

CHAPTER I

INTRODUCTION

1.1 Background

In global era, we are faced with the challenge especially to takes a part in the free market globalization. The era of globalization and the freemarket resulting erractic changes and cause non-linear relationship between education and the world of work. Another challenges that we face is the development of Science, Technology and Communication which is rapidly increasing.

Education has a major role in producing human quality. Fundamental educational changes required in this era, especially educational institutions to improve and develop the national education system. An important component in the education system is the curriculum, because the curriculum is an educational component which is used as a reference. Curriculum has a strategic role and decisive in order to achieve the goals of education itself (Mida, 2013).

The failure of schools to implement Curriculum KTSP also become a reason the presence of this new curriculum (Husamah, 2013). To reorganize curriculum, the Government making the arrangement in the standardization system of education, as as in the Government Regulation (PP) No. 19 year 2005 on national education standards and government regulation No. 32 year 2013 on amendments to government regulation No. 19 of 2005 . In both these regulations stated that national education standards are the minimum criteria regarding the educational system throughout the territory of the unitary republic of Indonesia

According to Government Regulation (PP) no 19/2005, National Education Standards include: (1) content standard, (2) process standard, (3) graduate competency standards, (4) education personnel standard, (5) facilities and infrastructure standart, (6) management standard, (7) financing standard, and (8) assessment standards. In terms of curriculum development, Content Standard (SI) and the Competency Standard (SKL) is the main reference for education in developing the curriculum units. Standard Process is the criteria regarding the implementation on the educational unit to achieve graduates competency

Process standard includes planning learning which is arranging lesson plan for each lesson (Mulyasa, 2013).

According to Mida (2013), the teacher is "the key person" for successful reformation of curriculum. Teachers are those who are given the responsibility to develop and implement curriculum to evaluate achievements. The ability of teachers to develop the curriculum is also related to how the teacher lays into the learning process. Every teacher in the educational unit is obliged to draw up a complete and systematic lesson plan so that learning takes place in an interactive, inspiring, fun, challenging, motivating learners to active, and provide enough space for the students to develop initiative, creativity, and independence according to their talents, interest, as well as psychological and physical development of learners.

Curriculum 2013, teachers demanded to be more creative especially in preparing of lesson plan and implementing in the learning process. But in reality there are very few teachers who are like that. Teachers still do not understand to design lesson plan, to understand the concept of a scientific approach, and authentic assessment (Imas, 2013). Furthermore based on Sa'dun (2013) many teachers who does not make their own lesson plan. Lesson plan taken from other teachers. In addition, the quality of lesson plan tend to be less in accordance with the demands of curriculum 2013.

Obstacle in the development of curriculum especially on curriculum implementation is the process of socialization of the new curriculum has not hit the target (teachers, school personnel or students). The teacher is an agent directly involved in the learning process so that socialization within the curriculum changes should actually touch the teacher. Standardization through certification programs have shifted the competence to a technical matter. All issues concerning teachers will certainly hinder the understanding and implementation of the basic concepts of education that carried the new curriculum. So, it should be completed before the curriculum enacted (Mida, 2013).

The framework of the implementation of Curriculum 2013, the government through Ministry of Education and Culture has issued new

regulations on the implementation of curriculum as outlined in the Ministry of Education and Culture No 81 A year 2013. Regulation includes five attachment that contains about some guidelines relating to the implementation of Curriculum 2013, namely: guideline for the Management of Curriculum Education Unit; guideline for Local Content Development; guideline for Extracurricular Activity; guideline for Learning; and guideline for Curriculum Evaluation.

Regulation of Education and Culture ministry No 81 A year 2013 states that the learning process consists of five basic learning experiences: observing, questioning, associating, experimenting and networking. Fifth learning experience should be created in learning activities.

