

THESIS

**TEACHERS' PERCEPTION ON REGULATION OF THE EDUCATION
AND CULTURE MINISTRY NUMBER 8 OF 2020 CONCERNING THE
USE OF MAIN ENGLISH TEACHING MATERIALS IN THE LEARNING
PROCESS:**

A Case Study

**Written and Submitted by
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**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR
2021**

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PROCESS:

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Thesis

As a partial fulfillment to achieve Master Degree

Program

English Language Studies

Written and Submitted by

ELA WELATI AMIRUDDIN

to

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Written and Submitted by

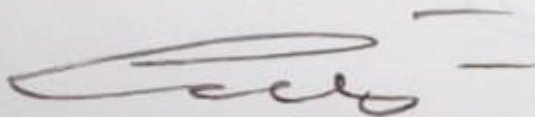
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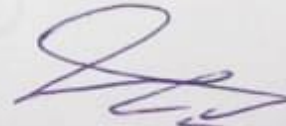
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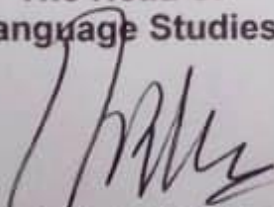
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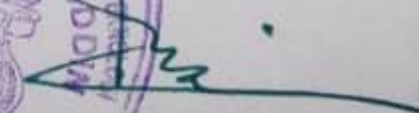
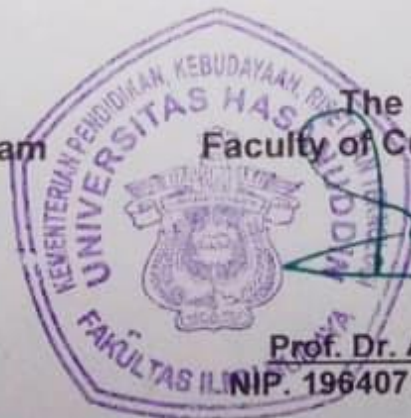
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(Teachers' Perception on Regulation of the Education and Culture Ministry Number 8 of 2020 Concerning The Use Of Main English Teaching Materials In The Learning Process: A Case Study)

was the result of my own work.

If it is proven that some part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

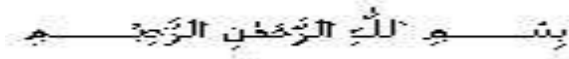
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ABSTRACT

ELA WELATI AMIRUDDIN. *Teachers' Perception on Regulation of the Education and Culture Ministry Number 8 of 2020 Concerning the Use of Main English Teaching Materials in the Learning Process* (Supervised by Abidin Pammu and Ria Rosdiana Jubhari)

This research aims to explore: 1) the teachers' perception related the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process: 2) teachers dealing with the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process.

This research was the qualitative research. The population was 1.023 students and 72 teachers. The sample was five classes and five English teachers. Instrument in this research was interview and observation. The technique of data analysis was Miles and Huberman.

Research findings explained that: 1) There was still a lack of uniformity in the use of English textbooks from the government as the main teaching material in the learning process; 2) English teachers regretted that there was no strategic program carried out by the government in addressing the disharmony of regulations or complaints from teachers about the use of appropriate English textbooks for students; 3) teachers feel that this policy has not had a significant impact even to the point of being considered an authoritarian form of education.

Key words: Teachers' Perception, Main Teaching Material, English Textbook



ABSTRAK

ELA WELATI AMIRUDDIN. *Persepsi Guru tentang Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 8 Tahun 2020 Tentang Penggunaan Bahan Ajar Bahasa Inggris Utama Dalam Proses Pembelajaran* (Dibimbing oleh Abidin Pammu dan Ria Rosdiana Jubhari)

Penelitian ini bertujuan untuk mengeksplorasi: (1) persepsi guru terkait Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 Tahun 2020 tentang penggunaan bahan ajar utama dalam proses pembelajaran (2) guru dalam menghadapi Peraturan Menteri Pendidikan dan Kebudayaan Nomor 8 tahun 2020 tentang penggunaan bahan ajar utama dalam proses pembelajaran.

