THE ANALYSIS OF ENGLISH SYLLABUS OF K-13 AND K-13 REVISION

THESIS

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By:

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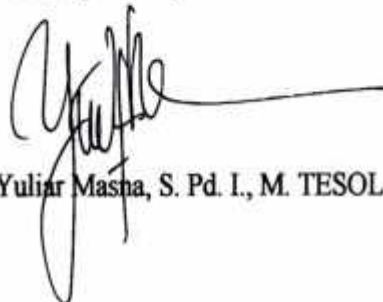**Faculty of Education and Teacher Training**

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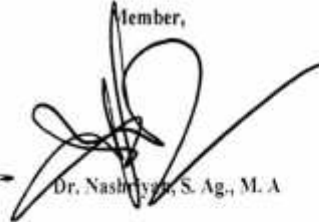
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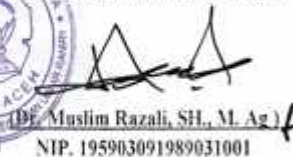
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ABSTRACT

This qualitative study was conducted to find out the differences between English syllabus of K13 and English syllabus of K13 Revision and the challenges of developing both syllabi. SWOT analysis is used to analyze English syllabus. The data is obtained from *Education and Culture Ministerial Regulation No.59 year 2014* for English syllabus of K-13 and from *Education and Culture Ministerial Regulation No.24 year 2016* for English syllabus of K-13 Revision.The result of this study showed that the differences between English syllabus K-13 and English syllabus of K-13 Revision can be seen from strengths and weaknesses. There are five strengths existing in English syllabus of K-13 while in English syllabus of K-13 Revision has eight strengths. Another point to consider is in English syllabus of K-13 has more its weaknesses, it is about eight points. Furthermore, in English syllabus of K-13 Revision it was found just three points. Moreover, the challenges of developing both syllabi have changed from teacher centered to student centered, from non-multimedia based to multimedia based, from individual learning to cooperative learning. Thus, English syllabus of K-13 Revision is more developed than English syllabus of K-13.

Keywords: *English syllabus of K13, English syllabus of K13 Revision, SWOT analysis*

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Banda Aceh, January 17th, 2019

Jasminur

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,

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CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is an important aspect in education, because it is a basis of teaching-learning process. Because of it, the quality of education depends on good quality of curriculum itself. The term of curriculum includes all of the planned activities that support teaching learning process. According to Habiburrahim (2019) curriculum is a tool that can help students in increasing their skill and kinesthetic competency, so it can be usefull for their future life. Curriculum has been regulated as direction of implementation on teaching-learning activity in each educational level based on Law No. 20 of 2003 on The National Education System (SISDIKNAS). Saylor and Alexander (1964) state that curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the playground, or out of school. Alberty and Alberty (1965) suggest curriculum is all of the activities that are provided for students by the school. Therefore, as teachers before devising and envolving the materials in teaching-learning process they have to comprehend and follow the current curriculum. According to Douglas (nd, as cited in Hamalik, 1995) curriculum is as wide and varied as the child's school environment. It means that the curriculum does not consist only subject matter but also many aspects of the physical and social environment. All elements that are involved in helping students are also included in curriculum.

Curriculum in Indonesia has been developed and changed eleven times. The name of first curriculum was Lesson Plan in 1947 but it is called as K-13 revision now. Habiburrahim (2017) curriculum is teaching learning program in achieving learning goals and students outcomes. The National Education Department has changed the previous curriculum (KTSP 2006) with 2013 curriculum (K-13) that has been implemented for the past two years based on Education and Culture Ministerial Regulations No. 81 A year 2013.The goal of implementation curriculum K-13 is to achieve better education system. However,during the implementation of curriculum K-13, there are some obstacles found, one of them is that curriculum K-13 has already set in whole schools on July 2014, while the instruction to do the new evaluation was created on October 14 2014 (this is based on *Ministerial Regulation No. 159 year 2014* about the evaluation of curriculum K-13).

From that basis, on July academic year of 2013/2014, the *Ministry of Education and Culture*, AniesBaswedan published the policy of implementation of curriculum K-13 on specific place for limited use which is arranged in Education and Culture Ministerial Regulation No. 160 year 2014 about curriculum implementation year of 2006 and curriculum K-13. Furthermore, in the year of 2016 AniesBaswedan did revision toward curriculum K-13 through Education and Culture Ministerial Regulation No. 20 about Competency Standard Elementary Education and Middle Education, Education and Culture Ministerial Regulation No. 21 about Standard of Content Elementary Education and Middle Education, Education and Culture Ministerial Regulation No. 22 about Standard

of Process Elementary Education and Middle Education, Education and Culture Ministerial Regulation No. 23 about Standard of Assessment Elementary Education and Middle Education, and Education and Culture Ministerial Regulation No. 24 about Core Competence and Basic Competence Elementary Education and Middle Education.

