

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A curriculum was necessary for the implementation of education. The curriculum was a crucial element of the educational process. The curriculum acted as a manual for how education was carried out. This was because schools adopted a curriculum-based learning method (Insani, 2019). Every learning process requires a curriculum. The curriculum served as a guide for how Indonesian education was organized because it was a tool for achieving educational objectives. In keeping with that, the curriculum served as a resource and tool for educators to use to plan the best educational process and accomplish educational objectives. It was important to not undervalue the role of educators in creating the ideal educational environment and achieving educational objectives. The importance of national educational goals cannot be understated. How could education be administered successfully without a grasp of the curriculum itself (Yolanda & Wahyuni, 2020).

Due to the difficulties facing education, Indonesia's education curriculum underwent many changes influenced by international teaching methodologies. The integration of academic skills to improve student achievement through curriculum modification was closely related to teacher learning development (Marsh & Willis, 2007).

An important component of transforming the education system was changing the curriculum. Curriculum reform promoted opportunities for

teachers to be creative (Zhao & Watterston, 2021), promoted social and cultural change, especially in the context of educational communities (Kalimaposo, 2021), promoted opportunities for the teacher to be agents of change (Jenkins, 2020), and supported teachers in changing their teaching methods. This was because one of the most important factors in the effectiveness of curriculum transformation was the role of educators (Abduh et al., 2022).

In Indonesia, research on teaching strategies has been conducted in many areas. For example, a recent study on Indonesian English curriculum change examined challenges and prospects (Riadi, 2019), curriculum change in Islamic contexts (Mahfud, 2019), and the implementation of the new curriculum and its impact on human resources (Pratikno, Hermawan, & Arifin, 2022). From these studies, it could be seen that they focused on the impact of the curriculum on several areas, the challenges, and teachers' responses to coping with curriculum change.

From the explanation above, research on teacher perceptions of teaching strategies in the new curriculum changes seemed to be neglected in the curriculum changes. The new curriculum seemed to have been used in the curriculum change. As a result, there was not much information on how teaching strategies were created during the new curriculum and how teachers responded to the changes.

Therefore, this study aimed to explore the teaching strategies of English teachers in the new curriculum change.

1.2 Identification of the Study

Based on the background above, the problem in this research was the implementation of strategies used by teachers in curriculum change. This was due to the limited knowledge or skill of teachers in adapting themselves to the new curriculum change.

1.3 Limitations of the Study

Based on the identification above, this research focused on English teaching strategies in curriculum changes according to the views of teachers in SMPN 2 Tanjungpinang.

1.4 Research Question

Based on the background explanation above, the problem could be formulated as follows: what was the teacher's view on teaching strategies used in curriculum changes at SMPN2 Tanjungpinang?

1.5 Objectives of the Study

Based on the problem above, the aim of this study was as follows: to know what strategies teachers used in the curriculum change.

1.6 Significances of the Study

Results of the study, it was hoped, would be valuable both theoretically and practically. Examples include:

1. Theoretically

Theoretically, this research could give a meaningful contribution to ELT (English Language Teaching) by enriching the existing theory for teaching strategies.

2. Practically

Practically, this research could be useful as follows:

a. Student

This research was useful for students because it could find out the right strategies for them to use in class.

b. Teacher

This research was beneficial for teachers, especially English teachers. They could find out which strategies were appropriate to apply when teaching in class using the Merdeka Curriculum.

c. Other Researchers

For other researchers, it could be used as additional knowledge in further research on the same subject.

1.7 Definition of Key Term

1. Curriculum

The curriculum is the most important part of the education implementation process.

2. Teaching strategies

The teaching strategy is the method used by the teacher when teaching in class.

3. Teacher's view

The teacher's view is the opinion expressed by the teacher