# CHAPTER I

# INTRODUCTION

This chapter introduces a piece of basic information regarding the study on junior high school teachers’ difficulties in implementing the PSP *(Program Sekolah Penggerak)* curriculum. It begins with an explanation of the study's background, followed by a definition of key terms, identification of the problem, objective of the study, and significance of the study.

## 1.1 Background of the Study

Education is an important asset that can change human life. Through education, humans can be educated, know what is wrong and right, and have noble character. According to Ki Hajar Dewantara, "Education is an effort to advance character, mind, and body so that they could advance the perfection of life by nature and society” Nurkholis (2013). Now, Indonesians need quality education (Aulia, F, Reasita, & Z, 2021). The quality of education is always changing. It is highlighted Nasution (2008) stated that a changing education should be dynamic and not rigid in resp onding to the situation. The solution to this change is a change in the curriculum because the curriculum is the answer to human development and the times (Sucik, Dwi, Susanti, Nuriana, & Nuriani, 2021).

The curriculum is a planned and guided learning interaction by the school that can be carried out by the student in groups or individually through instructional materials, resources, and processes to evaluate the achievement of educational goals by Jingxian, Junqi, Sophia, Kenny, & Haiyan (2016). According to UU No. 20 of 2003, the definition of curriculum is a set of plans and knowledge to know the objectives, content, and materials for learning in schools which are prepared as guidelines for organizing teaching and learning activities to achieve certain educational goals. Prof. DR. S. Nasution, M. A. said ‘’curriculum is a plan for the teaching and learning’’ (Nasution, 2008).

Curriculum changes to improve the quality of education. Indonesia has undergone several curriculum changes to Absharini (2015). This change is caused by several factors, such as the needs of a growing society, political circumstances, and the development of everyone's insight. Yulia (2016) stated that in 2019, the 2013 curriculum was implemented. This curriculum focuses on three aspects, namely behavior, knowledge, and skills Yulia (2016). Currently, Indonesia is implementing a new paradigm curriculum, namely the PSP *(Program Sekolah Penggerak)* curriculum. This curriculum is considered a complement to the previous curriculum.

*“Program Sekolah Penggerak”* is formed in 2020 and has just been implemented in several regions in 2021. In the research center *‘’Badan Penelitian Pengembangan dan Perbukuan Pendidikan dan Kebudayaan Tahun 2020’’* explained that education is the right of every person. This is following the 1945 Law in No.31. The mandate of this law is the basis for compulsory education in the context of providing opportunities for the community to obtain an education. Although the various policies have been made, the right to obtain a proper education is not evenly distributed, for example, disparities in the quality of education in some areas. In addition, the competence of teachers in some areas is not sufficient. The teacher's teaching model is believed to be limited to the successor of knowledge, not as a facilitator. Then, there are still many teachers who ignore the character development and critical thinking of students. This is because teacher recruitment is not carried out properly so it is not able to produce adequate quality teacher input.

To improve the quality of education, it is necessary to have a policy for developing teacher capacity. Therefore, the Ministry of Education and Culture Nadiem Makarim initiated the *''Program Sekolah Penggerak*''. This program seeks to encourage schools to transform themselves to improve the quality of learning at the internal level. Besides that, this curriculum is an effort to realize the vision of Indonesian Education in realizing the progress of a sovereign, independent, and personable Indonesia through Creating *Pelajar Pancasila* by Anggarda, Nurhizzah, Alwen, & Fris (2021).

However, in implementing this curriculum, there is a lot of attention from various parties, especially teachers. As stated by Sucik, Dwi, Wangsanata, Saputri, & Nuriani (2021) teachers are forced to be able to adapt to the new curriculum. According to Hamid, Nurtato, & Fawaz (2018) teacher is the one who can design learning programs and can organize and manage classes so that the students can learn and in the end can reach a maturity level as the ultimate goal of the educational process. The teacher is prepared for actual teaching and the professional support they receive once they begin their professional lives as teachers by Kwame, Kattie, PryorJohn, & Jo, (2013).

In relation to this, the following are previous studies related to the new paradigm of curriculum research. First, research conducted by Sucik, Dwi, Susanti, Nuriana, & Nuriani (2021) the tittle *“Hambatan Guru SD dalam Melaksanakan Kurikulum Sekolah Penggerak Dari Sisi Managemen Waktu dan Ruang di Era Covid-19”*. The aims to their study describe several obstacles due to changing curricula, especially in the era of the Covid-19 pandemic. Their study conducted 20 teachers as participants in Elementary Schools in the Purwodadi Grobogan sub-district. The result of their research is that changing the curriculum is a positive thing that must be done to spread the mindset of humans to the ever-changing era. In the change always reap the pros and cons. In this case, the most affected are the teacher as the spearhead or conveyer of the curriculum intent to students. To answer this obstacle, it is the teacher himself who must exert his independence in order to overcome the existing solutions because the teacher acts as an intermediary between what the curriculum makers want and the implications for students.

