

ABSTRACT

Wiyoga, Pandu. (2017). *Negotiating the Curriculum: A Case Study of English Curriculum Implementation in SMA Seminari Mertoyudan*. Yogyakarta: English Language Education Study Program, Department of Language and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

Since the appearance of 2013 Curriculum, there have been different opinions among the educators about the implementation of this new curriculum. This event was the beginning of the very rapid curriculum change in the period of 2014-2016. Even in 2017, it seems that the debates have not been settled. Nowadays, it still can be found a significant number of schools that still use the 2006 Curriculum, while the other schools have already used the new 2013 Curriculum. Teachers are central of every curricular policy, and they are the persons who have the responsibility to implement the new changes. Provided that reason, teachers have to overcome challenges in implementing the National Curriculum to correspond to the school ideal.

Considering the background, SMA Seminari Mertoyudan was chosen to be the research setting. It was due to the fact that this school had already adopted the new 2013 Curriculum in one semester during the 2014/2015 school year. To investigate the case of curriculum implementation in SMA Seminari Mertoyudan, the process starts with the question: How does the community of SMA Seminari Mertoyudan overcome challenges in the process of implementing National Curriculum for the tenth grade English subject to correspond to the school ideal?

Since the goal of this research is providing rich and detailed description about certain issue, a case study is appropriate since it concerns with rich and vivid description of the event that is relevant to the case. Moreover, two instruments of data gathering were used in this research: individual semi-structured interview and focus-group discussion. The individual semi-structured interview was for the school leaders and the English teacher, and the focus-group discussion was for the students. Those two instruments of data gathering are cross-referenced and serve as the basis of data triangulation.

The findings and discussions indicated that the challenges in implementing the National Curriculum for the tenth grade English subject mainly lay in the procedural level. For instance, the curriculum procedures in how they should assess the students were incompatible with their ideal. The school used two strategies to overcome the challenges in implementing the National Curriculum to correspond to their ideal: (1) Concern-based Adoption model, and (2) Negotiating the curriculum.

Keywords: *Curriculum, implementation, negotiation, SMA Seminari Mertoyudan*

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Sejak munculnya Kurikulum 2013, dunia pendidikan Indonesia nampak ramai dengan pro dan kontra terhadap implementasi Kurikulum Nasional tersebut. Peristiwa itu menandai perubahan Kurikulum Nasional yang sangat cepat selama periode 2014-2016. Di tahun 2017, nampaknya masalah ini belum juga tuntas. Sebagian sekolah menengah masih menggunakan Kurikulum Nasional 2006, dan sebagian lainnya sudah mulai menerapkan Kurikulum 2013. Melihat situasi ini, guru sebagai agen utama yang bertanggung jawab dalam implementasi Kurikulum Nasional menemui tantangan nyata yang harus dihadapi untuk menyesuaikan kebutuhan sekolah dan tuntutan kurikulum.

Berdasarkan latar belakang masalah tersebut, SMA Seminari Mertoyudan dipilih menjadi sampel penelitian mengingat bahwa sekolah tersebut pernah terlibat dalam pro dan kontra implementasi Kurikulum 2013. Pada tahun 2014, Sekolah tersebut pernah menerapkan Kurikulum 2013 selama satu semester, lalu hingga saat ini kembali lagi menggunakan Kurikulum 2006. Rumusan masalah yang diajukan adalah: Bagaimana cara komunitas SMA Seminari Mertoyudan menyelaraskan tuntutan Kurikulum Nasional dan visi sekolah demi menciptakan pembelajaran yang lebih baik bagi siswa?

Untuk menjawab rumusan masalah tersebut, peneliti menggunakan studi kasus sebagai metodologi penelitian dalam studi ini. Dengan menggunakan metode studi kasus, diharapkan studi ini mampu memberikan gambaran yang mendetail tentang proses implementasi Kurikulum Nasional di SMA Seminari Mertoyudan. Maka dari itu peneliti menggunakan dua jenis instrumen penelitian yaitu individual interview dan fokus grup diskusi. Individual interview diperuntukkan bagi guru dan pejabat sekolah, serta fokus grup diskusi digunakan untuk mengumpulkan data dari para siswa. Dua instrumen itu dibandingkan satu sama lain untuk menghasilkan gambaran data yang valid.

Hasil studi menunjukkan bahwa komunitas SMA Seminari Mertoyudan memang menyadari bahwa ada beberapa aspek Kurikulum Nasional memang tidak sejalan dengan visi sekolah tentang pendidikan. Secara isi memang tidak ada masalah dengan Kurikulum Nasional, namun soal prosedur implementasi seperti contohnya soal cara guru harus menilai siswa kadang kala memang tidak sesuai dengan visi sekolah. Maka dari itu, sekolah memakai dua strategi untuk menyesuaikan tuntutan Kurikulum Nasional dengan visi sekolah: (1) Concern-based Adoption model, dan (2) Negotiating the curriculum.

Kata kunci: *Curriculum, implementation, negotiation, SMA Seminari Mertoyudan*