Penelitian ini merupakan penelitian kualitatif. Populasi dalam penelitian ini adalah 1.023 siswa dan 72 guru. Sampel pada penelitian ini adalah lima kelas dan lima guru bahasa Inggris. Instrumen dalam penelitian ini adalah wawancara dan observasi. Teknik analisis data yang digunakan adalah Miles dan Huberman.

Hasil penelitian menjelaskan bahwa: 1) Masih kurangnya keseragaman penggunaan buku teks bahasa Inggris dari pemerintah sebagai bahan ajar utama dalam proses pembelajaran; 2) Guru bahasa Inggris menyayangkan tidak adanya program strategis yang dilakukan oleh pemerintah dalam menyikapi disharmonisasi regulasi atau keluhan dari guru tentang penggunaan buku teks bahasa Inggris yang tepat bagi siswa; 3) guru merasa kebijakan ini belum berdampak signifikan bahkan sampai dianggap sebagai bentuk pendidikan yang otoriter.

Kata kunci: Persepsi Guru, Bahan Ajar Utama, Buku Ajar Bahasa Inggris



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CHAPTER I

INTRODUCTION

A. Background

Textbook as one kind of teaching materials is a component that really supports the success of the teaching and learning process. Richards (2001, p. 251) argues that majority in language programs teaching materials such as textbooks are important elements that serve as a basic source of language knowledge and language training for learners. Handayani (2016, p. 328) said that error can occur to students when the textbooks used do not match the needs of students. That is why the selection of the main teaching materials is crucial considering that teaching materials are the main learning resources for students.

There were many previous studies which found that textbooks from government had crucial weaknesses to be used in English language teaching and learning. According to Qodriani (2014) the electronic school book "English Junior High School / MTs 2013 Curriculum When English Rings the Bell" shows there are no written pronunciation learning activities, there are no summary rules for using grammar and no teaching aids (tapes, recordings, videos ,etc.) to the maximum. Oktalia at al (2018) also found several deficiencies in "K13 English textbook When English Rings a Bell" and that weaknesses have an effect in language learning output and has

no effect in developing student's listening skills. Handayani (2016) also evaluates "When English Rings a Bell - Revised Edition", she concludes that this textbook had no brief and easy example, have no grammar explanation, it has no language represents a diverse range of registers and accents. Anshar (2014) also adds that the design activities and proper supporting aids for the teacher in that textbook need some improvement.

One of the findings in my previous study at SMP Negeri 4 Baubau entitled "the effectiveness of using student worksheet (SW) as learning motivation in English" in 2018 is the teacher used the text book of K 13 as a second teaching material or supporting teaching material not as a major teaching material, that condition was opposite with the government police that ordered the K 13 textbook must use as major teaching material in the class (Amiruddin, 2018). In the finding of that research, the teacher argued that the text book of K 13 is not yet appropriate to be used in her class because the material explanation of that book is so less or not various, the exercise is not various and the majority of the material is about speaking skill. She claims that the textbook did not match with the knowledge level of her student. She is also worried about student's ability in reading skill, writing skill and also listening skill which may be caused by the fact that textbook did not sharpen well those skills.

Those facts become researcher's concern. The researcher's concern prompted researcher to harmonize government regulations and educational needs, more specifically the educational needs at SMPN 4

Baubau. According to the Regulation of the Minister of Education and Culture Number 8 of 2020 concerning Provisions for the provision of Main Textbooks, the Main Textbooks purchased are books that have been claimed and stipulated by the Ministry and the Main Textbooks purchased by the School must be used as a guide in the learning process at school. Meanwhile at the 100 CEO Forum Kompas event on 28 November 2019 Nadiem Nakarim as Minister of Education and Culture gave the following speech:

“Keberagaman di Indonesia begitu besar sehingga apapun yang kita lakukan untuk menstandarisasi akan ada dampak buruk, yang banyak sekali daerah di Indonesia nggak bisa satu cara. Bagi satu sekolah mungkin kelas V matematika lebih cocok kelas II di Jakarta. Jadi bisa sebaliknya juga. Mungkin sebaliknya di bidang seni level kelas VI tetapi di Jakarta mungkin masih level kelas II,”

