# CHAPTER I

# INTRODUCTION

## A. Research Background

Education in Indonesia continues to undergo reforms to improve the quality of learning in line with the demands of the times. Education itself can last a lifetime, from early childhood to higher education. Furthermore, education can be pursued through various channels, including formal, non-formal, and informal education. One concrete form of this effort to improve the quality of learning is through curriculum changes tailored to the needs and challenges of global development.

Allah SWT says in the Qur'an, Surah Az-Zumar verse 9:

يَعْلَمُونَ لَا وَالَّذِينَ يَعْلَمُونَ الَّذِينَ يَسْتَوِي هَلْ قُلْ

**It means:** Say: "Are those who know the same as those who do not know?" (QS Az-Zumar: 9).

Education is an effort made consciously by an educator and planned as well as possible with previously determined goals.[1] Education is the result of an educator's awareness and commitment in designing a meaningful learning

[1] Ali Mustadi, "The Role of Parents of Fourth Grade Students of Sumuranja 2 Elementary School in Supporting Home Learning," Journal of Elementary School Teacher Education, Faculty of Teacher Training and Education, Serang Regional Campus, Indonesian University of Education, Vol. V, No. 3 (DECEMBER 2022) pp. 185-191

process, with a clear direction towards the goals that have been set from the start.

Indonesia has implemented several curricula, including the Competency-Based Curriculum (KBK) in 2004, the School-Level Curriculum (KTSP) in 2006, the 2013 Curriculum (K-13), and the Independent Curriculum. Starting in 2022, the Ministry of Education and Culture (Kemendikbud) established a policy to develop the independent curriculum.

Curriculum is a systematic and structured plan to achieve educational goals, which includes content, process and evaluation of learning.[2] The curriculum serves as a guideline to guide the learning process in a structured manner. Furthermore, the independent curriculum integrates knowledge, skills, and character to create students with broad perspectives and who are ready to face the future.[3] The curriculum is the formation of a person's identity to become much better.

Then it is said that the curriculum is used as a guideline regarding the boundaries of the teaching process and determines how the teaching process takes place.[4] It can be concluded that the curriculum is not simply a planning document, but rather a crucial foundation for the educational journey. The current independent curriculum, in particular, with its approach that integrates

[2] Sudiono, "Introduction to Educational Evaluation", Rajawali Pers 1998.

[3] Prof. Dr. Yudian Wahyudi, "Educational Curriculum Development", Theory and Practice (Bandung: Alfabeta Publisher, 2020), p. 25.

[4] Gorur and Babadogan. (2021). Evaluation of the Importance of Face in the Implementation of the Independent Curriculum In English Language Learning at Public Middle Schools in Kersana District. Journal of Educational Innovation, 4(2),237.

knowledge, skills, and character, demonstrates that the learning process must shape the whole person. This curriculum not only defines boundaries but also provides direction on how teaching should occur and where students will be directed.

The independent curriculum aims to create enjoyable learning and encourage students to be more active, reflective, and independent in learning.[5] Furthermore, the independent curriculum provides students with space to undertake independent learning, increase creativity and develop critical thinking in students.[6] Meanwhile, the independent curriculum is a curriculum that provides varied intracurricular learning using a more efficient presentation of material so that students can have sufficient time to understand concepts in depth and develop their own competencies.[7] Therefore, it is concluded that the independent curriculum aims to encourage students to be active, reflective, independent, creative, and think critically.

In English learning, the independent curriculum provides students with opportunities to develop cross-cultural communication skills and critical thinking. This aligns with the Pancasila student profile that this curriculum

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[5] Makarim, N. (2021). Independent Curriculum Policy and Independent Learning. Jakarta: Ministry of Education, Culture, Research, and Technology.

[6] Nuriah, CI, Silvia, O., Pratiwi, PDN, Sari, SR, Rhomadoni, S., & Zad, TFK (2023). Improving Student Independence and Creativity in Independent Curriculum Education. Journal of Elementary School Teacher Education, 1(2), 11.

