

CHAPTER I

INTRODUCTION

In this chapter present about introduction including the research context, research focus, research objective, significance of study, definition of key terms and previous study.

A. Research Context

Education is an important thing that must be taken by everyone if they want to develop themselves and gain progress. Therefore, it is not surprising that the quality of a nation depends largely on the quality of education of its citizens.

Law Number 20 of 2003 concerning the National Education System and Law Number 12 of 2012 concerning Higher Education state that learning is the interaction between educators, students, and learning resources in a certain learning environment. The curriculum is a very important tool for educational success. Without an appropriate and suitable curriculum, it will be difficult to achieve the desired educational goals and objectives. The curriculum is some of the subjects that students must take or study in a school or college to obtain a particular Diploma, and some subjects are offered in an educational institution or major.¹

¹ Etty, Sisdiana, et al, "*Evaluasi Pelaksanaan Pembelajaran Kurikulum 2013*", Jakarta: Pusat Kebijakan Pendidikan Dan Kebudayaan, 2019. Page 13.

Thus, the development of a learning curriculum is prepared based on elements of competence that can lead students to achieve other expected competencies through learning methods. Learning methods that foster a great desire to be curious, improve the ability to use competency attributes, make choices, walk life in society, and improve the way of learning.

The development of the organization of the curriculum in a school is indispensable. Curriculum organization is a tool that facilitates the achievement of student success in studying the material effectively.²

Teaching and learning activities that take place in the classroom without a clear curriculum will cause students to be unable to understand the lessons delivered. Organizing a curriculum means choosing clear and objective goals according to the needs and interests of students. The official curriculum established in the country of Indonesia today is the 2013 curriculum.

The 2013 curriculum was established in the hope of changing the society of what a nation aspires to. With the 2013 curriculum, it is hoped that students will be equipped with various skills and competencies needed in facing 21st-century life.

Student-Centered Learning (SCL) is a learning pattern that is very suitable for use in the 2013 curriculum, because this pattern is student-centered learning, so to achieve these learning outcomes students must go through

² trianto ibnu badar At taubani, dan Hadi Suseno , “*Desain Pengembangan Kurikulum 2013 Di Madrasah*”, Depok : Kencana, 2017. Page 24

learning. Processes that prioritize their development.³ However, not a few of us find teachers remain central or still in a teacher-centered learning pattern where knowledge is seen as something ready-made, which lives to transform from teacher to student so that students are passive in accepting learning in the classroom. This paradigm must be changed because the challenge of the world of education in the era of globalization is to produce human resources who can play a role globally.

Therefore, from the beginning, students must be trained to actively learn independently of creativity, capacity, personality, and needs and develop independence in seeking and finding knowledge.

The learning carried out in MTs Mashlahatul Hidayah which still applies teacher-centered learning patterns, especially in the ninth grade, which can be assessed and seen based on the 2013 curriculum, that this learning is still not right, so it needs improvement and application of the curriculum according to existing competencies. According to Notodiputro, (2013:56) learning activities need to use the principle that; Centered on student, developing students creativity, creating fun and challenging conditions, containing values, aesthetics, logic ,and kinesthetic, and the last providing a diverse learning experience.⁴ When using the principle of learning activities as stated above, it can be concluded that a learning process must be Student-

³ Hamdi,Serin “a comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings “*International Journal of Social Sciences & Educational Studies* ,5 no.1,2018.164-167.

⁴ Deli “Pembelajaran Berdasarkan Kurikulum 2013” manajemen pendidikan //http.silabus.web.id// diakses 17 oktober 2022 oclock 21.09 wib.

Centered by encouraging students to solve their own problems related to the subject matter and encouraging students to use their own ideas in making solutions to these problems. These problem-solving activities must be supported by a pleasant learning atmosphere so that students are interested in participating in the learning process.

Teacher-centered learning is one of the ways of learning in Indonesia that was carried out in its time because teachers were considered the only source of learning. Teacher-centered learning has a passive tendency towards the way students learn. According to Kellen Roy in his book entitled *Effective Teaching Strategies*, Teacher-Centered is a learning which places students as object in learning and learning activities is classic.⁵ Because students can only listen, pay attention, and be dictated how to learn by the teacher. However, this learning also has advantages such as message content and more influence on students so that students can respond to what the teacher expects.