In addition to emphasizing that standardization will have a negative impact on education in Indonesia, Nadiem Nakarim in same event at the 100 CEO Forum Kompas event on 28 November 2019 also emphasized the freedom of learning for all parties as follows:

“Perguruan tinggi merdeka dari aturan pemerintah, dosen merdeka dari lembaga perguruan tinggi, mahasiswa merdeka dari lembaga perguruan tinggi. Sama juga sekolah. Kemerdekaan semua sekolah yang tadinya sifatnya mengawasi malah melayani. Merdeka dari aturan, kemerdekaan guru dalam berkreasi dalam kelasnya sendiri dan kemerdekaan murid dalam menentukan arah dan level yang cocok untuk dia,”

It seems that Nadim Nakarim's speech by the minister of education and culture in 2019 is not in line with ministerial regulation No. 8 of 2020. These facts indicate that, research on perceived impacts of implementing

government regulations in learning process is very important to inform the government results of the policies that have been made. This is also useful for teachers and students so that their needs can be conveyed properly to the government. So that government policies can be aligned with the needs of education actors.

B. Research Questions

Based on that background, the research questions of this study are formulated as follows:

1. How do teachers perceive the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process?
2. How do teachers deal with the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process?

C. Research Objectives

Following research questions, the objectives of this study are as follows:

1. To reveal the teachers' perception related the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process.
2. To reveal teachers dealing with the regulation of the Education and Culture Minister number 8 of 2020 concerning the use of main teaching materials on the learning process.

D. Significances of the Research

The findings from this study are expected to give contributions to the field of teaching and learning English theoretically and practically.

Theoretically, the knowledge of teachers' perception on the regulation related the using main English textbook will provide excellent feedback to English teachers in choosing and delivering the main English textbook in the learning process.

Practically, there are two significances of this research. First, the finding of this study is expected to contribute in development of science especially English Education Science related to teaching material more specific English textbook for Junior High School students. Second, the results of this study are expected to be a reference for the government in making subsequent policies, so that the government's policies can be right on target and it is also expected that the findings of this study become a reference for further researches in the similar areas of study.

E. Scope of the Research

This research focuses on the English teachers' perception concerning the use of main English teaching materials on learning process and how they deal with it."

CHAPTER II

REVIEW OF THE LITERATURE

A. Previous Study

The following studies are previous studies that are closely related to the current research. Harbi (2017) which conducted a research entitled evaluation study for secondary stage EFL textbook: EFL teachers' perspectives. The result study found that the content of the textbook has no helpful tests or procedures to evaluate the achievement of the students effectively. This study only evaluates English textbooks from the teacher's point of view and does not examine further the impact of the use of these English books. Related to the topic of teachers' perspective, this research showed results that were not much different from previous studies, Handayani et al. (2018) entitled evaluation of Indonesian English textbook for the ninth graders of junior high school "*think globally act locally*" from EFL teachers' perspectives. The results of this study are this textbook needs a lot of improvement in learning support tools such as workbooks and also media for listening skills. Besides the need to improve supporting tools in learning, research results also show that there needs to be a lot of improvement in the type of language and increasing the diversity of material in the contents of the book. This study is also not much different from previous research, which only explores the advantages and disadvantages of English books but does not look for the impact of using English books as the main teaching material for students.

Oktalia et al (2018) also conduct research about teachers perception of the textbook entitled listening material in the 2013 curriculum English textbook: what do the teachers think?. This research aims to know the weaknesses of the listening material in the textbook which can be known from the teachers' perception. This study gave results that showed the English textbook K 13 had several weaknesses, more specifically in listening material, based on the results of this study, the weaknesses in the listening material affected the results of language learning and resulted in students' listening skills not developing. This study only focuses on finding out the deficiencies in the English language books from the teacher's point of view but does not find out the impact of the lack of books on the learning process.

