

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the scope of the research, the statement of the problem, the objective of the research, and the significance of the research.

A. Background of the Research

Education is the main element in the development of the Indonesian people as a whole. Therefore, the management of education must be oriented to change for the better. A curriculum is an educational tool needed to achieve the goals that have been set. The curriculum is prepared by taking into account the potential, level of development, interests, intellectual, emotional, social, spiritual, and kinesthetic intelligence of students (Kemendikbud, 2013).

Based on its development, the Indonesian government is actively compiling and developing programs to improve the quality of education, one of which is by improving the curriculum. Changes in the curriculum are closely related to the role of the curriculum in the implementation of the national teaching system.

The 2013 curriculum is an integrated competency and character-based curriculum which is a refinement of the Education Unit Level Curriculum (KTSP). According to Hidayat (2013), the 2013 curriculum is an educational program that is different from the 2013 curriculum, the difference can be seen in terms of characteristics, scientific approach, and authentic

assessment of learning. Implementation of the 2013 curriculum includes three main activities, namely program development, learning implementation, and evaluation.

The implementation of the 2013 curriculum affects the orientation of the learning system. According to Hosnan (2014), Based on the 2013 Curriculum, competencies are classified into two, namely Core Competencies (KI) and Basic Competencies (KD). Core competencies include KI-1 (spiritual attitude), KI-2 (social attitude), KI-3 (knowledge), and KI-4 (skills). The implementation of the 2013 Curriculum is also confirmed to have an impact on the assessment system, especially the assessment by educators and education units. The 2013 curriculum has policies that must be implemented and completed as well as possible by teachers, as part of their responsibilities. If previously the teacher functioned as the main source of knowledge, controlling, and directing, as well as his role in teaching in the classroom, in the context of the 2013 Curriculum the teacher acts as a learning facilitator, and trainer, and provides more alternatives.

The readiness of teachers in the process of implementing the 2013 Curriculum plays an important role where teachers have roles and functions in shaping children's personalities, preparing and developing human resources (HR) for the welfare of society, as well as the progress of the nation and state. The success of educational goals is highly dependent on the contribution of teacher performance.

The teacher is one component that is an inseparable part of the overall education system who is directly involved in the teaching and learning process, and plays a direct role in teaching and educating. Teachers are expected to implement learning with a scientific approach in learning that is strengthened by applying the 2013 curriculum learning model including learning (discovery), learning (Inquiry), problem-based learning (problem-based learning), and project-based learning (project-based learning). The 2013 curriculum learning models which are problem-based learning are the most appropriate to be implemented and are highly recommended to be implemented by teachers in the learning process (Kemendikbud, 2016 PLPG Guidebook).

Strengthening the learning process is carried out through a scientific approach, namely learning that encourages students to be better able to observe, ask questions, try, collect data, and communicate. While the learning model is needed to develop students' scientific thinking skills and creative thinking skills, as well as produce the ability to learn. Scientific learning does not only view learning outcomes as the final process but the learning process is seen as more important. Therefore, scientific learning emphasizes process skills (Kurinasih, 2014).

Based on the description above, the researchers are interested in observing the process of implementing the learning model used by teachers in the classroom, and whether they have used a learning model that is under the demands in the 2013 curriculum research with the title **“Exploring teachers’**

use of teaching models based on the curriculum 2013 at SMP Muhammadiyah 1 Kota Ternate”

B. Scope of the Research

This research focuses on teachers' use of teaching models based on the 2013 curriculum at SMP Muhammadiyah 1 Kota Ternate.

C. Statement of the Problem

1. What teaching models are used by teachers based on the 2013 curriculum at SMP Muhammadiyah 1 Kota Ternate?
2. How are the teaching models implemented at SMP Muhammadiyah 1 Kota Ternate?

D. Objective of the Research

Based on the research problems, the objective of this study is to find out what teaching models are used by teachers based on the 2013 curriculum and how they are implemented at SMP Muhammadiyah 1 Kota Ternate.

E. The Significance of the Research

1. Theoretical Significance

The theory of the results of this research is expected to enrich the existing literature concerning learning model implementation.

2. Practical Significance

- a. For Teachers, as a means to choose a teaching model, especially in teaching English that is suitable and effective improve students' learning of English.

- b. For other researchers, the results of this study can be used as a reference for further study related to the 2013 curriculum education system.