

ABSTRACT

Wijayanti, Kristina Andang. 2021. *Five English Teachers' Curriculum Approaches: A Study at Yogyakarta Special Region*. Yogyakarta: Sanata Dharma University.

Teachers and the curriculum are inseparable. Curriculum implementation needs teachers while teachers are the curriculum practitioners in supporting the nation's educational goals. To this day, fidelity implementation still took place in most classrooms while the rapid changing of the society needed different approaches to the curriculum. Then, this study aimed at studying two curriculum approaches conducted by five junior high school English teachers in five different schools in Yogyakarta. Priestley's (2019) described curriculum approach as to how teachers communicate the curriculum whether it is the curriculum fidelity, curriculum adaptation, or curriculum enactment/making as proposed by Shaver (2010).

Shaver (2010) explained curriculum fidelity as the direct transmission of the prescribed materials by teachers without modifying the learning materials. The curriculum adaptation is when teachers make changes and adapt other learning sources that adjusted to students' learning needs and pace. The curriculum enactment is where teachers and students make the learning materials together which based on students' learning needs and learning interest in certain topics they desired. Curriculum adaptation and curriculum enactment approaches are feasible due to the genre-based curriculum in Indonesia's English language teaching which enables teachers to modify the materials adjusted to students' interests, needs of the times, and the social concerns in the society.

This study then attempted to 1) discovering how do teachers approach the currently mandated curriculum and 2) what are the factors affecting teachers in approaching the currently mandated curriculum. In the data collecting method, the researcher employed qualitative research. Qualitative research empowered all research participants to openly shared their journey and experiences as curriculum practitioners. The interview was conscripted as the data collecting technique. There were five junior high school English teachers who originated from five subregions in Yogyakarta Special Region.

In the end, the research resulted in research participants' curriculum adaptation approach to the currently mandated curriculum. The factors that affected the research participants in approaching the currently mandated curriculum were teachers' metacognitive skills, socio-cultural skills, teachers' beliefs, teachers' teaching motivation, teachers' professional development, and the power relation.

Keywords: *curriculum, curriculum approaches*

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Kurikulum dan guru tidak terpisahkan satu sama lain. Kurikulum implementasi membutuhkan guru dan guru adalah praktisi kurikulum dalam mendukung tujuan pendidikan nasional. Penelitian ini bermaksud untuk meneliti pendekatan kurikulum yang dilakukan oleh beberapa guru Bahasa Inggris tingkat SMP di Daerah Istimewa Yogyakarta. Berdasarkan teori dari Priestley (2019), pendekatan kurikulum adalah bagaimana guru mengkomunikasikan kurikulum yang sedang diimplementasikan. Apakah menggunakan pendekatan kepatuhan, pendekatan adaptasi, atukah pendekatan pembuatan (Shawer, 2010).

Shawer (2010) menjelaskan pendekatan kepatuhan sebagai transmisi langsung dari materi ajar yang ada di kurikulum oleh guru tanpa melakukan perubahan pada materi ajar. Pendekatan adaptasi adalah guru melakukan perubahan pada materi ajar dan mengadaptasi sumber-sumber materi ajar yang lain disesuaikan dengan kebutuhan siswa. Pendekatan pembuatan adalah guru bersama siswa membuat materi ajar yang didasarkan pada keinginan dan minat siswa pada topik yang dipelajari. Hal ini mungkin dilakukan para guru mengingat kurikulum Bahasa Inggris di Indonesia merupakan kurikulum berbasis genre yang memungkinkan para guru memodifikasi bacaan disesuaikan dengan minat, kebutuhan zaman, dan keprihatinan sosial yang sedang terjadi di masyarakat.

Ada dua rumusan permasalahan dalam penelitian ini. Yang pertama, apakah beberapa guru ini melakukan pendekatan kepatuhan, pendekatan adaptasi, atukah pendekatan pembuatan? Yang kedua, faktor-faktor apa sajakah yang mempengaruhi para responden melakukan pendekatan kurikulum? Dalam metode pengumpulan data, peneliti menggunakan penelitian kualitatif. Penelitian kualitatif memungkinkan para responden penelitian untuk membuka semua kisah perjalanan dan pengalaman mereka sebagai praktisi kurikulum. Wawancara dipilih sebagai teknik pengambilan data. Ada lima orang guru Bahasa Inggris SMP yang berasal dari lima wilayah di Daerah Istimewa Yogyakarta.

Pada akhirnya hasil penelitian menunjukkan bahwa para responden penelitian menggunakan pendekatan adaptasi terhadap kurikulum yang sedang diimplementasikan. Faktor-faktor yang mempengaruhi para responden penelitian dalam melakukan pendekatan adaptasi adalah kemampuan metakognitif dan sosio-kultural guru, motivasi mengajar, keyakinan guru, pengembangan profesi, dan relasi kuasa.

Kata kunci: *kurikulum, pendekatan kurikulum.*