Evaluation of English textbooks can not only be seen from the perspective of the teachers, following previous research evaluating English textbooks from various sides. Subroto et al (2019) conducted a research entitled socio-economic representations in English language textbooks used in regional Indonesia. The study of socio-economic representation in ELT textbooks in high schools in the Lombok area is the aim of this research. The data were analyzed by employing Fairclough's three-dimensional model (description, interpretation, and explanation) of critical discourse analysis. This research gives the result that there are not a few texts that show students socio-economic representations that are not accurate and do not correspond to all the aspects studied. The findings

obtained are firstly that the results of text analysis are all texts using all kinds of multimodal processes and features, secondly the contextual analysis shows the diversity in the time and place of production of texts and texts referred to. Interpretation of texts also shows differences in the perceptions of producers and interpreters, the three perceptions produced are contradictory with student representations. Although this study does not only take the perspective of the teacher in assessing English textbooks but also from the perspective of students, this research is still limited to assessing the content or content of non-personal books which is much further, such as the impact of inappropriate use of books on the learning process.

Different from previous research which is examine the socio-economic representations in the English textbook, Qodriani (2014) analyze of electronic school book "English Junior High School / MTs 2013 Curriculum When English Rings the Bell", the result of the research is the electronic school book "English Junior High School / MTs 2013 Curriculum When English Rings the Bell" does not have written pronunciation learning activities, besides that this English text book also does not have a summary of the rules for using grammar and this text book does not have teaching facilities such as tapes, recorders, videos and others that can be used optimally. This study only focuses on the analysis of English textbooks and does not explore government regulations governing the use of the main handbooks of English in the classroom.

Anshar (2014) support the previous research, he adds that the design activities and proper supporting aids for the teacher in that textbook need some improvement. Some previous research results show some negative points from government English textbooks but research from Ayu and Rita show different results. Ayu & Indrawati (2018) analyze the tasks and the distribution (simple to complex) of tasks presented in English textbook used in senior high school. The findings show that the English textbook entitled Bahasa Inggris SMA/MA/SMK/MAK Kelas X Semester 1 has interesting tasks which meet the objectives in curriculum 2013 and a good distribution of tasks across chapters and the whole book. Although the results of Anshar and Ayu & Indrawati's research have different results, basically the scope of their research is not much different from Qodriani's research, they only focuses on the quality of the English book content, not on government policies that regulate the use of main teaching materials in the learning process.

Contrast to previous research, Niu examined textbooks on the part of its implementation in real life. Niu (2012) conduct the research with the title unexpected realities: lessons from china's new English textbook implementation. The population of the research is two small towns those are Eastown and Westown, while the sample of the research is 4 English teachers and 2 staff members. One of the major purposes of this research was to know what issues or concerns about implementation emerged through the study results. Based on the result of the research various

conflicts were found during implementation. It illustrate in one major conflict in each crossed comparison: (1) the change agent conflict, (2) conflict about power, (3) conflicts from participants' Interpretation of the policy, and (4) ambiguity of means for carrying out the program. This research refers to the current research that is about the application of government textbooks in the field. Unfortunately this research does not directly examine the impact of these government regulations, moreover this research occurs in China and not in Indonesia.

Mostly previous researches study about the content of the textbook, the previous researches found various weaknesses from the textbook. But there is no other researches dig more deep about the impact of the weaknesses of that textbook, moreover the government in Indonesia have rigid rule about the using of textbook in the class.

Even though one of the researcher study about the implementation of government regulation but the number of samples taken is too small for a large population. The researcher concludes that apart from that the research did not delve deeper into the impact of these government regulations on the learning process.

The difference between this study and previous researches is that this research does not discuss the assessment of the shortcomings or advantages of textbooks from the government like previous studies, but I discuss the impact of ministerial regulation number 8 of 2020 concerning the use of the main textbooks from the government. This study intends to

explore further the regulations regarding the use of textbooks, the implementation of textbooks in the field, the smooth application of textbooks in the field and the impact of implementing the use of textbooks in the field based on the opinions of teachers who implement the rules for using the textbooks themselves.

B. Theoretical Background

1. The Definition of Textbook

According to O'Neill (1982, p. 103) textbooks is able to tailor to the needs of students, to guide for teachers and students, to present instructional materials in a structured manner and to increase creativity in teaching. While Handayani (2016, p. 328) said that in the education system, textbooks are the backbone because they are the main source of direction for teachers and students. Nguyen (2015, p. 26) also add that teachers and students place textbooks as a learning resource. Teachers and students cannot be separated from text books because text books are one of the main learning resources in the learning process.