Learning in this way allows for restrictions on student creativity and learning media for students. If a learning process is only teacher-centered, there will be an assumption and justification that a teacher is always right in terms of planning, and students can only be the recipients of their opinions. And not only that, but the level of activeness of teachers in the classroom is also very high because everything is sourced from the teacher, in this learning system the

⁵ Abdullah, "Pendekatan dan Model Pembelajaran Yang Mengaktifkan Siswa" *Edureligia* vol.07 No.01 2017.

teacher lectures more or gives material and knowledge which is only considered as a transfer value that must reach the students.

The learning pattern using the 2013 curriculum which was once teacher-centered became student-centered, the hope is that students can become more active by following the rapid development of technology and students can obtain learning resources very easily.

The 2013 curriculum has several competencies that must be empowered by students, ranging from individual, group, and active activities in moving forward to accelerating their respective abilities. Therefore, the curriculum must be able to accommodate or equip students according to global developments, both in communication, critical thinking, and mentality in facing problems and responsibilities which certainly have achieve this goal, requires field implementation whose learning process from the teacher "informs students" to "students who find out" so that later it produces clear outputs for students both actively, skillfully a, and knowledgeably.

MTs Mashlahatul Hidayah is a tsanawiyah madrasah school or equivalent to junior high school in terms of English subjects in the ninth grade which still uses teacher-centered methods and should also have implemented the provisions of the 2013 curriculum in the implementation of the learning process.

From the discussion above, the researchers are interested to conduct research under the title “An Analysis of Teacher-Centered Learning Phenomena in The Implementation of Curriculum 2013 in English Subject: A Case Study in The Ninth Grade at MTs Mashlahatul Hidayah”.

The research that the author conducted was qualitative descriptive research because the approach was considered more appropriate and would later describe the findings that the authors found. Data collection techniques use the methods used, namely observation, interviews, and documentation.

B. Research Focus

According to John W. Creswell, a research problem is a general educational problem, attention, or controversy discussed in research that narrows the topic.⁶

The problem of education also determines the quality of human resources, both for the survival of state citizens or the way of thinking which is more useful.

From the explanation above, several problems need to be researched to uphold educational values in learning the 2013 Curriculum towards learning centered on teachers of English subjects at MTs Mashlahatul hidayah Sumenep.

Related to this research, the focus of the research is:

⁶ Jhon W. Creswell, *Educational Research* (United State : Pearson Education, 2012), page 59 ⁴ Creswell, 60.

1. How the teacher implement Teacher-Centered Learning in the Curriculum 2013 in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep?
2. Why does the teacher implements of Teacher-Centered Learning based on the Curriculum 2013 in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep?
3. What are the students response in the implementation of Teacher-Centered Learning in the Curriculum 2013 in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep?

C. Research Objective

According to John W. Creswell states in his book that the goal is the main purpose or purpose of the research used to answer the problem⁴. Once the researcher has identified the focus of the study, the researcher will proceed to identify the research objectives.

From the research problems above, the researcher decided the purpose of this study as follows:

1. To describe and analyze how Teacher-Centered Learning Based in the Curriculum 2013 in The Ninth Grade English Subjects at MTs Mashlahatul Hidayah Sumenep.
2. To find out the reasons of the implementation of Teacher-Centered Learning based on the 2013 Curriculum in The Ninth Grade English Subjects at MTs Mashlahatul Hidayah Sumenep.

3. To explain the students respond in the implementation of Teacher-Centered Learning in the Curriculum 2013 in the Ninth Grade at MTs Mashlahatul Hidayah Sumenep.

D. Significance of Study

The significance of the study describes the usefulness or urgency of the search, both scientific (theoretical) and social (practical) uses.⁷

1. Theorists

The results of this study will contribute information about curriculum-based education in 2013, especially in the process of teaching English.

2. Practical

a. For Teachers

- 1) Teachers can more easily teach English subjects based on the 2013 curriculum.
- 2) Teachers can be more creative.

b. For Student

Students can be more active to learn English with the 2013 educational curriculum.