According to Mulyasa (2013), in implementing Curriculum 2013 will be difficult in various areas because most of the teachers are not ready. Unpreparedness of teachers was not only related to the competence, but it deals with creativity, which is also caused by the slow formulation of curriculum socialization by the government. In this case, the teachers serving in rural areas would be difficult to follow new things in a short time, especially with the thematic integrative approach that takes time to understand it.

Findings indicate that the preparation and implementation of learning and evaluation have not been conducted in accordance with guidelines of Government regulation number 81. Some other factors that cause was insufficient time (sessions) are available, facilities and infrastructure are inadequate, teachers and students who are not yet ready to accept and implement learning curriculum (Syahril Is, 2014)

Most of teacher still teaching by conventional method whereas in the school already implemented Curriculum 2013. In Tanah Karo, Curriculum 2013 had been examined and implemented in four Senior High School in academic year 2013/2014. In Tanah Karo, the Training of Teacher about curriculum 2013 are very low. From 4 teacher who has been asked, there is one teacher who never trained. Most of teacher just learn theirselves or discuss with other teacher. Teachers know that in Curriculum 2013 using the scientific method. About how to implement scientific method itself, teacher still do not understand. In Kabupaten

Karo, lack of socialization are the big problem that causes teacher do not understand the Curriculum 2013, its concept, the different with previous curriculum, preparing lesson plan, core standart and also the implementation of the curriculum.

Start at academic year 2013/2014, Curriculum 2013 has been implemented in grade one of Senior High School. Based on the above background, this research entitled “Analysis of Biology Teacher Skill in Preparing and Implementing Lesson Plan Based on Curriculum 2013 at Senior High School in Kabupaten Karo”

1.2. Problem Identification

Based on the background above, the researchers identified several problems as follows:

1. Lack of Socialization about the implementation of Curriculum 2013 in Senior High School especially in Biology Subject.
2. Preparation and implementation of learning and evaluation have not been conducted in accordance with guidelines of Goverment regulation number 81 A
3. Teachers find difficulties to formulate Lesson Plans themselves.
4. Teachers are not understand how to implement Curriculum 2013.
5. Teachers are not understand how to implement scientific method so still using conventional teaching method
6. Insufficient time available, facilities and infrastructure are inadequate to implement curriculum 2013

1.3. Problem Limitation

Based on identification of problems above, and given the breadth of assessment of the quality of lesson plan prepared by the teacher in the implementation process of learning and teaching biology subjects. Then the authors limits this study only on a review of Suitability Lesson Plan compiled biology teachers in Senior High School in Kabupaten Karo with standard

processes and principles of Lesson plan development in accordance with the guidelines of curriculum 2013 development.

1.4. Research Question

In this study, the research questions are as follows:

1. How is the skill of Biology Teachers in preparing Lesson Plan at Senior High School in Kabupaten Karo?
2. How is the suitability and the complete of the Lesson Plan content in Kabupaten Karo with Standard Process and the guidelines of Curriculum 2013 development?
3. How is the skill of Biology Teachers in implementing Lesson Plan at Senior High School in Kabupaten Karo?

