THE PERCEPTION OF ENGLISH SENIOR HIGH SCHOOL TEACHERS IN BULELENG DISTRICT ON THE SCIENTIFIC APPROACH IN THE IMPLEMENTATION OF THE CURRICULUM 2013

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris SMA di Kecamatan Buleleng terhadap pendekatan saintifik dalam implementasi kurikulum 2013. Populasi pada penelitian ini adalah guru-guru Bahasa Inggris SMA di Kecamatan Buleleng yang dipilih menjadi sampel dengan teknik acak. Penelitian ini merupakan penetitian deskriptif dengan teknik survei. Istrumen yag digunakan dalam penelitian ini adalah kuesioner dengan 50 butir pernyataan yang didistribusikan pada sampel. Hasil penelitian ini menunjukkan bahwa sebagian besar guru bahasa inggris SMA di Kecamatan Buleleng memiliki persepsi yang baik terhadap pendekatan saintifik dalam implementasi kurikulum 2013.

Kata Kunci: Persepsi, Pendekatan Saintifik, Kurikulum 2013

INTRODUCTION

Nowadays, science and technology rapid development have an impact on various aspects of life, including the shift of the function of the school as an educational institution. In line with the increasing variety of life's demands and needs, the school also increasingly heavy loads and complex. Schools no longer just have the function to develop interests and talents as well as shaping the moral and personality. In recent years, the school is requested to educate the learners to be able to master a variety of skills needed for the preparation to work. Briefly, the rapid development of science and technology give impact on the school as a container that prepares competent human resources.

School programs to realize the quality of human resources cannot be separated from the curriculum. The curriculum is an educational component that is used as a reference or guide for teaching and learning activities in school. As a developing country that requires an adjustment for the sake of adjustment to be able to follow the development of world science and technology, Indonesia pay much attention on the curriculum adjustments. Emerging discussion on the implementation of the curriculum in 2013 which is the latest form of adjustment of the nation.

Hamilik (2006) mentions that curriculum development is a dynamic process that can respond to the demands of the structural changes of government, the development of science and technology and globalization. Mulyasa (2013) in his book entitled Development of Curriculum Implementation in 2013 explained that the need for curriculum change is motivated by some of the weaknesses found in SBC 2006.

The weaknesses SBC 2006 include: 1) the content and messages is still too dense curriculum as indicated by the number of subjects and a lot of material that the breadth and level of distress

beyond the level of development of the child's age, 2) has yet to develop competence in their entirety in accordance with the vision, mission, and national education goals, 3) competencies developed over didominan by aspects of knowledge, not yet fully developed the personal learners (knowledge, skills, and attitudes), 4) some of the competencies required in accordance with the development of society (eg character education, active learning methodology, the balance soft skills and hard skills, entrepreneurship) have not been accommodated, 5) have not been sensitive and responsive to the social changes that occur at the level of local, national, and global, 6) standard learning process has not yet developed a detailed instructional sequence thus allowing diverse interpretations and resulting in a teacher-centered learning, and 7) do not use a standard assessment of competency-based assessment (process and value) and not explicitly provide remediation services regularly.

Permendikbud No. 65 in 2013 about Standard Process Elementary and Secondary Education has actually been hinted about the need for the learning process guided by the principles of scientific or scientific approach. Effort to apply a scientific approach in the learning process is often referred to as a characteristic and become its own power from the existence of the curriculum in 2013 are certainly interesting for further study. In 2013 the curriculum presented clearly that the scientific approach is the basis for a better quality of learning. This approach is believed to be able to develop the skills and knowledge learners affective. Moreover, this approach is also said to be in line with the idea that learning is a scientific process in the classroom. Therefore, the learning has been completed, should be based on scientific principles, which means that every learning step process and should reflect on a definite step, namely: observe, ask, associate, gather information, and communicate.

Teachers and students have actually been familiar with this learning approach. They always use it as a basis for the organization of research, carry out experiments in the laboratory, and observe various social phenomena of society. In other words, this approach is not new and has been used for many years, particularly in the fields of research, science, and social science to new discoveries, the development of something different, and design something unique and beneficial to human life.

Based on interviews conducted with some Senior high School English teachers in Buleleng, the implementation of the scientific approach in the implementation of the curriculum in 2013 is still confusing. So far, there has been a variety of approaches, methods, and techniques identified from the history of language teaching, for example Grammar-Translation Approach, Direct Approach, the Natural Approach, Reading Approach, Audio-lingual Approach, Cognitive Approach, Eclectic Approach, Total Physical Response, Suggestopedia , Communicative Approach, mimicry-Memorization Method, Practice Pattern Method, Translation Technique, and Question-Answer Technique.