This new curriculum is called curriculum K-13 Revision. The existence of curriculum K-13 Revision replaced curriculum K-13 because there are several weaknesses in it. Sulipan (2015) in his article, says that there are some contents of curriculum K-13 should be upgraded and revised by government, so that the implementation of this curriculum content at school later on does not cause big problem for both teacher and students in teaching learning process. The distance between curriculum K-13 and K-13 Revision is not as longer as previous curriculum.

There are several previous studies that have been founded related studies on the syllabus and curriculum. For example, Khasanah's research (2015) entitled "the implementation of 2013 curriculum by the English teacher and its barriers (A case study at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year)". This research focused on the curriculum Year 2013 implementation of teaching learning planning, process, and learning evaluation by English teachers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year. The results from this research is the teacher still had difficulty in understanding the curriculum 2013.

Another research entitled "an anlysis of the English lesson plan of academic year 2012/2013 at the first semester of MAS DarulUlum, Banda Aceh" was carried out by Mulyani (2013). This research focused on analyzing the lesson plans produced by an English teacher at the first semester of private Islamic boarding senior high school in Banda Aceh. The results from this research was the lesson plans produced by an English teacher was not valuable to be used, because it was not based on KTSP.

The last previous research was Mahanani's research (2016) entitled "English teachersstartegies in implementing 2013 curriculum in private senior high school". This research focused on teachers' strategies in implementing 2013 curriculum. The results from this research was the teacher used some strategies to keep motivating students to be active by group discussion, used daily phenomena topics, using song to attract students' attention, interesting and easier assignment.

The differences between the previous researches with this research that are three of the previous researches focused on analyzing the implementation of 2013 curriculum, KTSP and they focused on several dimensions (teaching learning planning, process and learning evaluation, lesson plan, and teachers' strategies). Whereas, this research the implementation of K-13 and K-13 Revision and focuses on English syllabus at first grade of senior high school only will be analyzed.

Therefore, the researcher is intended to analyze how the implementation of curriculum K-13 Revision especially in English syllabus, it is better for education

in Indonesia than previous one or not. On the other hand, Indonesian Goverment has changed K-13 to K-13 Revision in all schools for better education. This is the reason why the the implementation of K-13 and K-13 Revision is analyzed in this research.

B. Research Questions

Referring to the background of study, in this research two research questions are formulated as the following:

1. What are the differences between English syllabus in K-13 and K-13 Revision at first grade of senior high school?
2. What are the challenges of developing both syllabi?

C. Research Objectives

This research is aimed to answer the research questions. Thus, this research is intended to:

1. To describe the differences between English syllabus in K-13 and K-13 Revision at first grade of senior high school.
2. To find out the challenges of developing both syllabi.

D. Significance of the Study

1. Theoretically

This analysis is expected to give information to teachers in viewing the English syllabus in curriculum K-13 and K-13 Revision and the problem faced in its implementation.

2. Practically

This analysis is expected to be usefull for teachers to know how well the English syllabus in curriculum K-13 and K-13 Revision designed by government. Besides, students are also able achieve the goals of English syllabus in curriculum K-13 and K-13 Revision.

E. Terminology

1. English Syllabus

English syllabus is an syllabus of English subject produced by syllabus designer and group of expert of English teacher through MGMP (Musyawarah Guru Mata Pelajaran). The Syllabus is an overall plan the learning process. syllabus is a part of the curriculum that includes the learning plan that students will learn along with its components; core competencies, basic competencies, learning materials, learning activities, indicators, assessment, time allocation, and learning resources.

2. Curriculum

Curriculum is a set of instrument to attain educational goals.According to *BadanStandarNasionalPendidikan* years of 2006, curriculum is "a set of plan and arrangement of objective, content, and lesson material, and also manner that is

used as a guidance of learning activities to achieve the aims of education".
Curriculum has a very important role in the success of teaching learning process
and the success of the outcome in a school. Furthermore, the curriculum serves to
help students understand the potentials and weaknesses that exist in them. Also,
curriculum is a guideline in implementing programs for education provided by the
school for learners.

    a. K-13

K-13 is an advanced curriculum that developed from KBK
(KurikulumBerbasisKompetensi) - (*Competence-Based Curriculum*) and KTSP
(Kurikulum Tingkat SatuanPendidikan) - (*School-Based Curriculum*). In
Indonesia, K-13 has been applied since 2013.K-13 is one of the goverments's
efforts to resolve the various problems being faced by the world of education
today (*Education and Culture Ministerial RegulationNo.59 year 2014*). K-13 is
arranged and developed by seeing the potential students, era development, and
students' needs. The K-13 has changed to make our education better than before.
Thus, curriculum 2013 emphasizes the application of thought processes 5M
(observing, questioning, experimenting, associating, and communicating) as a
learning method.

    b. K-13 Revision

K-13 Revision is a new curriculum developed by government in 2016.
This curriculum has replaced previous curriculum to meet relevant standards in
education development. K-13 Revision was produced as a response to the various

critics of K-13. K-13 Revision gives teachers many chances to be more creative and gives students chance to be more active. Therefore, the revised 2013 curriculum does not emphasize the application of 5M as a learning method and use only two Core Competency (KI 3 and KI 4) while K-13 use four of them (KI 1- KI 4).

