

Senior High School English Teaching: Policy Implementation, Future

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ABSTRACT

Curriculum changes in essence the goal is very noble and namely in an effort to improve the quality of education in a better direction than before. But in fact, curriculum changes affect the policies made, as well as the application of learning in every unit of education ranging from elementary school level (elementary) to junior high school and high school level. The application of English learning at Senior High School has been applied in schools from the era after Independence Day. There are also problems caused by the new policy, the application of English learning in the classroom. This research aims to describe the policies, the application of English learning at Senior High School level, and the solution in the future. The method used is a literature approach, analyzing the theory read, then concluded.

Keywords: Senior High School, Policy, Implementation, Future

INTRODUCTION

In the current era, learning at all levels of education units has undergone rapid changes. It is occurred in the education system that started from changes in curriculum and it has been applied to all levels of education units namely curriculum 2013. The concept of the 2013 curriculum is excellent but at the first time the application did not use for all level. According to Darmaningtyas, in Fauzi 2015, in Ambaalegin & Suhardianto (2020) said in 2013 only 2% of 6235 schools implemented and the implementation of the 2013 Curriculum based on those created by UKP4. This means that the concept of the 2013 curriculum at the first time it was implemented has not been widely understood at the level of The Education Unit in Elementary School (SD) to Senior High School (SMA). Talking about the 2013 curriculum is inseparable from the name of the policy issued by the government on how to learn English in the Senior High School education unit (SMA). Application of English in Senior High School (SMA) First, Government Policy on Curriculum 2013 on Learning English which in government policy asks elementary school (elementary) to high school to apply English, and English is taught in schools and written in the curriculum at the level of SD included as local or MULO content. In the implementation of the curriculum in 2013 there were changes where in elementary schools English was removed as a local load and in senior high school, English is reduced the allocation of time to 4 hours a week. The pros and cons of this policy are audible, and most English teachers get a taste of how to pursue English language

material with just four hours in one week. This is an obstacle for English teachers, but on the other hand, English learning must continue even it is only four hours a week. There are several studies conducted by several researchers on High School English Learning Policy, and the application of English language learning in high school (SMA / MA) namely First, Research conducted by Fitri Alfarisy (2021) whose research purpose is to analyze various English learning policies in Indonesia in the perspective of forming world citizens with intercultural cooperation. The results showed that the Indonesian government has been allocating foreign language learning since the first curriculum, namely the 1947 curriculum until the 2013 curriculum, but in the 2013 curriculum the allocation of foreign language learning was less compared to previous curricula. Second, research conducted by Ambalegin&y Suhardianto on Curriculum Implementation 2013 Based on Scientific Approaches in Teaching English High School / Vocational School Based Text. The purpose of this research is to open insights from English teachers in the application of two approaches in teaching English high school / vocational in the classroom, the result is that the ability of English teachers in English language teaching through collaboration between scientific approach-based approaches Text in the classroom needs to be improved. Last Research from Muwwinatul Laili, Nurul Aini & Ana Christanti (2021) with the title High Order Thinking Skills (HOTS) in The English Assessment of High School Students. The results of the study are that from daily repeat data and semester exam questions that have been used in the even semester 2018/2019, it turns out that there is nothing to show HOTS questions. Even though the Government is trying to add HOTS questions in the exam. The results of this data show that teachers still need training and assistance in making HOTS problems. Based on the results of this study, the author can or can draw conclusions that in the application of English learning in SMA / MA that there are two obstacles, namely the first allocation of time given only 4 hours a week, and authentic assessments that have to do with HOTS (High Order Thinking Skills).

The application of the 2013 Curriculum is good, where the curriculum is prioritized on character but not academic died. Implementation of curriculum 2013 at the secondary school level and at the beginning of the curriculum is announced many English teachers are not ready with the curriculum, even though the core concept of the 2013 curriculum is very good, because in the 2013 curriculum English learning is more focus to the student not teachers center and students are required to be active in the process of learning English in the classroom and English teachers only as a facilitator that directs Learning and motivators are as a driver of students in activities, and teachers do not give lectures, as well as many explanations about the material taught. In relation to English learning the material is delivered which English teachers must apply scientific methods, but some of them do not apply due to many factors, one of which is the lack of facilities that support learning. There are several problems that arise in the implementation of the curriculum, First, The reduction of the previous time of 4-6 hours a week changes only 4 hours a week., Second, The problem of teachers arises when faced with assessments where the assessment that is currently applied in English learning is an authentic assessment which it is expected by students to be able to or can achieve the ability of the HOTS realm, namely High order thinking skills, namely the ability of students to analyze. or synthesis, break, create or create. Assessment based on the 2013 that curriculum is assessed in

all aspects included social competence, academic, spiritual, and application of this assessment in the classroom starting from the initial activities, core activities, and final activities, so great is the responsibility of a teacher in this 2013 curriculum. The obstacles that occur in the application of English learning at the high school level (SMA) need to be identified and then found a solution, although obstacles remain in applying English learning in Senior high school but in the future will minimize the obstacles that exist in English learning at the Senior high school / ma level.