Some of the learning model has been frequently used in language teaching, including the Three-Phase Technique, Direct Teaching Model, Genre-Based Approach, Cooperative Learning Models, and Problem-Based Instruction. Some of the teachers who were interviewed expressed behind the question, whether the approach, methods, and techniques that will be replaced by a scientific approach. If it is like that, then they will be difficult to do so. Language Teaching, particularly English is something different when compared to other subjects. The way students learn differently from the way they learn science and mathematics. In addition, scientific approach should be clearly visible in the measures used in the learning process. This approach is not a model of English teaching.

Based on the above explanation, this study aims to determine the perception of English Senior High school teachers in Buleleng on the implementation of scientific approach in curriculum implementation 2013. This is important

because the perception is a vision, how someone sees something or mean something (Sobur: 2003). So, by knowing how to view and interpretation of the teachers on this approach, we can predict the success of its implementation.

RESEARCH METHOD

The population was the English teachers in Buleleng district. To obtain a representative number of teachers, the sampling technique used was random sampling, where each teacher had the same opportunity to be the sample.

This study was a descriptive study with survey method. The researcher described the data, both quantitatively and qualitatively related to the research findings derived from the main instrument in the form of a questionnaire which was distributed to English Teachers in Buleleng district.

The main instrument of this study was a perception questionnaire distributed to the respondents who are the English Teachers in Buleleng district. The questionnaire was validated first to the experts.

Data collected from questionnaires was analyzed quantitatively by finding the percentage of teachers who chose a particular question. Percentage obtained was used to interpret the English teachers' perceptions qualitatively.

FINDINGS AND DISCUSSION

Teachers' Perception on the Steps of Scientific Approach

There are 5 steps of scientific approach, observing, questioning, associating, experimenting/exploring, and networking). Related with the first step, which is observing step, there are 6 statements to be filled by the subject. Those statements indicate the perception of the teachers about the observing step implementation in scientific approach.

Based on the questionnaire, it can be seen that 75% of the subjects stated that they really agree that in teaching and learning process, the teacher has to facilitate the students to do observation. They also really agree that the teacher has to guide the students in observing by seeing, listening, reading with/without any tools. The same as those two points, those 75% of the teachers stated that they very agree about the statement which said that the teacher train the students to observe the important part of an object or material. Another 25% of the teachers stated that they agree with those three statements. Thus, 58.33% of the teachers stated that they really agree that the teacher has to provide the real media to be observed by the students. Another 33.33% stated that they agree, and the rest 8.33% stated that they quite disagree with that statement. After observing something, feedback needs to be given to the students. For that statement, 66.67% stated that they really agree while 33.33% stated that they agree. In the last statement, which is about the teacher has to train the students to be focus, detail, and curious in finding the information, 83.33% stated that they really agree while the other 16.67% agree. In short, it can be seen that the teachers really agree with the observation step in scientific approach. The following chart shows the summary of the result.

The next step in scientific approach is questioning. Related with questioning step, there are 5 statements.

The result shows that most of the teachers really agree with the questioning step in scientific approach. It can be seen from the percentage of each statement. In the seventh statement, which is about the teacher who has to give chances for the students to ask question based on what they see, listen, and read in observation step, 66.67% of the teacher stated that they really agree while the other 33.33% agree. In the eighth and ninth statement, 50% of the teachers stated really agree and 50% stated agree. Those two statements are the teacher has to guide the students to question and has to give chance to the students to ask question related with the material that they have and have not understood yet. The 66.67% stated real-

ly agree and 33.33% stated agree within the statement which said that the teacher and students have to discuss the problem that should be questioned. For the last statement, which is about the students who are skillful in questioning, 33.33% stated really agree, 50% stated agree, while 16.67% stated quite disagree. The result summary about teachers' perception on questioning step in scientific approach can be seen in the following chat.

The third step of scientific approach is associating. There are 9 statements in the questionnaire which are about this step.

The questionnaire shows that teachers who are agree with the statements are more that teachers who stated really agree. In the twelfth statement, 41.67% of the teachers stated really agree, 50% stated agree, and 8.33% stated quite disagree. Most of the teachers stated that the teacher has to train the students to be more independent in processing information or learning material. Teacher also has to train the students, individually or in group, to overcome the problems or answering the difficult parts. Related to that statement, thirteenth, 41.67% stated really agree, 50% stated agree, and 8.33% stated quite disagree. A different percentage was found in the next statement. The balance percentage found, 50%-50%, in the statement that teacher has to guide the students in understanding the learning material so that the students can make conclusion about their learning. However, 66.67% teachers agree and 33.33% really agree that the teacher does not need to directly explain the material to the students.