CHAPTER II

LITERATURE REVIEW

This chapter purposes to make clear theories supporting this research to find the conceptual truth. In this literature review there are two parts will be discussed; theoretical review and theoretical framework.

A. Syllabus

   1. Definition of syllabus

Syllabus is an overall plan in learning process. Syllabus deals with a specification of what units will be taught to students at school, and syllabus also known as subpart of curriculum. According to Parkes and Harris (2002) syllabus will provide information about how to plan for the tasks, how to evaluate and monitor one's performance, and how to allocate time and resources to areas in which more learning is needed. Meanwhile, Yalden (1984, as cited in Nunan, 1988) also mentioned that teacher used syllabus as an method which need to be considered in distinguishing appropriate activities to help students meet course objectives. In other words, syllabus is a guidance for both teacher and students that help them to identify what kinds of activity that can be done in the course.

In addition,syllabus is the document concluding whole part activities in the classroom. With syllabus teacher will know the outcomes that students should be achieved in that semester, it is also as the guiden for teacher and help for students in decreasing their ambiguity about the subject because it is clearly mentioned in the syllabus, what is to be taught during the course, why they should study this

course, when and how it is taught, the utility of the course and consequences of failure. Syllabus is more specific, setting a subject for its rules, policies, instructions, topics covered, assignments, projects, test dates, and time allocation.

Then, English syllabus is a syllabus of English subject produced by syllabus designer and group of experts of English teacher through MGMP (*Musyawarah Guru Mata Pelajaran*). In this syllabus only consists of English subject matter and other units related to English.

2. Function of syllabus in teaching-learning process

Syllabus has lots of functions in supporting teaching-learning process at school.The function of the syllabus is not only as a set of plans and rules about learning activities, but also as guidance for students to prepare their planning goals for university. By having a syllabus, a teacher is able to manage the course in time. Furthermore, syllabus is as a contract in teaching-learning process, so that students have to follow the contract that has been written in the syllabus. Thus, before discussing the lesson plan teacher should know syllabus and step of development at first because it was developed based on the establishedsyllabus formula. The function of syllabus in English subject is to explain what students should learn in English courses and to inform them the objective of the course.

3. The components of syllabus

Syllabus is developed by government, which can be apllied as long as the curriculum do not change. The revision of the curriculum will change the syllabus

it self. Syllabus settles both teacher and student complications : the syllabus help teachers outline the policies in classroom during teaching and learning process, also it can be a guidance for students to find out their requirements in the future. The planning of learning designed by syllabus refersto standard of content. The arrangement of syllabus is adaptable based on the learning used. According to *Education and Culture Ministerial Regulation of indonesia Number 65 year 2013 about Standard and Process,* there are ten components in syllabus :

a. Identity of the course

b. Identity of the school

c. *Core Competence*

d. *Basic Competence*

e. Theme

f. Main material

g. Lesson

h. Assessment

i. Time allocation

j. Sources of learning

According to *Education and Culture Ministerial Regulation of indonesia Number 65 year 2013 about Standard and Process,* Syllabus is developed based on *Standard of Graduate Competency and Standard of Content to Elementary and Middle Education.* Syllabus is used as reference in developing lesson plan/ Rencana Pelaksanaan Pembelajaran (RPP).

4. Principles in developing systematic and good syllabus

Syllabus is an important role in developing curriculum and learning. It is known as guidelines in developing the lesson. Furthermore, syllabus development should be based on principles that apply, so that development proceeds according to their talents, needs and environment of the learners in order to achieve national education goals. Thus, some of basic principles in developing the syllabus according to *Education and Culture Ministerial Regulation of indonesia Number 22 year 2016 about Standard and Processto Elementary and Middle Education* :

a. From teacher centred to students centred

b. From teacher as facilitator for students toobtain materials from various sources

c. From the textual approach to the scientific approach;

d. From content-based to competency-based learning;

e. From separated subject matter to integrated subject matter

f. From learning that emphasizes a single answer tolearning with multi-dimensional truth answers; from

g. From verbalism learning to applicative skills;

h. The evaluation is balance between hardskills and softskills.

i. The learning process is designed based on students' cultural backgrounds and environment.

j. Teacher as facilitator and role model to encourage students' enthusiasm in learning

k. Learning activity can happen inside and outside classroom

l.   Students learn from everyone and everywhere

m. Utilize technology to improvelearning efficiency and effectiveness; and

n.   Recognition of individual differences and cultural background of students

Those principles above were developed according to the curriculum changed from K13 to K13 revision, so the implementation of the new curriculum was appropriate with the objectives to be achieved.