Sheldon (1987 , p. 1) said that English textbooks are books intended for students who will study English with the aim of helping them understand linguistics and enriching their communication skills in English. While Ayu and Indrawati (2018, p. 21) believed that English textbooks help teachers deliver material in a structured manner and provide additional information and activities

that can enrich the learning process. Hanashiro (2016, p. 4) gave other explanation about English textbook that is English textbooks can change students' perspectives on language and culture because they have the ability to provide information about linguistics and culture properly and quickly. English textbooks are not only a source of learning in learning English but also help teachers in conveying and imparting information or knowledge about English to students.

Indonesian law (UU RI) number 3 of 2017 on the system of books divides the type of textbook into two namely the main textbook and the companion textbook. In article 6 point 6 and 7 of the Indonesian Law No. 3 of 2017 on the book system explains the differences between the main textbooks and companion textbooks as follows (BPK-RI, 2017):

“(6) Buku teks utama sebagaimana dimaksud pada ayat (5) merupakan buku pelajaran yang wajib digunakan dalam pembelajaran berdasarkan kurikulum yang berlaku dan disediakan oleh Pemerintah Pusat tanpa dipungut biaya.

(7) Buku teks pendamping sebagaimana dimaksud pada ayat (5) merupakan buku pelajaran yang disusun oleh masyarakat berdasarkan kurikulum yang berlaku dan telah mendapatkan pengesahan dari Pemerintah Pusat.”

Primary textbooks and companion textbooks have their respective roles in helping students as teaching resources for students during the learning process. Every policy or regulation made by the government always gets a positive and negative

response. The response given depends on how the perception angle is taken.

2. Perception Theory

The relationship between humans and their environment through the process of organizing and interpreting stimuli through senses which produces a meaning about an object is called perception (Arif, 2015, p. 12). Based on Gregory's opinion (1997, p. 1), perception is not very different from the predictive hypothesis of science, the difference lies in the psychological perception that is pictured in external space and accepted as our most direct reality.

While according to Mardiana (2011, p. 34) said that Perception is a cognitive process through the senses of sight, hearing, appreciation, feeling, and smell of individuals in understanding information about their environment, where the process is the result of interpreting something and not absolute truth about something. Tewel et al, (2017, p. 101) add that each individual has their own understanding of environmental stimuli, they can have different understandings of an object even though the object they see is the same object and is seen at the same time.

Tewel et al, (2017, p. 103) said that perception-forming factors are the individual forming perceptions, the perceived object

or target and the situation or context in which that perception occurs. Tewal et al, (2017, p. 103) divided it as follows:

- a. Perception maker. Attitudes, motives, interests, experiences and expectations of an individual can change their interpretation of something.
- b. The target or object that is perceived. The object that is perceived will be judged based on other objects that are captured by the perception maker. An example of a student object that has a big voice in the classroom, the student is said or considered to have a big voice because the friends around him make a low voice.
- c. The situation and context in which the perception is created. Situations and contexts such as location, light, temperature or a number of other situational factors greatly influence perceptual results. An example of someone wearing a beautiful dress at an evening party. Even though the dress is beautiful everyone's attention is not that great because it is in a place where everyone is wearing a party dress too, a different response will be received when that person wears the party dress into the school when the students are wearing school uniforms, of course he will be the center of attention many people.

3. The Definition of Government Policy

The definition of evaluation based on Glossary of Key Terms in Evaluation and Results Based Management (2007 , p. 17) is “The systematic and objective assessment of an on-going or completed project, program or policy, its design, implementation and results”. While Ramdhani & Ramdhani (2017:6) state that Legislation as a product of public policy is a political commodity that concerns the public interest.

Rosmalia (2015, p. 27) said that policy is an action taken by a person, group or government which aims to achieve the goals or objectives to be achieved. Glossary of Key Terms in Evaluation and Results Based Management (2007 , p. 17) also state that “The aim is to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.”