The next statement is about the material itself. It is stated that the teacher has to arrange the ready to used material based on the curriculum. Related to that statement, 53.33% of the teachers stated really agree, 58.33% stated agree, and 8.33% stated quite disagree. In the seventeenth statement, the teacher has to give activity to the students for writing or telling what they have learned, 25% subjects stated really agree, 58.33% stated agree, while 8.33% stated quite agree, and the rest 8.33% stated disagree. The eighteenth statement is about the teacher who has to give chance for the students to present the observation result, the conclusion based on the analysis orally, written, or with other media. 41.67% of the teachers stated that they really agree with the eighteenth statement, 50% agree, and 8.33% quite disagree. Teacher also has to give simple and clear instruction with examples done whether by his/her self or in the form of simulation. It is the point of nineteenth statement. 41.67% of the teachers really agree with that statement while 58.33% stated agree. The last statement in associating step is the teacher has to give score for students' presentation in front of the class. 58.33% subjects stated agree, 33.33% stated really agree, and 8.33% stated quite disagree. In short, the result of the teachers' perception on associating step can be seen as follows.

Next step of scientific approach, experimenting, has 6 statements in the questionnaire distributed.

However, most of the teachers stated that they really agree with the experimenting step in scientific approach. In the twenty first statement, it is stated that the teacher has to formulate the objective of the experiment that will be done by the students. 50% of the teachers stated that they really agree, 41.67% stated agree, and 8.33% stated quite disagree. A quite percentage was found the next statement. The teacher, with students, has to prepare the tools that will be used and manage the place and time together. Related with that statement, 41.67% subjects stated really agree, and 58.33% stated agree. Next is about the statement which stated that the teacher has to provide the worksheet to guide the students in experimenting. 33.33% of the teachers stated that they really agree, 58.33% stated agree, and 8.33% stated quite disagree. Teacher also has to discuss about the problem that will be solved by doing the experiment itself. From all subjects, 50% of the stated really agree with that statement, 41.67% stated agree, and 8.33% stated quite disagree. In the twenty fifth statement, it was found that 58.33% really agree and 41.67% agree that

the students have to do the experiment under the guidance of the teacher. For the last statement in experimenting, it can be seen that 58.33% really agree and 41.67% agree with the statement which stated that teacher has to collect the result of students' work and evaluate it. If it is needed, it can be discussed classically then. In short, the following chart will show the comparison of the percentage of teachers' perception on the experimenting step in scientific approach.

For the last step in scientific approach, which is networking, there are 5 statements to know the teachers' perception toward this step.

In the twenty seventh statement, the teacher and students has to share information during the teaching and learning process. It is not one way transfer. 33.33% of the teachers stated really agree, 58.33% stated agree, and 8.33% stated quite disagree on the statement. About the right and obligation, it is stated in the next statement that the right and obligation of the teacher and students have to be shared each other. Only 8.33% teachers really agree with that statement. Most of the teachers, which are 83.33%, stated agree, while the rest 8.33% stated quite disagree. It is also stated in this step that the rule of the teacher is as mediator only. 50% of the respondent stated that they really agree, 41.67% stated agree, and 8.33% stated quite disagree. Related with the openness of the students in accepting critics and suggestion, 58.33% of the teachers really agree, 33.33% agree, and 8.33% quite disagree. In the last statement of this step, it was stated that the students use internet to find out the information related. 41.67% teachers really agree with that, and 58.33% agree. In short, most of the teachers stated that they agree with the networking step in scientific approach. The summary of the percentage of teachers' perception toward networking step in scientific approach can be seen as follows.

Teachers' Perception on the Characteristics of Scientific Approach in Curriculum 2013

The same as the previous part, the result of the study also shows the perception of the teachers toward the characteristics of scientific approach in language teaching, especially English. In the questionnaire, there are seven statements which should be agreed or disagreed by the subjects of this study. 66.67% of the teachers stated that they really agree and 33.33% agree with the statement that the process of teaching and learning is focused on the students. The next statement is that in the process of teaching and learning, the scientific process is included to construct the concept, principal, and law. 75% of teachers agree with that statement while the rest 25% really agree. In the process which including many cognitive processes that can stimulate the intellectual development, especially higher critical thinking of the students, 33.33% of the teachers really agree, 58.33% agree, and 8.33% quite disagree. Thus, 66.67% teachers stated that they agree, 8.33% really agree, and 25% quite disagree with the statement which is stated that the learning process is avoided by the verbalism. 75% of the teachers stated really agree, 25% agree that in the beginning of the lesson, the teacher has to create an effective atmosphere by greeting the students enthusiastically, checking the attendance, and giving attention on it. However, the learning which pushes the students to improve their thinking ability is agreed by 41.67% of the teachers and really agreed by 58.33% teachers. The last statement mentioned that the learning can improve the learning motivation of the students and motivate the teacher in teaching. 58.33% really agree with that and 41.67% agree.