5. The differences between English syllabus in K-13 and K-13 revision

The difference between English syllabus of K-13 and K -13 revision relies on component of that syllabus itself, such as : *Basic Competence*, learning materials, and the activities of learning. Furthermore, syllabus components of K-13 are the identity of the syllabus learning, *Basic Competence*, learning materials,learning activities, indicators of competencies achievement, assessment, time allocation, and sources of learning. While on syllabus components of K-13 revision are *Basic Competence*, learning materials and learning activities. Syllabus of K-13 revision more concise than K-13.

a. English syllabus of K-13

Satuan Pendidikan : SMA/MA

Kelas : X (Sepuluh)

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai),santun, responsif dan

pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yangspesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

ompetensi Dasar	ateri Pembelajaran	mbelajaran	nilaian	okasi Waktu	mber Belajar
1.1. Mensyukuri kesempatan dapat mempelajar i bahasa inggris sebagai bahasa pengantar komunikasi internasion al yang diwujudkan dalam semangat belajar		• Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	• Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan , penilaian diri, penilaian teman sejawat oleh peserta didik, dan jurnal		
l. Menunjukkan perilaku santun dan peduli dalam melaksanakan					

komunikasi interpersonal dengan guru dan teman.
2. Menunjukkan perilaku jujur, peduli, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,

| dalam |
| melaksanakan |
| komunikasi |
| fungsional. |

b. **English syllabus of K-13 revision grade X**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks	• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan	- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda.

penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*)	- Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)	- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.
	- Subjek Pronoun: *I, You, We, They, He, She, It*	
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Kata ganti possessive *my, your, his,* dsb.	- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya
	• Kata tanya *Who*? *Which*?	
	• *How*? Dst.	
	- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.	- Melakukan refleksi tentang proses dan hasil belajarnya
	• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	
	• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkanperilaku yang termuat di KI	

B. Curriculum

  1. **Definition of curriculum**

Curriculum has meaning a number of subject matters that taught in school.According to Government Regulation of The Republic of Indonesia No. 32 year 2013, Curriculumis a regulation regarding the purpose, content, and material of the lesson as well as the methods used as guidelines for the implementation of learning activities to achieve certaineducational goals. Curriculum refers to the knowledge expected to be studied by students either outside or inside classroom. According to M. Isa (2013) Curriculum is educational program that includes all aspect of teaching process such as planning, implementation and evaluation. In line with that, Syaodih (2007) asserts that curriculum covers all learning activities and experiences provided to the students with the guidances from the school both inside and outside the classroom.Besides, every effort that affects students to learn something new, whether it happens inside or outside of classroom belonged to curriculum. Tholappan (2015) defined curriculum as a written document or a plan for providing sets of learning opportunities for persons to be educated. Even extracurricular is also involved into the curriculum compenent.

Curriculum has a wide definition on education areas, it does not covers around teaching material and program of the school only, but it includes social life of teacher and students, teaching method and the evaluation of students'

improvement. Furhermore, curriculum is a guidance in education to achieve goals in the future.

2. Model of Curriculum

a. Intergrated curriculum is a curriculum designed according to the needs and interests of students, where the teacher is the controller and students play an active role (Venville, Rennie, and Wallace, 2010).

b. Interdisciplinary curriculum. In this curriculum, teachers as a group from different background of study together with students collaborate to design an extracurriculum program.

c. Multidisciplinary curriculum: a curriculum that combines several different expertises from different fields working on a project or do a study.

d. Transdisciplinary: a curriculum that put together some expertises that have different skills to solve existing problems (Uwizeyiman & Basheka, 2017).

e. Hidden curriculum. This is unwritten curriculum, which is not actually planned in curriculum but may change students' behaviors, perspectives, and attitudes (Glatthorn, 2000).

Therefore, the model of 2013 curriculum and 2013 curriculum revision are belonging to intergrated curriculum. It is based on the explanation above.

f. The function of curriculum

The curriculum functions as a tool to achieve the aim of education. Curriculum has different functions to each person such as teacher and headmaster. For teacher, the function of curriculum is as a guidance to understand the purpose

of education itself. Therefore, For headmaster,curriculum serves as a guideline in offering help for teacher , and giving direction in improving teacher's quality on teaching learning process. Refers to Inglis (1918), there are six functions of curriculum :

1. Adaptive function, the curriculum as an educational tool to make the individual well adjusted.

2. Integrating function, the curriculum serves as an educational tool to educate people become complete and integrated personality.

3. Differentiating function, the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

4. Preparations function,the curriculum is to prepare students to pursue higher education and preparation for life in society.

5. Selective function, the curriculum must be flexible so the students have the opportunity to choose what they are interested in.

