

ABSTRACT

Rosalia Hening Wijayanti. 2016. **Teachers' Lived Experience in Using the 2013 Curriculum-Based Textbook: *Think Globally Act Locally***. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

Indonesian national education has undergone a dynamic change of its curriculum. Since 1947 there have been eleven curriculums being developed. The recent curriculum being implemented now is the 2013 Curriculum with accompanying issues still yet to be settled, some of them are the provision and distribution of the textbook which was developed and published by the Ministry of Education and Culture, the unpreparedness of teachers as the implementer of the new curriculum, and the reduction of the class hours for English subject.

Teachers as the implementer of the curriculum via the textbook have faced specific challenges in practice. The centralized textbook is not always suitable with all schools in Indonesia. Each school has its own conditions and cultural contexts. In addition, teachers were not well enough sensitized to information about the curriculum itself so that many of them were not really prepared when the new curriculum were launched to be implemented. The reduced class hours is another challenge for teachers in executing the 2013 Curriculum textbook.

The research question to be answered is “What is teachers’ lived experience in using the 2013 Curriculum-based textbook entitled *Think Globally Act Locally*?” To answer the question, the researcher investigated the meaningful experience internalized by the English teachers of junior high schools when implementing the 2013 Curriculum English textbook in practice, particularly of grade 9. Two teacher participants, namely Bu Is and Bu Lydia were purposefully selected from two different Catholic private junior high schools in two different cities, namely SMP Pangudi Luhur 1 Yogyakarta and SMP PIUS Pemalang. Their lived experience was then described and interpreted using the hermeneutic phenomenology approach. The data in form of narratives acquired from in-depth interviews were crosschecked with classroom observations and desk study on the 2013 Curriculum related documents—including the textbook in use.

The description of the teachers’ lived experience revealed how they have put a lot of effort to deal with the challenges in using the textbook for teaching. The interpretation of their lived experience is characterized by themes. The themes consist of pre-figured themes and emerging themes. The pre-figured themes are predicted and drawn from the reviewed theories. There are three pre-figured themes, namely open-mindedness, teachers’ beliefs, and flexibility. The emerging themes are those occurred when gathering the texts, yet cannot be predicted in advance. There are six emerging themes, namely autonomy, hope, integrity, being realistic, optimism and gratefulness.

Keywords: 2013 Curriculum-based textbook, lived experience, teacher, hermeneutic phenomenology

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Pendidikan nasional Indonesia telah cukup sering mengalami dinamika pergantian kurikulum. Sebelas kurikulum telah dikembangkan di Indonesia sejak tahun 1947. Kurikulum terbaru adalah Kurikulum 2013 yang masih membawa persoalan-persoalan untuk diselesaikan, antara lain masalah penyediaan dan distribusi buku teks dari Kementerian Pendidikan dan Kebudayaan, ketidaksiapan guru sebagai pelaksana dari kurikulum baru tersebut, dan pengurangan jam pelajaran untuk mata pelajaran Bahasa Inggris.

Guru sebagai pelaksana kurikulum melalui buku teks menghadapi banyak tantangan dalam praktiknya. Buku teks yang terpusat tak selalu sesuai dengan semua sekolah di Indonesia yang memiliki kondisi dan konteks budaya yang berbeda-beda. Selain itu, guru juga tidak mendapatkan pembekalan informasi yang memadai tentang Kurikulum 2013 ini sehingga banyak yang belum siap saat kurikulum baru ini diluncurkan untuk dilaksanakan. Alokasi jam pelajaran untuk mata pelajaran Bahasa Inggris yang dikurangi juga menjadi tantangan tersendiri bagi para guru dalam menjalankan buku teks Kurikulum 2013 tersebut.

Pertanyaan yang ingin dijawab dalam penelitian ini adalah “Apa pengalaman yang dihidupi (*lived experience*) para guru dalam menggunakan buku teks Kurikulum 2013 yang berjudul *Think Globally Act Locally*?” Untuk menjawab pertanyaan tersebut peneliti menelisik pengalaman-pengalaman yang dialami oleh para guru Bahasa Inggris sekolah menengah pertama, khususnya kelas 9. Dua orang guru, yaitu Bu Is dan Bu Lydia dipilih secara purposif dari dua sekolah swasta Katolik di dua kota yang berbeda, yaitu SMP Pangudi Luhur 1 Yogyakarta dan SMP PIUS Pemasang. Pengalaman mereka tersebut kemudian dideskripsikan dan ditafsirkan dengan pendekatan fenomenologi hermeneutik. Data dalam bentuk teks naratif yang diperoleh dari wawancara mendalam diperiksa kembali dengan pengamatan di ruang kelas dan pemeriksaan dokumen-dokumen yang terkait Kurikulum 2013—termasuk buku teks yang digunakan.

Deskripsi pengalaman para guru ini mengungkapkan usaha keras mereka dalam menghadapi berbagai tantangan dalam menggunakan buku teks ini untuk mengajar. Interpretasi pengalaman para guru ini ditandai dalam bentuk tema. Tema-tema tersebut terdiri atas tema-tema terduga (*pre-figured themes*) dan tema-tema munculan (*emerging themes*). Tema-tema terduga (*pre-figured themes*) merupakan tema-tema yang diprediksi atau didapat dari teori-teori yang dikaji. Tiga tema terduga adalah (1) keterbukaan pikiran, (2) nilai-nilai yang diyakini oleh kedua guru tersebut, dan (3) fleksibilitas. Tema-tema munculan (*emerging themes*) yakni tema-tema yang muncul saat pengumpulan teks namun tidak dapat diramalkan sebelumnya. Terdapat enam tema yang muncul, yaitu (1) otonomi, (2) harapan, (3) integritas, (4) realistik, (5) optimisme dan (6) rasa syukur.

Kata kunci: buku teks Kurikulum 2013, *lived experience*, guru, fenomenologi hermeneutik