Second, research by Aulia, F, Reasita, & Z (2021) researched the implementation of the *penggerak* curriculum on the motivation of students. The result of their study is the *pengggerak* curriculum as a whole, the differences between the *penggerak* curriculum and the 2013 curriculum, the teacher's role in the *penggerak* curriculum, the definition of student learning motivation, and the influence of the *penggerak* curriculum on student learning motivation. The method they use is library research or research carried out by reading, studying, and recording various literatures or reading materials that are in accordance with the subject matter, then filtered and poured into theoretical thinking relating to the implementation of the PSP curriculum on student motivation.

Third, there is Sugiyarta, Ardhi, Tsabit, Aji, & M.B (2020) focus on identifying teacher abilities as *penggerak* teachers in the Semarang Residency. Their research aims to how teachers should be the driving force in improving the quality of human resources. Their research was conducted in Karesidenan Semarang, Demak Regency, Purwodadi Grobogan Regency, and Kendal Regency, more precisely their research was carried out in schools ranging from elementary school to junior high school, and Islamic high school in these locations. The results of their research show that leading teachers can move the community, skilled teachers have fairly complete professional competence, and inspirational teachers have experience in various learning activities.

Based on previous research, most of them analyze curriculum changes from time to time which have an impact on several aspects, especially on teachers. Teachers feel difficult in implementing the PSP curriculum. For this reason, according to Sucik, Dwi, Susanti, Nuriana, & Nuriani (2021), it is a lack of response to social changes, such as nervous education that cannot adapt to curriculum changes. In addition, when the curriculum changed, the teaching materials were changed by Eni, Nyoman, & Sumarmi (2016). This makes teachers work more extra in preparing to teach the materials and new teaching methods. Therefore, research is needed to find out the difficulties faced teachers in implementing the PSP curriculum. This study focuses on junior high school teachers in one of the Garut district schools, especially English teachers. The results of this study explain the PSP curriculum as a whole and found out some of the difficulties of teachers in implementing this curriculum.

## 1.2 The Reason for Choosing the Topic

The researcher chose the topic based on the field case finding. The researcher found the case when the final year of college students' were PPL or we can be called a practice of teaching of the school. That school implemented two curricula, namely the 2013 curriculum and the *penggerak* curriculum. The 2013 curriculum was implemented for students in grades 8 to 9 of junior high school, while the *penggerak* curriculum was implemented for students in grades 7 of junior high school. The p*enggerak* curriculum was implemented in 7 grade of junior high school because this curriculum had just been used as an experiment at the school. Therefore, teachers who tought in grade 7 found some difficulties because they had to adapt to the new curriculum.

## 1.3 Research Question

Based on the background of the research above, the research question in this study is:

“What are the difficulties faced by English teachers in the implementation of the PSP *(Program Sekolah Penggerak)* curriculum in Junior High School?”

## 1.4 The Purpose of the Study

The purpose of the study aims to analyze the difficulties faced by English teachers in implementing the PSP *(Program Sekolah Penggerak)* curriculum.

## 1.5 Scope of the Study

The research only focused on junior high school teachers’ difficulties in implementing the PSP *(Program Sekolah Penggerak)* curriculum. The researcher limits the data of the study about teachers. The researcher only analyzes the difficulties faced by English teachers in implementing the PSP curriculum.

## 1.6 The Significance of the Study

This research has two benefits, namely based on theoretical significance and practical significance, as the following explanation:

**1.6.1 Theoretical Significance**

This research is expected to be a reference and knowledge about the difficulties face by English teachers in implementing the PSP curriculum.

**1.6.2 Practical Significance**

This research has several practical significances, such for teachers, the students, the governments, and the other researchers.

**1.6.2.1 Teachers**

This research is expected that English teachers can consider a better way to implement the PSP curriculum. In addition, this research is expected to add insight and creativity to improve the quality of learning.

**1.6.2.2 Students**

This research is expected to improve the quality of students learning.

**1.6.2.3 Government**

This research is expected the government to pay more attention to the implementation of the PSP curriculum.

**1.6.2.4 The Other Researcher**

This research is expected to be used as an additional reference for further research with a different discussion.

## 1.7 Definition of Key Terminologies

This research uses several key terms as a reference, namely as follows:

**1.7.1 The Term of Curriculum**

The curriculum is all students' school experience related to improving critical and creative thinking skills and strategies, solving problems, cooperating with others, communicating well, writing more effectively, reading more analytical, and conducting research to solve problems (Innocent, 2018).

**1.7.3 The Term of PSP *(Program Sekolah Penggerak)* Curriculum**

PSP *(Program Sekolah Penggerak*) curriculum is a curriculum that emphasizes the importance of living in society, as a nation, and as a state. These aspects are related to competence (including literacy and numeration) and character, both aspects are carried out by looking at superior human resources (Aulia, F, Reasita, & Z, 2021).

**1.7.4 The Term of Difficulties**

According to Mulyadi (2010) that difficulty is a certain condition that is characterized by the presence of obstacles in activities to achieve goals, so it requires even more active efforts to be able to overcome them.

**1.7.5 The Term of Implementation**

Kuandar (2007) said that implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of knowledge, skills, as well as values, and attitudes. Fullan (1991) in Sri (2014) defines implementation as the process of practicing or implementing a new program or group idea for people who are trying or who are expected to change.