

**THE IMPLEMENTATION OF *KURIKULUM TINGKAT  
SATUAN PENDIDIKAN* IN THE TEACHING  
OF ENGLISH**

**(A Naturalistic Study in SMK Negeri 2 Surakarta)**



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

As everybody knows, curriculum is very important for the educational practitioners and the teachers in the instructional process. It is because the curriculum takes part as the guiding instruction, focuses on the intended learning out comes and as a program of planned activities (Hamalik, 2008 : 51). It consists of the goals, content, processes, media, resources, and means of evaluation (Yalden,1987 : 29) . Since a curriculum is understood as the means for achieving the better result of education, curriculum always changes and develops continuously in line with the development of science and technology.

However, the fact shows that the teacher's understanding about the curriculum is still low. It can be miserable because since right after the independence day the curriculums were developed by the central government. Those curriculums were the 1975 curriculum, the 1984 curriculum, and 1994 curriculum. They were the top-down policy which must be used in the school as the educational institution in any province and even in any district of Indonesia. The schools or the teachers do not have right to make their own curriculum, to change the provided curriculum, or even just to make them appropriate to their school.

Then, the teachers as the practitioners in education process only got the instruction of implementing what had been developed and decided by the central education institution. This instruction practice did not empower each school's potencies and resources. The measurement of this policy was judged not by considering the variety of Indonesian culture, variety of the human sources capability, the social background, and many other aspects that could not be viewed using some point of view.

Different from the 1975, 1984, and 1994 curriculum, the 2006 curriculum which is known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is the completion of the previous curriculum, the 1994 curriculum. This newest curriculum is considered to answer the problems arose as the effects of the implementation of the previous curriculums. The previous curriculum, refers to the 1975 to the 1994 curriculums, is the top-down policy known as a centralistic curriculum which does not empower the potencies of the educational unit and the school level's resources. The 2006 curriculum is hoped to be able to increase the quality of education in every educational unit. In implementation, this curriculum is made by the teachers in every educational unit and intended to activate the instruction. Thus, this curriculum can be more adaptable with the local condition.

There are some reasons of *KTSP* implementation. The first, the curriculum of *KTSP* is as an effort to complete the curriculum to be more familiar with the

teachers because they are much more involved with the instruction. The second, *KTSP* is as a strategy to develop curriculum to make the school effective, productive, and better. The third, *KTSP* is as a new paradigm about the development of curriculum by which it gives the wide autonomy for every educational unit and the societal involvement in the efforts to make the teaching and learning be more effective. The autonomy is given to the school level to manage the resources, fund, and sources of learning based on the need priorities. The fourth, *KTSP* is an idea of a curriculum development to empower the schools and unit of school by giving wide autonomy to develop their own curriculum based on their own potencies, the demand, the needs, the school's vision, and the goal of school.

However, the implementation of *KTSP* in every educational unit or at school level is no as easy as turning the palm of hand. There are some constraints to apply this bottom-up curriculum. Here, the researcher views the barriers of implementation of this 2006 curriculum from the teachers, the students, the methodology, and the materials. Though *KTSP* has been socialized by the government but its implementation still causes confusion in most of school (Mulyasa, 2008 : vi). Many practitioners even do not exactly understand the nature of *KTSP*. Many teachers try hard to learn and know by joining the *KTSP* seminar, workshops and other scientific forum but in the application they only copy the other educational institution or even only by copying and pasting the components. In this case the teachers do not understand how to design *KTSP*

The teachers are demanded their creativity to design KTSP based on the local condition.

In addition, to implement the 2006 curriculum, the effects of the previous curriculum likely gives the strong influence to the teacher's behavior and mind . The teachers as the practitioners in instruction process activity used to get the development of the curriculum instantly. They merely deliver what is stated in the curriculum. This attitude is in contrast with the nature of the *KTSP*. The implementation of this newest curriculum needs the active, creative, and professional teacher to increase the quality of instructional process. In this case, the researcher views that the main key to increase the educational quality is the teachers themselves must be professional since teacher is as a professional occupation.

A teacher is a professional occupation . His main tasks are to educate, to teach, to guide, to direct, to train, and to evaluate. It is explained clearly that teachers function is to improve the dignity and role as the agent of exchange to increase the quality of national education. A teacher, according to Suwandi (2008 : 11), is as one of very important components in education, and as a determinant variable to manage the learning process.