LITERATURE REVIEW IMPLEMENTATION

RPP (Learning Implementation Plan) based on Permendiknas No. 41 of 2007 on process standards, it is explained that RPP spelled out from the syllabus to deploy learners' learning activities in an effort to achieve learning goals. (Rahmad, J Fauzan, P). Abdul (2013) the application of sharing theories related to crisis-time learning skills to be applied in the preparation of RPP. Based on the understanding of RPP it can be concluded that RPP is a unit of lessons compiled by teachers in an effort to achieve a certain goal. RPP Component according to the Regulation of the Minister of Education and Culture No. 22 of 2016 on Standards of Primary and Secondary Education Process consists of; (Wahidmurni: 2020:2) is as follows;

1. School identity is the name of the Education unit;
2. Identity of the subjects;
3. Class/semester;
4. Subject matter;
5. Time allocation is determined according to the requirements for the achievement of KD, and the learning load taking into account the number of hours of lessons available in the syllabus and KD to be achieved.
6. Learning objectives is formulated on the basis of KD, using operational verbs that can be in demand and drained, which include attitudes, knowledge, and skills;
7. Basic competencies and indicators of competency achievement;
8. Learning materials, containing relevant concept facts, principles, and procedures, and written in the form of items in accordance with the formulation of competency achievement indicators;
9. Learning methods, used by educators to realize the learning atmosphere and learning process so that learners achieve KD that is adapted to the characteristics of learners and KD to be achieved;
10. Learning media; in the form of learning process aids to convey the subject matter;
11. Learning resources, can be books, print and electronic media, the environment or other relevant learning subjects;
12. Learning steps are carried out through the preliminary, core, and closing stages
13. Assessment of learning outcomes

Before the enactment of the curriculum 2013 RPP applied is based on the education unit level curriculum (KTSP) consists of 12 important point that must be written by English teachers, and in the 2013 curriculum RPP is developed by English teachers based on the syllabus that has been provided, in RPP only contains three points namely Objective, Activities consisting of initial activities, core activities and final activities, Valuation.

In an effort to simplify the Learning Implementation Plan (RPP) is based on the Circular Letter of the Ministry of Education and Culture No. 14 of 2019 on Simplification of the Learning Implementation Plan it was stated that, Following up on the Regulation of the Minister of Education and Culture related to the implementation of the 2013 Curriculum, it was stated,

1. Preparation of Learning Implementation Plan (RPP) is carried out with the principle of efficient, effective, and student-oriented.
2. That of the 13 (thirteen) components of RPP that have been regulated in the Regulation of the Minister of Education and Culture No. 22 of 2016 on standards of primary and secondary education processes that are the core components are learning objectives, learning steps (activities), and learning assessments that must be carried out by teachers, while other components are complementary.
3. Schools, teacher groups of similar subjects in schools, Teacher Working Group / Teacher Deliberation Subjects (KKG / MGMP) and individual teachers freely choose, create, use, and develop RPP format independently for the maximum success of student learning
4. The RPP that has been made can still be used and can also be adjusted to the provisions as referred to in the numbers 1, 2, and 3.

Role of Teacher

Regarding the role of teachers in English learning also experienced changes, namely teachers do not give lectures but English teachers in this position as facilitators that facilitate students in English learning and subsequently as motivators, namely English teachers trying to encourage students if in activities in the classroom students lack great motivation in receiving activities in the classroom. According to Susanto, H (2011) the role of teacher sometimes is used only as a motivator, and facilitator, these two points of view underline two teaching methods brought in the classroom. The role of the teacher in teaching and learning activities in the classroom (Hammer, in Ratminingsih, 2017) says that: 1) The Teacher as Controller; 2) Teacher as Assessor; 3) Teacher as Organizer; 4) The teacher as a stimulator; 5) Teachers as Participants; 6) The teacher as a source of learning; 7) Teacher as tutor; 8) Teachers as researchers. While according to Law No. 14 of 2005 on Teachers and lecturers is as follows Teachers are professional educators with the main task of educating, teaching, mentoring, directing, training, assessing, and evaluating learners on the early childhood education path of formal education, elementary education, and secondary education. Based on the role of the teacher above it can be concluded that as a teacher has a very important role in efforts to improve professional teachers in the future. While the role of teachers in the 2013 curriculum is as an inspiration and facilitator only directs students to have the competence of analytical

skills, therefore teachers must use the learning media. www.beritasatu.com.cdn.ampproject.org.

