

CHAPTER I

INTRODUCTION

A. Background of Research

In the field of education, teachers have dual roles, namely as an educator and lecturer. As a teacher he is in charge of teaching and makes students studying. Teaching is transferring or diverting materials to student. While teacher who makes students studying is an effort that makes the students are willing to implement the mastery learning optimally in accordance with the expected learning objectives.

The Determination of Government Law number 19/2005 on National Education Standards, Elementary and Secondary Education uses School Based Curriculum (SBC). The curriculum is developed with competency-based learning adhere to the principle of mastery learning. The implementation of mastery learning in accordance with the Standard of Education and the regulation of Minister of National Education related to the eight National Education Standards.

Mastery learning is an approach in education that requires students master the whole standards of competence and basic competence. Mastery learning assumes that all students can master the material presented in the lesson (Smith, et al., 2010: 91).

The implementation of mastery learning of *Bahasa Indonesia* at Vocational School has many obstacles. Internal constraints may come from

students such as talent (IQ), interests, environment, and teachers like the quality of learning. External constraints in the form of legislation and policies of education system example, setting minimum exhaustiveness criteria (MEC).

Determination of MEC sometimes just based on artificial boundaries of decency that is not based on analysis of MEC calculations. MEC is determined by considering the level of average ability learners (student intake), the complexity of competence, and ability to support resources in the organization of learning. The minimum exhaustiveness criteria is 75% (Ministry of National Education, 2008: 26). MEC figure was used as the basis for determining the level of mastery learning.

Mastery learning model used in schools are also not fully in accordance with the provisions. For example on summative tests of learning Bahasa Indonesia, students expressed completely, but after attending a National Exam, the results are still far from minimum limit of completeness. Even in the National Exam in 2011 *Bahasa Indonesia* was the second rank of cause the students' failure passed the exam after mathematics.

Muhammad Nuh, Minister of National Education, in *Kompas* (2011: 12) stated that "Mathematics and Bahasa Indonesia became the main cause of the failure of students at the national exams for SMA / MA / SMK in 2011. Of the 11,443 students who failed, 2,392 students (51.44%) failed in math, while 1,786 students (38.43%) failed in Bahasa Indonesia".

Education evaluation Expert from University of Indonesia Hamid Hasan in *Kompas* (2011: 12) stated that:

Urgent repair is transforming learning in the classes become more qualified and equip students to have the intellectual ability and character. That should make them ready for further education and the field of work. This is in accordance with the demands of the curriculum asks students to think analytically, critically, and has character.

This is the indication that the actual learning of *Bahasa Indonesia* has not fully used the principles of mastery learning model. Therefore, need for research on the concept of mastery learning implementation. In this case the researcher intended to examine the implementation of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus.

B. Research Focus

Based on the background, the focus of this study is how about the characteristics of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus with sub focus :

1. How are the characteristics of mastery learning planning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus?
2. How are the characteristics of the mastery learning implementation in *Bahasa Indonesia* at VHS Wisudha Karya Kudus?
3. How are the characteristics of learning output assessment at the mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus?

C. Research Objectives

1. General objective

In general, this study aims to describe the implementation of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus.

2. Specific Objectives:

- a. To describe the characteristics of the mastery learning planning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus.
- b. To describe the characteristics of mastery learning in *Bahasa Indonesia* at VHS Wisudha Karya Kudus.
- c. To describe the characteristics of the assessment of learning output in *Bahasa Indonesia* at VHS Wisudha Karya Kudus.

D. Benefits of Research

1. Theoretical benefits

- a. Socializing mastery learning model in Bahasa Indonesia at Vocational School.
- b. Increasing knowledge and mastery learning theory which is developed based on review of theory and experience of teachers in implementing mastery learning.

2. Practical benefits

- a. This study contributes to the teachers' training college, schools and teachers of Bahasa Indonesia in developing mastery learning model.
- b. Achievement of student competence in accordance with competency-based curriculum.