⁷ *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

c. For Researchers

- 1) This research is expected to contribute to the reference of other researchers for future research on the same topic.
- 2) Researchers will know more knowledge related to Teacher Centered Learning based on The 2013 Curriculum in English Subject in the Ninth MTs Mashlahatul Hidayah.

E. Definition of Key Term

To avoid misunderstanding the difference in meaning, the author needs to formulate key terms that can be used in research. The following are key definitions and terms in the study:

1. The teacher is the one who interacts with students in the process of learning and teaching.
2. Learning is the process of gaining new skills, knowledge, understanding and values.⁸
3. The curriculum is a set of subjects or methods taught in an educational institution.

F. Previous Study

The previous research was also a reference to this study, therefore the researcher found the previous research as follows:

⁸ Melisa malec, "why is learning important? A deep dive into the benefits of being a lifelong learner" learnerbly.com diakses 17 oktober 2022 10.25.

Rieska Marta Dyah Rudatin entitled "From Teacher-Centered Learning to Student-Centered Learning", Sebelas Maret University Surakarta, Anthropology Sociology Education Program, Faculty of Teacher Training and Education, Sebelas Maret University 2015.⁹ The research tells about the process of transferring the Teacher-Centered Learning method to Student-Centered Learning because in the study it is dominant to change from the teacher learning stage to student learning.

Cahyaningtyas Kumala Dewi entitled "The Effectiveness of Using Student-Centered Learning Methods Based on Geschool Social Networking Sites in ICT Learning to Improve Learning Outcomes of Class XI Students at SMA Negeri 1 Depok", Yogyakarta State University, Informatics Engineering Education Study Program, Faculty of Engineering 2013.¹⁰ The research tells about the effectiveness of the use and application of SCL learning methods on a school basis.

Nur Aisyah Usman with the title "Strategy for Developing a K13-Based Learning Curriculum at State Senior High School 3 Gowa, Gowa Regency", Muhammadiyah Makassar University Faculty of Teacher Training and Education, Sociology Education Study Program September 2019.¹¹ This

⁹ Rieska Marta Dyah Rudatin, *From Teacher-Centered Learning to Student-Centered Learning*, Thesis, Sebelas Maret University 2015.

¹⁰ Cahyaningtyas Kumala Dewi, *The Effectiveness of Using Student-Centered Learning Methods Based on Geschool Social Networking Sites in ICT Learning to Improve Learning Outcomes of Class XI Students at SMA Negeri 1 Depok*, Thesis, State University Yogyakarta 2013.

¹¹ Nur Aisyah Usman, *Strategy for Developing a K13-Based Learning Curriculum at State Senior High School 3 Gowa, Gowa Regency*, Thesis, Muhammadiyah Makassar University 2019.

research discusses K13 curriculum-based strategies in education to enhance learning.

Zulaika with the title "Analysis of the Implementation of the 2013 Curriculum in the Subject of Islamic Religious Education at SDN 35 Rejang Lebong", Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute (Iain) Curup 2019.¹² This research discusses the application of the Education curriculum to learning subjects Islam.

Husnul Khotimah with the title "Curriculum Development Process Design in Matriculation Classes at Madrasah Diniyah Salafiyah Al Asror Semarang", Educational Technology Study Program, Curriculum and Educational Technology Department, Faculty of Education, Semarang State University, 2018.¹³ This research discusses the stages or processes of curriculum development.

Based on the phenomena researcher encountered the research, researcher does not the same as the previous research. And from the title, it can be seen that is different from this research that focus more on Teacher-Centered learning implemented 2013 curriculum and the learning method is the command model or banking learning concept. Meanwhile, differences from previous research focusing on learning based on the 2013 curriculum.

¹² Zulaika, *Analysis of the Implementation of the 2013 Curriculum in the Subject of Islamic Religious Education at SDN 35 Rejang Lebong*, Thesis, State Islamic Institute (Iain) Curup 2019.

¹³ Husnul Khotimah, *Curriculum Development Process Design in Matriculation Classes at Madrasah Diniyah Salafiyah Al Asror Semarang*, Semarang State University, 2018.