

**THE ARABIC TEACHER ' PERCEPTIONS TOWARD SCHOOL BASED
CURRICULUM (SCBD) AND 2013 CURRICULUM; COMPLAINTS , COMPARISONS
AND CONTRASTS (AN INVESTIGATION ON ARABIC TEACHER**

Submitted to fulfill *the UAS* assignment for *english courses*

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TASIKMALAYA**

2024

Abstract

in an educational system, teacher and curriculum as strategic components can influence the success, achievement as well as failures of the system itself. Teacher certification and curriculum development, nowadays, are some attempts to increase the educational system in both. Unfortunately, the changes of curriculum are not almost accompanied by the changes of the teachers' model of teaching which seem monotonous caused by the lack of teachers' knowledge and understanding about the current curriculum.

Introduction

An investigation into arabic language teachers 'perceptions of the school-based curriculum (SCBD) and the 2013 Curriculum shows a variety of responses . Some teachers may welcome

change positively , seeing innovation and flexibility in SCBD, while others may have concerns or complaints regarding implementation and unclear understanding .

A comparison between SCBD and the 2013 curriculum can highlight differences in teaching approaches, assessment and learning focus . While SCBD emphasizes adaptability , The 2013 curriculum maybe considered more rigid or structured . This contrast can be reflected in student learning outcomes and teaching effectiveness .

The importance of listening to experiences and direct views from arabic language teachers helps in evaluating the success of curriculum implementation and adjusting educational policies to be more responsive to their needs and expectations .

METHOD

This study will be a qualitative method. Qualitative design tends to work with relatively small number of cases. Qualitative research is a Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to a quality research (Frankael, 2007)

RESULT

Teacher' perceptions toward the implementation of new curriculum is one of fascinating topic to be discussed. This study discovers teachers 'perceptions toward the implementation of 2013 curriculum, investigates factors affecting the application of 2013 curriculum, and identifies the effect of their perception into classroom practice. Through qualitative design, the study was conducted at one of private junior high schools in Solo, Central Java. The data were collected by interviewing, administering questionnaire, observing the classroom practices and reviewing the documents. The findings reveals that ;

- (1). Teachers have positive perceptions toward 2013 curriculum
- (2). There are four factors which influence teachers' perception toward the implementation of 2013 curriculum, which include teaching experience; educational background, teaching training, teachers personal experience.
- (3). Teachers' perception contribute significantly in influencing teachers decision making in the classroom related to the choice of learning and activities for students.

Since teachers 'perceptions have a powerful impact on teachers' classroom practices, teachers are required to improve their competences and keep up with the advance of knowledge and technology.

DISCUSSION

Historically, since 1945 the educational curriculum in Indonesia has been several changes. All of the changes of the curriculum are based on the situation at that time -political, social, economic, or institutional- the needs of the learners, the goals and outcomes (Richard, 2001).

Based on the background above, this study intends to find out the complaints, comparisons and contrasts between SBC and 2013 Curriculum related to teachers' perception towards both curricula. The research questions are as follows:

- a. What are the teachers' perception on the comparisons and contrasts, including materials and implementations, between SBC and 2013 Curriculum?
- b. What are the teachers' complaints in implementing those both curricula?

CONCLUSION

Curriculum enactment in 2013 actually still leaves a heavy homework for schools and also the governments. Curriculum change is actually also changed the pattern of process standardization schools should be regulated by the government. First at the time of enactment of the Education Unit Level Curriculum (SBC) in 2006, just two years later, the government released the instrument feasibility of Secondary Education curriculum on pages Kemendikbud RI. Yet, the government obliged all schools in Indonesia to implement the curriculum in 2014 but the government has not mapped yet the school readiness in implementing 2013 Curriculum. It is very

necessary to remember that the burden must be borne by the school is quite heavy. The purpose of forming students in the 2013 curriculum proclaimed the logical consequences on the capabilities of the teacher, school budgets, facilities, and a management model that is relevant to the implementation of the curriculum.

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