[7] Anggraini, DL, Yulianti, M., Nurfaizah, S., & Pandiangan, APB (2022). The Role of Teachers in Developing the Independent Curriculum. Journal of Educational and Social Sciences, 1(3), 290-298

aims to achieve: students who possess global competence while remaining rooted in national values. Meanwhile, English language teaching must emphasize meaningful and authentic learning, providing space for students to actively communicate and reflect on their learning.[8]

SMP Negeri 10 Huamual Belakang located in the remote area of Desa Negeri Buano Utara, Kabupaten Seram Bagian Barat, Provinsi Maluku is one of the school that has implemented the Independent Curriculum. Due to limited facilities, the number of teachers, especially English teacher, and the diverse backgrounds of the students, implementing the Independent Curriculum at this school presents unique challenges, particularly in English teaching.

## B. Research Scope

This research focuses on the implementation of the independent curriculum and the challenges faced by teacher in English teaching at class VII of SMP Negeri 10 Huamual Belakang.

1. Implementation of the independent curriculum by English teaching:
   a. Planning of english teaching by teacher (ATP and teaching module).
   b. Implementation of english teaching in class VII by teacher (methods and media).
   c. Assessment of english teaching (diagnostic, formative, and summative).

[8] Wahyuni (2024), Implementation of the Independent Curriculum in English Language Learning in Junior High Schools: Surabaya State University Press, p. 45.

2. Challenges faced by teacher in implementing the independent curriculum in english teaching:
   a. Challenges in planning.
   b. Challenges in implementation.
   c. Challenges in assessment.
3. Research Deadline and Location

   This research was conducted over a month, encompassing preparation, obtaining permits, instrument development, coordination with the school, and data collection and analysis. The research took place at SMP Negeri 10 Huamual Belakang, which has implemented the independent curriculum, particularly in English teaching.
4. Research Subjects

   The subjects in this research were english teacher and head of curriculum at SMP Negeri 10 Huamual Belakang.
5. Research Methods and Approaches

   This research uses a qualitative method with a descriptive-qualitative approach.

## C. Research Questions

Based on the scope above, the questions in this research are as follows:

1. How is the implementation of the independent curriculum in english teaching of class VII at SMP Negeri 10 Huamual Belakang?

2. What are the challenges faced by teacher of implementing the independent curriculum in english teaching of class VII at SMP Negeri 10 Huamual Belakang?

## D. Research Purposes

Based on the research questions above, the objectives are:

1. To describe the implementation of the independent curriculum in english teaching.
2. To find out the challenges faced by teacher implementing the independent curriculum in english teaching.

## E. Research Benefits

This research is expected to provide the following benefits:

1. Theoretical Benefits:

   This research is expected to serve as a reference for developing theoretical studies on the implementation of the independent Curriculum at the junior high school level. Furthermore, it can contribute to enriching teachers' understanding and experience in the English language teaching process. It will also serve as a scientific reference for improving English learning models that align with the principles of the independent Curriculum.

2. Practical Benefits:
    a. For School: Serves as a basis for evaluating the independent curriculum policy in order to improve the quality of learning at SMP Negeri 10 Huamual Belakang.
    b. For English Teacher: Providing insight into the implementation of the independent curriculum in English teaching so that teachers can choose the method that best suits the needs of students.
    c. For Students: Improve English learning skills and abilities through the effective implementation of the independent curriculum.
    d. For Other Researchers: Act as a reference for future research related to the implementation of the independent curriculum in the field of education.

## F. Research Terms

The following are the terms used in this research:

1. Implementation: The process of implementing or carrying out program policies in school.
2. Independent Curriculum: A learning approach that gives students the freedom to choose programs that suit their potential, interests, and needs.
3. English Teaching: The teaching and learning process that takes place in English classes includes materials, methods, media, interactions, and assessments for students.
4. Class VII: This is the first level of junior high school education for students aged 12 to 13 years after completing basic education.

5. SMP Negeri 10 Huamual Belakang: Formal education that is tiered from class VII to class IX and is located in Desa Negeri Buano Utara, Kecamatan Huamual Belakang, Kabupaten Seram Bagian Barat, Provinsi Maluku.