addition, Sjaifudian (2022) defines Independent Curriculum as an important learning transformation, not only in dealing with post-pandemic education but also in dealing with the world situation that continues to change.

Makarim (2022) expresses advantage of the independent curriculum is that there is no specialization program for students at the high school level. High school students can now choose subjects according to their interests and aspiration in the last two years of school furthermore this freedom of choice is not only given to students but also to teachers and schools. In addition, the implementation of the independent curriculum will not be a force to be implemented the

curriculum for the next two years, the school can choose whether to use Curriculum 2013 fully, Prototype Curriculum or become a part of the independent curriculum implementation.

Based on the explanation above it can be seen that the changing of the curriculum in this era from the curriculum 2013 to an independent curriculum to recover from learning backward or recovery from learning losses due to the Covid-19 pandemic, and the implementation of this newest curriculum has been validated by the Ministry of Education, Culture, Research and Technology but the implementation of this curriculum will not be used by all schools in Indonesia, the decision was given to each school. Based on kemendikbud.co.id data it shows that around 1994 schools in North Sumatera have joined the program to become mover schools, from this program it is expected that other schools will be motivated to implement this curriculum.

Implementing curriculum has a big scope in education, and the most essential aspect is planning, in the aspect of planning school holds a big role to determine the educational unit's operational curriculum design, the flows of learning objectives, lesson planning and assessment and utilization and development of teaching tools. The second one is about the implementation of learning, in this aspect teachers are responsible for designing the learning process, teachers need to designing the appropriate things to be taught to the students. This aspect cover determining the right learning objective, lesson plan, model of learning, learning strategies, learning media, worksheet, assessment and evaluation.

The models of learning in teaching learning process becomes one of the most important things that teachers have to consider. The use of appropriate learning models to the students can help students in achieving the objectives of learning. In addition, the independent curriculum does not have a definite learning model that must be used by teachers, as long as the model used is appropriate with the student's needs, teacher can use it (Makarim,2022).

From this point of view, teacher are given freedom in determining the learning models in their teaching learning process because the teacher is the only person that sees the progress, the lacks and the needs of the students. So based on this phenomenon researcher attract to carry out this phenomenon become a research, researcher wants to know further about the implementation of this curriculum in the teaching learning process. Thus, researcher made a pre-observation with the English tacher to make sure that the teacher and the school have implemented the independent curriculum, in addition, the observation aims to obtain some preliminary data for this research, researcher did a short interview with the English teacher in SMK Sinar Husni Medan, the session of the interview can be seen as follow:

1.1 Table of preliminary data

R: *Has the school implemented the Independent Curriculum, Sir?*

T: *Yes, We have implemented the curriculum since the beginning of the year, but it is still new.*

R: *What is the main reason the school implemented the independent curriculum, Sir?*

T: *Yeah, our school was chosen to become one of the excellence center schools (Sekolah Pusat Keunggulan). And the other reason is we see this curriculum is better than the previous curriculum in resolving the loss of student learning because of the pandemic.*

R: *What are the main different that can be seen from the previous curriculum to this independent curriculum Sir?*

T: *Yes, it can be seen from the models of learning that different from the k13 and also it can be seen from the learning module.*

R: *What kind of learning models that you used in this new curriculum in teaching English for your students Sir?*

T: *I used the different learning model in some class, such as Project Based Learning and I used to use Genre Based approach.*

R: *So, why did you choose to use some kind learning model?*

T: *Yes, it is the demand of independent curriculum, as a teacher we have to know our students' competency, needs and their obstacles, so we need to arrange a proper model to be taught.*

Based on the preliminary data above, it can be seen that this school has implemented the independent curriculum in the teaching learning process, furthermore from the observation done by the researcher in teacher's documents such as the lesson plan and the teaching module, the teacher has implemented the independent curriculum term in the teaching module, it can be shown from the various model used by the teacher such as genre-based approach, project-based

learning and inquiry learning. The teaching module also shows the differences in the learning indicator, which is this term changes become learning objective (capaian pembelajaran).

From this data, the researcher was attracted to know more about the implementation of independent curriculum in the aspect of the learning model used by the teacher to teach English in vocational school, this research will be conducted in SMK Sinar Husni Medan. This school was chosen become the place of this research because this school is part of the implementation independent curriculum program, which is this school was chosen by the government to be the center of excellence school.

B. The Problem of The Study

Based on the background of the study above, the research question is formulated as follows: How is the independent curriculum implemented in the English teaching-learning process in terms of teaching method at SMK Sinar Husni Medan?

C. The Objective of The Study

The main objective of this study is to describe how Independent Curriculum in terms of teaching method is implemented by the English teacher in English teaching learning process for students in grade X at SMK Sinar Husni Medan.

D. The Scope of The Study

In conducting this research, the scope of this study is the implementation of independent curriculum in terms of teaching method used by the teacher in teaching English for the tenth grade students in SMK Sinar Husni Medan.

E. The Significance of The Study

This research is expected to have a significant role theoretically and practically for the teachers, students, readers and the upcoming researcher.

1. Theoretical Significance

The findings of this research later will be added new theories and information about independent curriculum, especially in the implementation of independent curriculum in teaching English.

2. Practical Significance

- a) The result of this research is expected will be able to inform to the students about the changing of the curriculum in education and it will also be expected become a reference for the students to realize that the newest curriculum namely the independent curriculum gives the students freedom to express their self and to choose their method in learning. In addition, the finding of this research will inform the students to care more about their objective in learning.
- b) This research will be carried out useful information for the teachers in understanding the way of how the independent curriculum should be implemented in the teaching learning process. In addition the findings of

this research will lead the teachers to improve or create more innovative teaching learning process based on independent curriculum. this research is also expected to be a source of information to the teachers in running the independent curriculum in their teaching learning process.

- c) This research could be useful as a reference for the upcoming researcher in finding the fact, theories and factual event that happened in the learning process bases independent curriculum. This research also expected can be a stepping stone for the upcoming researcher in conducting the independent curriculum as the main objective of their research.