Student Role

Students are energetic material by doing it by thinking HOTS or high order thinking, but not all students have competence such high-level thinking, students need motivation and encouragement and are appreciated both by their friends and with teachers. The role of students in the 2013 curriculum in the application of the 2013 Curriculum at The Upper Secondary School (SLTA) is that students are required to be more creative and innovative in the development of science and technology. (Tuti Tuarsih:, 2017)

Assessment

There is a shift in assessment in the form of assessment tests of learning outcomes, but in the Curriculum 2013 The assessment used is this authentic assessment which is an assessment based on the ability of students in all aspects assessed, namely social ability, academic ability, spiritual ability.

According to Nurgiyantoro (2012;306 in Nurrachman Hanafi, Santi Farmasari, Muhammad Yamin, Yuni Budi Lestari (2021) said that assessments conducted through diverse ways that include processes and products are what then provide authentic, real, concrete, accurate and meaningful value,

So basically, in the authentic assessment on the 2013 curriculum all aspects of student activities will be assessed, and so many assessments must be done by a teacher, then it is natural that there are teachers who are confused in taking an assessment. The curriculum cannot or can be blamed because the assessment that is so widely done by a classroom teacher and subject teacher that must be considered is the readiness of teachers in providing assessments to students.

RESEARCH METHODS

This study used Qualitative research and the methods that used is descriptive methods. The writer obtained the data from theory of the researcher who has done the research. After data was obtained by the writer, then the writer described the policy, implementation, and future.

RESULT AND DISCUSSIONS

a. POLICY

In the future, every policy is made by the Government is very good to advance education in Indonesia better in the future, but sometimes a policy after being applied at the level of education unit there are pros and cons, and teachers who accept and follow the policy such as reducing the allocation of time to only 4 hours in one week feel there is less maximal in providing English learning materials at the school level. Upper middle. This is natural because teachers who apply it in the classroom to high school students,

b. METHOD

The methods that applied in the 2013 curriculum used scientifically methods and textbook-based methods. Many causes factors that make English teachers do not do or do not

apply scientific learning, one of the causal factors, first the school does not have facilities that support the implementation of scientific learning, second also because to apply scientific learning is those who have broad thinking insights or have great knowledge. (sjafty&yosi,2019). Though the scientific method has a good purpose that produces students who can solve problems and can also find or be creative with the results found.

c. TIME ALLOCATION

The allocation of time in the 2013 curriculum is only 4 hours a week, and for English learning is very lacking with the breadth of the material, so English teachers are a little overwhelmed.

d. ASSESSMENT

The definition of assessment according to Permendikbud no. 23 of 2016 is a process of collecting data processing and processing information to achieve student learning outcomes. The process is done through various assessment techniques, using various instruments, and comes from various sources to be more comprehensive.

The assessment is used in the 2013 curriculum is an authentic assessment, authentic assessment is an assessment conducted comprehensively to assess from input or input, the process of learning output or output (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 on Education assessment standards) in Laili, M, Aini& Ana (2020). Authentic assessments contain performance, project, portfolio, and written assessments. Many assessments that must be done by teachers to students although many assessments will be supportive of HOTS, because the application of authentic assessments is seen from the formation of HOTS.

e. FUTURE

Any changes to the curriculum that is replaced must affect the learning of English language in the learning process in the classroom starting from the change of RPP, how to teach teachers, the role of teachers, the role of students, and assessment, actually what we want to say is that curriculum changes are not wrong but schools and teachers who are not ready to apply this curriculum in the English learning process in the classroom.

First policy, in Senior high school English learning is a necessity, but even so the policy applied by the government in the form of reducing the hours of English subjects to 4 hours in one week needs to be considered again, because English the scope of the material is so wide and for teachers to apply the material with a reduced amount makes them less maximal in applying English language learning at the level of English language in Senior High School. Second, the role of the teacher. Teachers are the main subsystem in improving the quality of education and better learning.

In curriculum 2013, the role of teachers as facilitators and motivators, teachers do not explain much material, in the assessment used is authentic assessment that is in the assessment of many assessed by a teacher, it needs to be considered again in authentic assessment, good assessment because it assesses all aspects of good in ability, portfolio, spiritual, from there are some studies that say that teachers do not apply HOTS in making problems, and in the writing of RPP, therefore, it is necessary to consider again in authentic assessment by looking at the

ability of students in each school, as well as the allocation of time given by teachers in conducting assessments..

CONCLUSION

Policy, application, future are three things that described in the content of this article, and policy changes implemented with changes in the curriculum, which in the application of teachers, assessment, learning methods, time allocation, and for now the obstacles faced are the allocation of high school education unit level time, namely time allocation, which in the 2013 curriculum decreased to 4 hours a week, The next authentic assessment of which problems are made by teachers lack the realm of HOTS (High Order Thinking Skills) but with the constraints then together- or the principal, teachers to solve them in a wise way, so that in the future English learning in school can be achieved with what is expected, namely students with HOTS (High Order Thinking) who have the ability to analysis, The ability to solve problems, as well as the ability to create a good work.

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