The measurement used to measure the professionalism of teacher with ease is if the school atmosphere which the teacher maintains in the class room is "like a paradise for the students to learn or in another term, the teachers' attendances in the classroom are extremely waited by the students " (Sugiyanto, 2008 : 5).

Contrastively, most of teaching and learning have not achieved such conditions. Therefore, the professionalism of the teacher's work is how to make an uninteresting material to be interesting, the material felt difficult to be easy, and the meaningless material to be meaningful. Yet, to reach this good condition is not easy because it needs special education, skills, attitude, and the societal acknowledgment. All of them are known as four educator competencies, i.e., professional, pedagogical, personal, and social competencies. The professional and pedagogical teachers are closely related to the accomplishment of teaching and learning tasks. They consist of the ability to master the educational foundation, psychology of teaching, the material mastery, the methodological application and learning strategy, designing and using media, designing the lesson plan, and the ability to evaluate the instructional program.

Since the four competencies are mastered by the teacher, the roles of the teachers in the instructional process are hoped to be optimal, i.e., the roles as a source of learning, a facilitator, a manager, a demonstrator, a guide, a motivator, and an evaluator. If those roles can be conducted, the efforts to give the optimal instructional services toward active, innovative, creative, effective and pleasing instructional approach will be achieved.

Thus, the teaching and learning based-*KTSP* is the result of the teacher's interpretation about the written *KTSP*. The instructional based-*KTSP* is at least influenced by three factors. Those factors are : (a) characteristic of *KTSP*, (b) learning strategy, (c) characteristic of curriculum user. The characteristic of

*KTSP* includes the scope and explanation of *KTSP* for the user and learning strategy deals with the strategy used in the teaching learning process like discussion, observation, question and answer, and another activity to form the students' competencies. The characteristic of the curriculum users refer to teachers' knowledge, skills, value, and the attitude to *KTSP*, and the ability to manifest curriculum planning (lesson-plan) in the instructional process.

The curriculum user or teacher is as one of the sources of learning for the students who has a set of knowledge, skill ability, intelligence, dedication, and commitment in doing his/her job well and professionally. It is because according to *Undang-Undang No. 20. 2003, Pasal 39 (2)*, teacher is as a Professional occupation :

*Pendidik merupakan tenaga profesional yang bertugas merencanakan dan melaksanakan proses pembelajaran, menilai hasil pembelajaran, melakukan pembimbingan dan pelatihan, serta melakukan penelitian dan pengabdian kepada masyarakat terutama bagi pendidik pada perguruan tinggi.*

In addition, the teacher has the quality of academics, competencies as an agent of change as stated on the *PP No. 19 tahun 2005 Pasal 28 ayat 1*. "*Pendidik harus memiliki kualifikasi akademik dan kompetensi sebagai agen pembelajaran, sehat jasmani dan rohani serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional.*

The learning process for most of schools nowadays is still on the stage of transfer of knowledge which does not make the students' thought develop optimally. Consequently, the process of learning seems monotonous, uninteresting, unpleasing, unchallenging, It doesn't give motivation, the students

are passive and not enthusiastic. These conditions cause the students achievement not optimal.

The process standard at educational unit has been regulated on *PP No. 19 2005 Pasal 19*, that instructional process is conducted interactively, inspiratively, pleasingly, challengingly, it motivates the students to actively participate and gives enough space for the students to be initiative, to be creative and to be oneself based on their aptitude, interest, and it agrees with the psychical and psychological development of the students.

The process of the teaching and learning is said to be successful if during the process the students show high activity, they are involved actively both physically and mentally, and the changes of behavior to aspect of the students are positive. Unfortunately, most of the Indonesian teachers still rely on the traditional and conventional method during the process of teaching and learning. They use only chalk and talk (*kapur dan tutur*) for all the students, and all material. Whereas, each student or material has different characteristic.