6. Diagnostic fucntion, the curriculum serves to help students understand the potentials and weaknesses that exist in them, so they can develop the potential and improve its weaknesses.

g. **The previous curriculum (K-13)**

1. **The definition of K-13**

K-13 (Curriculum 2013) is as the extension of the previous one namely curriculum 2006 or KTSP (Kurikulum Tingkat Satuan Pendidikan). K-13 is a

guidance in organazing learning activities in order to achieve the purpose of education (*Education and Culture Ministerial RegulationNo.59year 2014*). The theme of K-13 is generating Indonesian which are : productive, creative, innovative, affective along with great capability, good attitudes, and beneficial for society.

K-13 was introduced on July academic year of 2013/2014, the *Ministry of Education and Culture*, Anies Baswedan published the policy of implementation of curriculum K-13 on specific place for limited use (*Education and Culture Ministerial RegulationsNo.81 article 1 year 2013*). It is expected that the implementation of K-13 can be useful to produce a knowledgable, inspirative and ingenious human.

2. The weaknesses in K-13

K-13 obtains lots of rejection from citizens especially teachers. Teachers are not mentally ready to implement of K-13 because it was used only for the short period, about 1 year . This curriculum demands teachers to be more creative and innovative.

Based on *Education and Culture Ministerial RegulationNo.57 year 2012* "The implementation of K-13 demands profesional competency and pendagogical teacher".

The concept of scientifict approach and authentic assessment are still not well understood by the teacher, the teacher also lack of capability in designing

the lesson plan. Furthermore, the numbers of material for students, are not relevant.

3. The Newest Curriculum (K-13 revision)

a. Definition of K-13 revision

2013 curriculum revision or K-13 revision is the newest curriculum and the revision of K-13. The name is not changing into National curriculum, it is still 2013 curriculum (K-13) Revision. K-13 has some weaknesses and it is rejected by society especially teacher in its implementation. So that K-13 revision is expected to resolve various problems faced by education today. This new curriculum is hopefully affective in Indonesia and brings good influence for both teacher and student. It also should have good impact for Education in Indonesia. As the result, it will help government to produce students with good characteristic.

4. The Differeces of K-13 and K-13 Revision

a. Problems of K-13

1. The complexity of lesson and evaluation toward attitude competencies,

2. The Unbalanced between KI-KD towards syllabus and source book,

3. The application of 5M as learning methodology,

4. The used of taxonomy bloom is limited.

b. Improvements of K-13 Revision

1. The structuring of attitude competencies (spiritual & social) in every lesson

2. The coherency of KI-KD and the balance of document

3. The teacher is allowable in modifying the curriculum

4. The used of taxonomy bloom is unlimited

5. *Education and Culture Ministerial RegulationNo. 57 year 2013* about K-13 elementary school/madrasah ibtidaiyah, *No. 58 year 2014* about K-13 junior high school/madrasah tsanawiyah, *No.59 year 2014* about K-13 senior high school, *No.60 year 2014* about K-13 SMK/madrasah aliyah did not exist anymore (*Education and Culture Ministerial RegulationNo.24 year 2014*)

6. *Education and Culture Ministerial RegulationNo.54 year 2013* about *Standard of Graduate Competency to Elementary and Middle Education* replaced by *Education and Culture Ministerial Regulation RI No.20 year 2016* about *Standard of Graduate Competency to Elementary and Middle Education* (*Education and Culture Ministerial Regulation No.20 year 2016)*

7. *Education and Culture Ministerial Regulation No.64 year 2013* about *Standard of Content to Elementary and Middle Education* Replaced by *Education and Culture Ministerial Regulation No.21 RI year 2016 about Standard of Content to Elementary and Middle Education (Education and Culture Ministerial Regulation No.21 RI year 2016)*

8. *Education and Culture Ministerial Regulation No.65 year 2013* about *Standard of Process to Elementary and Middle Education* Replaced by *Education and Culture Ministerial Regulation No.22 RI year 2016* about *Standard of Process to Elementary and Middle Education (Education and Culture Ministerial Regulation No.22 RI year 2016)*

9. *Education and Culture Ministerial Regulation No.66 year 2013* about *Standard of Education Assessment* and *Education and Culture Ministerial Regulation No.104 year 2014* about *Assessment of Learning Result by teacher for Elementary and Middle Education* replaced by *Education and Culture Ministerial Regulation No.23 RI year 2016* about *Standard of Education Assessment Elementary and Middle Education (Education and Culture Ministerial Regulation No.23 RI year 2016).*

CHAPTER III

RESEARCH METHODOLOGY

The description of research methodology presented in this chapter. It covers the research design, research method, material of analysis, research instrument, data collection, and data analysis.

A. Research Design

Kothari (2004) points out, research design is the conceptual structure within which method to be adopted for collecting the relevant data and the techniques to be used in measuring and analyzing the data. This study useddescriptive qualitative research because the researcher obtains the data without the intervention of an experiment but with analysis.According to Moleong (2011) qualitative research is research that involves analysis and descriptive in the form of words that emphasize a particular phenomenon.This research isintended to acquire the information more detail about syllabus through description. The researcher used a qualitative description to express the data.