Teachers' Perception on the Sources and Facilities in Education

Next perception of the teacher related with the implementation of scientific approach is the perception on the sources and facilities in supporting the implementation. In the questionnaire, there are five statements which should be agreed or disagreed by the subjects of this study.

Thus, 58.33% of the teachers stated that they agree, 8.33% really agree and 33.33% quite disagree with the statement that the students' hand-

book is not enough in guiding the students to understand the competence that should be achieved. The next statement is about the learning sources. It is mentioned that the learning sources are vary, like from book, brochure, magazine, map, even from the environment that can be chosen based on the competency being achieved. 66.67% of teachers really agree with that statement while the rest 33.33% agree. Different perception was found in the next statement. Most of the teacher, 58.33% stated quite disagree, 25% disagree, 8.33% really disagree, and only 8.33% agree with the statement which is stated that the various media are less influenced in supporting the achievement. Related with other sources, 41.67% of the teachers really agree and 58.33% agree that the teacher has to give instruction to the students to read other sources beside book provided. The last statement mentioned that the teacher give chance for the students to interview the real informant in real field. 16.67% really agree with that and 66.67% agree. The other 8.33% stated that they quite disagree and 8.33% disagree. The summary of the perception of teachers toward the characteristics of scientific approach can be seen in the following chart.

Teachers' Perception on Assessment Technique in Scientific Approach Implementation

The last teachers' perception in this study is on the assessment technique in scientific approach. It has 7 statements in the questionnaire distributed.

Most of the teacher stated that they really agree with the statement. In that statement, it is stated that while observing, the teacher has to assess the process and skills in group and individual work. 58.33% of the teachers stated that they really agree and 41.67% stated agree. A similar percentage was found the next statement. The teacher has to assess the students during the discussion session. Related with that statement, 41.67% subjects stated agree, and 58.33% stated really agree. Next is about the statement which stated that the teacher has to assess the students during the presentation by using observation sheet. 50% of the teachers stated that they really agree, 41.67% stated agree, and 8.33% stated quite disagree. Teacher also has to assess the understanding, concept, and principal knowledge of the students by using written test. From all subjects, 33.33% of the stated really agree with that statement, and 66.67% stated agree. In the forty eighth statement, it was found that 50% really agree and 50% agree that the teacher has to assess students attitude while working individually or in group by observing. However, related with the assessment on the students' attitude while discussing, 58.33% stated really agree and 41.67% stated agree with that statement. For the last statement, it can be seen that 33.33% really agree and 66.67% agree with the statement which stated that teacher has to assess the students' attitude while presenting by using observation sheet.

From the above result, it can be concluded that the teachers' perception toward the implementation of scientific approach in English Teaching is mostly agree. It can be seen from the percentage of each part of perception, and also from each steps of scientific approach itself. From that result, most teachers have good perception toward the implementation of scientific approach in curriculum 2013. According to Rakhmat (2001:51), perception is the process of giving meaning to the environment of an individual, the perception also includes knowledge. It means that the English Senior High School teachers in Buleleng have good response and knowledge about the implementation of scientific approach in English teaching.

Fauziah dkk (2013) suggested that the learning process in 2013 for all levels of the curriculum implemented by using a scientific approach that centered to the learners. Because the perception of the teachers is good toward the implementation of scientific approach, hopefully, there will be few difficulties found the real implementation.

Besides, the result of this study is in line with the result of previous study. Haq, Prantiasih,

& Awaliyah (2014) who found that 75.71% of the teachers have very good perception on the planning of the teaching and learning process, 80.625% of the teachers have very good perception on the material in the implementation of curriculum 2013, in the perception of the process of teaching and learning, 71.07% teachers said that they have good perception on it, and 55% teachers have good perception on the evaluation technique in curriculum 2013. Overall, 71.2% of the teachers have good perception on the implementation of curriculum 2013.

CONCLUSION AND SUGGESTION

From the previous chapter, it can be concluded that the teachers' perception toward the implementation of scientific approach in English Teaching is mostly agree. It can be seen from the percentage of each part of perception, and also from each steps of scientific approach itself. From that result, most teachers have good perception toward the implementation of scientific approach in curriculum 2013.

Based on the result of this study, it can be suggested to the English teacher to have good understanding about the implementation of scientific approach in curriculum 2013 because latter, it will be applied in all school level. By having good understanding and good perception toward it, the better teaching and learning process will be faced. Besides, it is also suggested to the government to give clear and detail training about the implementation of curriculum 2013 to avoid misunderstanding.

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