A professional teacher does not only think of what and how he will teach but also who will be taught, what meaning of learning for the students, and what competencies are hoped to happen. Principally, there is no approach / model / method / media / strategy of teaching that is able to empower all students and material. Each student has various background and each lesson has different characteristic. Therefore, it is better to use various approach / model / method / media / strategy. The characteristics of learning strategy in implementation of



curriculum *KTSP* are : students-centered, developing creativity, contextual, learning by doing, group learning, authentic assessment (Depdiknas, 2008 : 108).

As the researcher stated on previous pages that the top-down policy in implementing curriculum was popular wisdoms in the 1975 to 2004 era, the curriculum was made up by the central government and each level of school must implement it, of course, this policy has weaknesses. One of them is that the teacher implemented what had been decided by the central education institution. The system of evaluation doesn't consider the individual characteristic. Different from 1975 to 1994 curriculum, the 2006 curriculum of *KTSP* is the bottom-up policy. This policy regards the schools as the institutions that know more about their own strength to develop, their weaknesses to anticipate, their opportunity to reach, and the threat to face. It is a good government policy because it gives the school level and the educational practitioners the broader opportunity to make up their own curriculum based on the situation and condition of the schools. However, seemingly it will encounter so many problems to implement. Those problems are the concept and the nature of *KTSP* are not understood well ; the influence of previous curriculum in teacher's mind and behavior is so strong that he/she is not able to release. The new paradigm of teaching is not understood properly.

Since the *KTSP* consists of some components i.e. the education goal of school level (*Tujuan Pendidikan Tingkat Satuan Pendidikan*), the structure and content of *KTSP* (*struktur dan muatan KTSP*), the academic calendar (*kalender akademik*), syllabus (*silabus*), and lesson plan (*rencana pelaksanaan*

*pelajaran*), the research portraits and focuses on how far these components are known and implemented in teaching learning process.

## B. Research Question

In this study, the writer only focuses on a certain problem related to the implementation of *kurikulum Tingkat Satuan Pendidikan (KTSP)* in teaching English. In this case the research questions can be formulated as follows :

1. How is the implementation of *KTSP* in the teaching of English in SMK Negeri 2 Surakarta ?
2. What are the strengths and the weaknesses of the *KTSP* implementation in the teaching of English in SMK Negeri 2 Surakarta ?
3. What is the effect of *KTSP* implementation to the teacher's teaching strategy and to the student's learning English in SMK 2 Surakarta ?

## C. Objective of the Study

Based on the background of the study and to answer the research questions, the objectives of this study are as follows :

1. To describe the implementation of *KTSP* in the teaching English in SMK Negeri 2 Surakarta.
2. To get to know the clear description of the strengths and weaknesses of *KTSP* implementation in the teaching English in SMK Negeri 2 Surakarta.
3. To consider the effects of *KTSP* implementation to the teachers' teaching strategy and to the student's learning intensity in SMK Negeri 2 Surakarta.

#### D. Benefit of the Study

This study is expected that the result can give contribution to the development of education. There are some benefits of this study i.e. for the researcher himself, for the students, the teachers, the schools, and the policy maker. This study gives a better understanding about the implementation of *KTSP* and its supporting components, and weakening factors. Besides, knowing the teacher's teaching strategy to student's learning intensity. This study gives priceless empirical experiences especially for the researcher.

For the students, this study hopefully gives clear explanation about the *KTSP*, a school-level curriculum, that can give motivation to improve their English proficiency. Moreover, by taking into account the result of this study, it is hoped that the students can apply the most appropriate strategy of learning.

For the teacher, this study hopefully gives the correct understanding concerning with the *KTSP* curriculum, the goal of the educational institution, the structure and content of *KTSP*, the academic calendar , syllabus and lesson plan. It is hopefully that the result of this study gives information, input and suggestion to the better improvement of their duty to facilitate the learning process.

For the school, the research finding gives obvious and detail description concerning with the implementation of *KTSP*, its supporting components and weakening factors, and its capability and readiness to implement the *KTSP* curriculum. By considering the result of this research, it is expected that the school can evaluate its strength to promote, its weaknesses to repair ,its opportunity to reach, and its threat to face in the future.

The last but not the least, for the policy maker, in educational world the result of this study is expected to give the meaningful input to the development of *KTSP*. By taking into account the result of the study, the policy maker might decide appropriate policy to overcome the problem which appears concerning to the implementation of *KTSP*.