B. Research Method

The method which is used in this research is document analysis. According to(Bowen, 2009)document analysis is a form of qualitative research in

which documents are interpreted by researchers to express and meanings around the topic of assessment. In completing and analyzing the data, document is analized by using SWOT analysis.Hence, the documents were the English syllabus of K-13 and K-13 revision for first grade of Senior High School. The researcher obtained the English syllabus document from *Education and Culture Ministerial Regulation No.59 year 2014* for K-13 and from *Education and Culture Ministerial Regulation No.24 year 2016* for K-13 Revision. Secondly, the link from *http://www.izalmuslim.com/2016/11/permendikbud-terkait-dengan-kurikulum.html* and http://www.al-maududy.com/2014/09.

Another point to consider is SWOT analysis. The SWOT analysis is abbreviation from Strengths, Weakness, Opportunities, Treats. Ommani (2011) defines, SWOT analysis is to evaluate the strength, weaknesses, opportunities and threats. It is also to find out the problem and figure out some possible solutions existing in the English syllabus. The goals of this study were to identify the strengths and weaknesses of current English syllabus.

C. Material of Analysis

The material of analysis was the English syllabus, got from*Education and Culture Ministerial Regulation No.59 year 2014* for K-13 and from*Education and Culture Ministerial Regulation No.24 year 2016* for K-13 Revision.

1. **English syllabus of K-13**

Components of English syllabus of K-13 are *Core Competency*, *Basic Competency*, teaching material, learning activities, assessment, time allocation, and source of learning. *Basic Competency* English syllabus of K-13 are : (1) *Basic Competency* spiritual attitude, (2) *Basic Competency* social attitude, (3) *Basic Competency* knowledge, and (4) *Basic Competency* skills (*Education and Culture Ministerial Regulation No.59 year 2014 article 3)*. In article 6, adding religious lesson and Arabic instead of the main lesson and crowded activity, based on article 5 verse 7 in *Education and Culture Ministerial Regulation No.59 year 2014*.

2. **English syllabus of K-13 Revision**

Component of English syllabus of K-13 Revision is only *Basic Competency*, teaching material, and learning activities. *Basic competency* is ability and teaching material that students should achieve refer to *Core Competency*. *Core Competency* are : (1) *Core Competency* spiritual attitude, (2) *Core Competency* social attitude, (3) *Core Competency* knowledge, (4) *Core Competency* skills. *Basic Competency* and *Core Competency* used as the basis for changing textbook for Elementary and Middle school (*Education and Culture Ministerial Regulation No.24 year 2016 chapter 11 article 2)*

D. Data Collection Procedure

Data collection is the process to obtain the data. There were several steps in collecting the data :

1. The researcher was searching English syllabus from*Education and Culture Ministerial Regulation No.59 year 2014* for K-13 and*from Education and Culture Ministerial Regulation No.24 year 2016* for K-13 Revision. For English syllabus K-13 from http://www.al-maududy.com/2014/09 and for English syllabus K-13 Revision from *http://www.izalmuslim.com/2016/11/permendikbud-terkait-dengan-kurikulum.html.*

2. The researcher selected English syllabus for first grade of Senior High School from *Education and Culture Ministerial Regulation No.59 year 2014* for K-13 and from *Education and Culture Ministerial Regulation No.24 year 2016* for K-13 Revision.

3. Then, the researcher took only the English syllabus for first grade of Senior High School and separated it from other grades.

4. After that, the researcher read the English syllabus of K-13 and K-13 Revision.

5. At last, the researcher analyzed it and figured out the strengths, weaknesses, threats, and opportunities from both English syllabus of K-13 and K-13 Revision.

E. Data Analysis

The data that was already obtained by the researcher will be analyzed by SWOT analysis. SWOT is an acronym from Strength, Weaknesses, Opportunities, and Threats. Ritson (2008) writes that SWOT means identifying the two factors; that is internal (strength and weaknesses) and external (opportunities and threats). Therefore, the researcher used SWOT to identify the Strength, Weaknesses, Opportunities, and Threats on English syllabus.

1. Strength

Strength is the power that appears within the unit. strength means that something is more advantageous when compared to something else (Dergisi, 2017). This is part of the internal factor. Further, its internal factor that is showing approval for attaining the regulation's goal (Team FME,2013).

2. Weaknesses

Weaknesses are lack of quality that might prevent the existence of the unit. Weaknesses mean a condition that put it at a disadvantage in comparison to others (Dergisi, 2017). Also, its part of the internal factor that are adverse in the unit.

3. Opportunity

Opportunity is probability needed by a unit to achieve a goal. Equally, opportunity is part of external factor that benefits for the unit in achieving

the regulation's objective. According to Dergisi (2017) opportunity means conditions in the external environment that allow an organization to take advantage.