1.5. Research Objectives

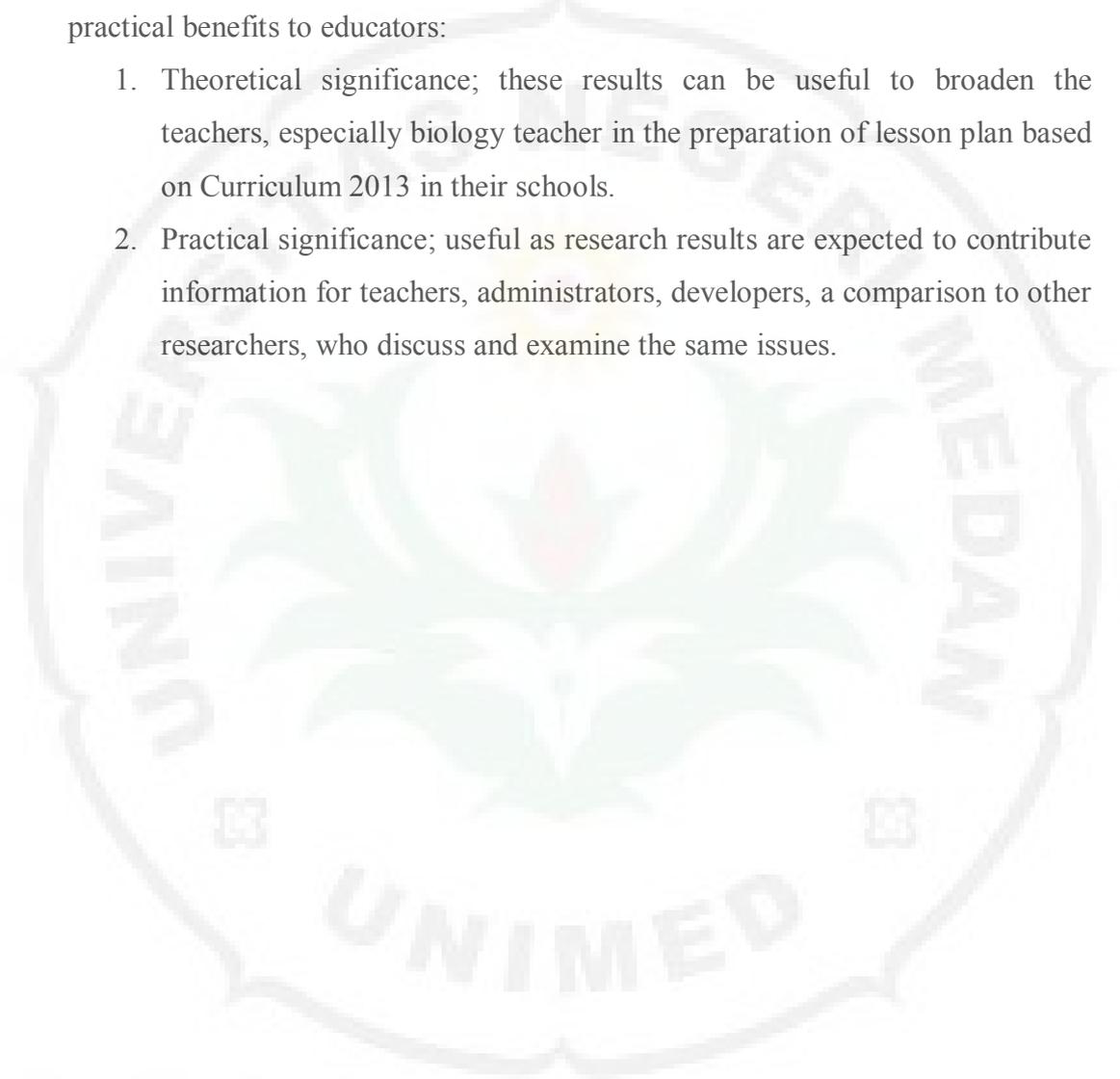
This study was aimed to describe the general understanding of biology teacher in preparing and implementing Lesson plan based on curriculum 2013 in Kabupaten Karo. Specifically this study was aimed to obtain information about:

1. The skills of Biology Teachers in preparing Lesson Plan at Senior High School in Kabupaten Karo based on Standards Process and the guidelines of Curriculum 2013 development
2. The suitability and the complete of Biology Lesson plan content at Senior High Schools in Kabupaten Karo based on Standard Process and the guidelines of Curriculum 2013 development
3. The skill of Biology Teachers in implementing Lesson Plan at Senior High School in Kabupaten Karo.

1.6. Significances of Research

From the results of this study are expected to provide both theoretical and practical benefits to educators:

1. Theoretical significance; these results can be useful to broaden the teachers, especially biology teacher in the preparation of lesson plan based on Curriculum 2013 in their schools.
2. Practical significance; useful as research results are expected to contribute information for teachers, administrators, developers, a comparison to other researchers, who discuss and examine the same issues.



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