Schoenefeld & Jordan and other experts (2017, p. 276) agree to divide evaluation into two parts, namely the formal evaluation mode and the informal evaluation mode. Toulemonde and Weiss in Schoenefeld & Jordan (2017, p. 277) believed that evaluation in formal mode or evaluators comes from internal will produce evaluations that are on track because evaluators who come from internal have deep knowledge and understand the conditions of the policy to be evaluated.

Opposite from Toulemonde and Weiss, Schoenefeld and Jordan (2017, p. 278) argue that evaluations in formal mode or evaluators come from external who carry out evaluations with personal funds have many advantages, namely first they can carry out the evaluation process more precisely and freely to reveal the true situation, second the evaluators does not hesitate to pressure policymakers to respond to their evaluations.

Evaluators who do not come from internal have a very large possibility to evaluate policies sharply (Weiss, 1993). Although internal evaluators can better understand the situation and conditions of the policy because they are involved in it directly, their tendency to evaluate firmly is not greater than those from outside because external evaluators have no interest or need with policy makers.

Two principal in assessing of policy implementation those are assessment that focuses on compliance to the policy and assessment focus on the progress of the policy implementation (Ripley & Franklin, 1986). An assessment of the implementation of a policy is carried out so that it becomes input for both parties, namely policy makers and also the object of the policy itself.

4. The Current Regulation of English Text book in Indonesia

The regulation on the use of main teaching materials in learning began in 2018 in the regulation of the minister of education and culture number 1 of 2018. This regulation concerning the use of government subsidized text books must be provided or used as the main teaching material in the class during the learning process. The regulation the regulation of the minister of education and culture number 1 of 2018 (KEMENDIKBUD, p. 64) in the section on providing students' main textbooks, mentioned in points 5 and 6 as follows;

“...(5) Buku teks utama yang harus dibeli sekolah merupakan buku teks utama pelajaran yang telah dinilai dan telah ditetapkan oleh Kementerian Pendidikan dan Kebudayaan. Harga buku teks utama pelajaran mengacu kepada HET yang telah ditetapkan oleh Kementerian Pendidikan dan Kebudayaan. (6) Buku yang dibeli oleh sekolah harus dijadikan pegangan oleh guru dalam proses pembelajaran di sekolah. Buku teks utama ini digunakan sebagai buku teks utama pembelajaran sepanjang tidak ada perubahan ketentuan buku teks utama dari Kementerian Pendidikan dan Kebudayaan.”

In 2019 the regulation of the minister of education and culture number 1 of 2018 was revised into regulation of the minister of education and culture number 3 of 2019. There has been no significant change in emphasizing the use of textbooks purchased by schools as the main teaching material, here are changes to the regulations of the minister of education and culture number 3 in 2019 (KEMENDIKBUD, 2019).

“...6) Buku teks utama yang dibeli oleh Sekolah melalui BSE harus dijadikan pegangan oleh guru dalam proses pembelajaran di Sekolah. Buku teks utama ini digunakan sebagai buku teks utama pembelajaran sepanjang tidak ada perubahan ketentuan buku teks utama dari Kementerian.”

In the same year the government revised again from the minister of education regulation number 3 of 2019 to the minister of education and culture regulation number 18 of 2019. Even though there was a revision, the regulations governing the use of the main textbooks did not change.

On the fifth of February 2020, revisions were made. The minister of education and culture stipulates regulations on the Technical Guidelines for Regular School Operational Assistance. The ministerial regulation regarding the Technical Guidelines for Regular School Operational Assistance number 8 of 2020 regulates a lot of funding, one of which is regulating the financing of library development which is used to provide main textbooks with provisions. The points four and five in this rule govern the use of the main textbooks used in the learning process. The following is the content of points four and five of the main textbook rules (KEMENDIKBUD, 2020).

“a. Penyediaan buku teks utama dengan ketentuan:...(4) buku yang dibeli merupakan buku yang telah dinilai dan ditetapkan oleh Kementerian; (5) buku yang dibeli oleh Sekolah harus dijadikan pegangan dalam proses pembelajaran di Sekolah.”

Although there have been four revisions in the last three years, but the regulations regarding the mandatory use of main textbooks based on government references have not undergone crucial changes that is textbooks provided by the government must be used as the main guide in the learning process in the classroom. In other words, this regulation of the minister of education and culture should have been implemented in the last three years.