4. Threat

Threat is the negative impact that jeopardizes the existence of a unit. As asserted by Dergisi (2017) threat means the disadvantageous situation that makes it difficult to reach the organizational goals. This is also considered as one of external factor.

CHAPTER IV

FINDING AND DISCUSSION

This chapter extants the findings and the discussion of the study. It consists of 2013 curriculum and 2013 curriculum Revision for the first grade of senior high school, the analysis of English syllabus of K-13 and K-13 Revision, the differences between English syllabus of K-13 and K-13 Revision at first grade of senior high school, the challenges in developing both syllabi.

A. **Findings**

1. **SWOT Analysis on English syllabus of K-13 and K-13 Revision**

The researcher analyzed two English syllabi in this study, that are English syllabus of K-13 and English syllabus of K-13 Revision for first grade of senior high school. The English syllabus of K-13 was taken from *Permendikbud Nomor 59 Tahun 2014* and English syllabus of K-13 Revision from *Permendikbud Nomor 24 Tahun 2016*. The data were collected to answer first research question about the differences between English syllabus of K13 and K13 Revision.

a. **English syllabus of K13**

The information about components English syllabus of K13 is clearly explained as mentioned in table below :

No.	Strengths	Weaknesses	Opportunities	Threats
1	- Basic Competency was explained in detail,	- Teacher-centred	- Get more knowledge about citizenship and religion	- Students still need teacher assistance
2	- Learning activities employed direct instructional producing knowledge and skill directly	- Individual learning.	- Students are educated to behave politely for real-life communication	- Students are passive
3	- Time allocation was determained based on the	- The duration of learning cannot be changed	-	- Learning activities take place only inside

	completion of the material on the Basic Competence	because it has been set		the classroom
4	- Evaluation from Core Competency point one (KI 1) to point four (KI4) and also covered all competences (cognitive, affective and psikomotor	- Restrictions on the application of basic competencies depend on students' education level	-	- Learning resources are not flexible
5	- Scientific approach (5M) were sequent.	- Including 5M as part of learning activity	-	-
6	-	- Too many pages and	-	-

				the writting format is elusive	
7	-		-	Non-multimedia based	-
8	-		-	No material enrichment	-

Source :*PermendikbudNomor 59 Tahun 2014* for first grade students of senior high school

a. Strengths

1. The Basic Competency (KI) in K13 is presented clearly because it uses the four core competency groups that are religious attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and application of knowledge (KI 4). Meanwhile for Basic Competency in K13 revision contain two core competency groups only; knowledge (KI 3), and application of knowledge (KI 4). Whereas core competency is an overview of what student must learn in the classroom.

2. English syllabus K13 use direct instructional in which is developed to cover three aspects (cognitive, affective, and psychomotor). Indirect instructional learning activities are taught related to scientific approach 5M (observing, questioning, experimenting, associating, and communicating) step-by-step. Learning activities are started by observing

the topic and it will be ended by communicating the topic to support students learning.

3. Time allocation is arranged in detail for each Basic competency in the syllabus. Therefore, the teacher is easier in determining the duration for each material in developing RPP.

4. For evaluation part, the scope of evaluation of students' learning outcomes includes three competencies (cognitive, affective, and psychomotor) that must be achieved by students to find out the success of students in mastering those competencies in one semester. The attainment of attitude competence can be seen from the quality of students. While knowledge competency can be seen from students' thinking ability. For students, skill can be known through the students' proficiency in understanding the material provided in English syllabus.

5. For scientific approach it was stated completely and well-regulated, it is started from observing, questioning, experimenting, associating, and communicating.

b. Weaknesses

1. Learning activities in this syllabus use communicative method instead of project-based learning. As the result, teacher will be more active than students.

2. Different from English syllabus K13 revision which is team based learning, English syllabus K13 is based on individual learning.

3. The duration of learning activity for each material has been arranged in time allocation component, it cannot be made over. It will be obstacles for teacher in arranging lesson plan if the duration cannot be changed. For example; when the topic is difficult to understand the students need more time to learn it, but the time has been set in the syllabus.

4. The formulation of students' thinking skills is limited by taxonomy, consequently it will have a negative impact on the learning process. For example, it will restract students' thingking critically and develop their abilities in creating something new.

5. The scientific approach was well-regulated here, the teacher must include 5M in their learning process as a procedure that must be followed exactly in the order. Thus, it will restrict teachers' creativity and innovation.

6. English syllabus of K13 has a lot of pages, it is about 44 pages. In addition, the presentation format is less understandable for a teacher. For example in Basic Competency point 3.2 it can be found some confusing expressions such as "memujibersayap", this will be difficult to understand its content.

7. Learning activities on this old syllabus are non-multimedia based and technology devices.

8. At the end of learning activities, there is no material reflection about the topic that has been learnt. However, the reflection is urgent to know the students' understanding about the material of the day.

c. Opportunities

1. In English syllabus of K13 include core competency 1 (KI 1) aspects containing religion values and moral values. In addition, KI 2 covers practicing students' responsibility and caring behavior, so that they as citizens will be able to interact well with the social environtment.