C. Conceptual Framework

The conceptual framework of this research is presented in the figure below:

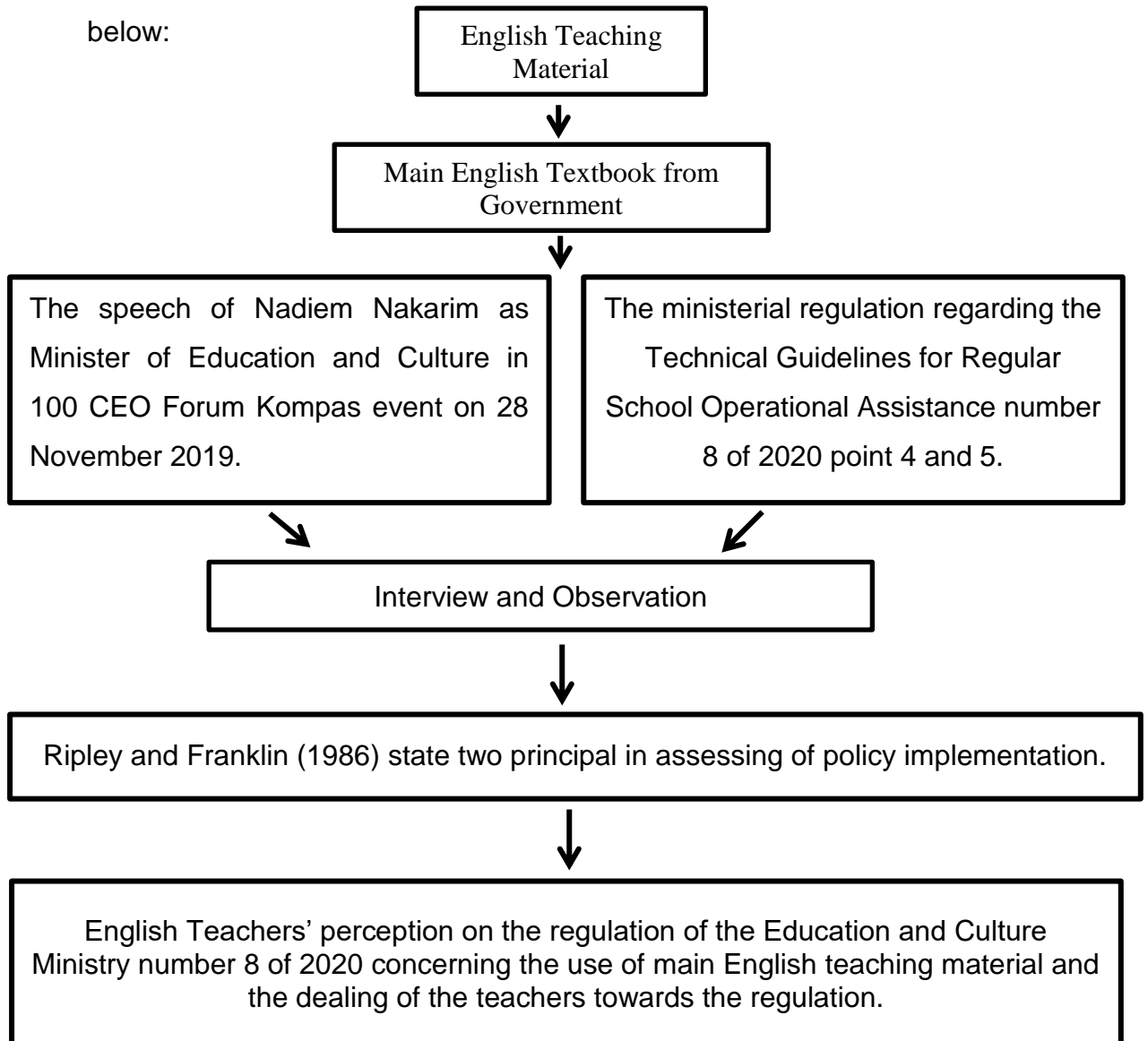


Figure 2.1 Conceptual Framework