2. In the old English syllabus, civics and religious education was also included in every Basic Competency.

d. Threats

1. It can be seen in each Basic Competency in English syllabus of K13 that the teacher presents the material and students observe it, then repeats until students understand. After that, the teacher gives guidance for students to comprehend the material. Another point to consider is when the teacher will not be able to come to the class, teaching learning process impossibly happen.

2. In this syllabus, the teacher plays an active role more than students. It can cause students' passivenes.

3. Teaching and learning activities only occur in the classroom Teacher has a great role beacuse as a facilitator, she provides all materials for students. So, students are unnecessary to find out other materials outside class. In contrast, once teacher does not prepare the material, teaching and learning activity will be not effective enough.

4. All learning materials for English syllabus 2013 curriculum are complete or already available in a textbook. So, other learning resources are only needed as additional materials, not as the main source that supports learning process.

b. English syllabus of K-13 Revision

The information about components of English syllabus of K13 Revision is clearly explained as mentioned in table below :

No.	Strengths	Weaknesses	Opportunities	Threats
1	- Students-centred,	- Learning activities employed indirect instructional	- Students become more independent in learning process	- Learning about manners and religious from outside of english lesson
2	- Group based learning,	- Evaluation only consists of Core Competency	- Students will be active, productive, creative and	- Lack of understanding of teachers in media use

		point one (KI 1) and point two (KI 2)	independent through learning process	
3	- Time allocation can be changed as needed	- Incomplete learning materials	- Technology-based learning	- Media did not provided by school
4	- There are no limitation on basic competencies	-	-	-
5	- The scientific approach must not be followed exactly	-	-	-
6	- Concise and understandable	-	-	-
7	- Multimedia-based learning	-	-	-
8	- There were enrichments at last minutes of	-	-	-

	learning

Source :*PermendikbudNomor 24 Tahun 2016* for first grade students of senior high school

a. Strengths

1. Contrary to the old English syllabus, the new one is student-centred in which teacher plays a role as facilitator. In other words, students are more active because the learning patterns are student-centered.

2. Learning activities in the English syllabus of K13 revision using team-based or group work learning in completing projects given by the teacher. Students are expected to be able to communicate with others while completing the task.

3. In delivering materials, teacher uses technology tools or computer programs through multimedia advices to attract students' interest so that they will pay attention to the teacher's explanation.

4. Time allocation for each topic is not specified in the syllabus, so the teacher can change it according to the students' needs in understanding the material. The duration of learning is determined by the teacher when arranging lesson plans by adjusting the level of material difficulties.

5. The formulation of students' thingking skills is not limited by taxonomy. Numerous activities can be applied by the teacher to develop students' creativity.

6. Teacher can apply various activities in classroom as long as those can reach three components; knowledge, skill and attitude. So, the teacher

has the autonomy in creating ideas to develop students' abilities in the learning process.

7. The writing format in English syllabus revision has been simplified in order to make the presentation is more efficient with concise content.

8. In the last minute of learning, there is enrichment about the topic that has been learned, to determine the level of students' understanding about the material and the difficulties they face while studying it.

b. Weaknesses

1. Indirect learning is learning that is not specifically designed in the syllabus. Something unwritten in the syllabus such as core competency 1 and 2 (KI 1 and KI 2) refers to moral values and religion values.

2. In the old English syllabus, there was an overall evaluation;attitudes, knowledge, and skills. Whereas for the revised one only two competencies are evaluated;thoseare knowledge and skills.

3. Learning materials in the textbook are incomplete, so the teacher needs other resources to complete the material about the topic to be taught to students.

c. Opportunities

1. Students get familiar with project-based learning that lead them to be more cooperative in developing their skills, such as

communicating with others and practicing how to appreciate the opinion from other friends by using English.

2. The teacher plays the role as facilitator and director in teaching learning process. After delivering the subject for student, teacher stimulates the students of asking question, asks them to practice and at the end of learning process teacher gives feedback.

3. The learning processinEnglish syllabus of K13 Revisionis technology-based. Studentsare trained searching for information about the material being studied with the help of technology, through the notebook and smartphones.

d. Threats

1. Students lack of understanding about being polite and tolerating others, then this destroy their relationship in their society in somehow they will be regarded as an impolite person. Later on, they will not be accepted well in their environment, as a member of their society.

2. If the teacher less understanding about the IT such as using a laptop, computer, powerpoint and LCD projector in supporting the teaching-learning process then those media cannot be functioning as media in learning.

3. Some schools in the rural area are under-funded to supply media needed by a teacher in the teaching-learning process, such as multimedia room, computers, LCD projector and sound systems.

4. The Challenges of Developing Both Syllabi

Change occurs because of the challenges faced by a unit originating from a variety of sources and parties.It is such as the quality of students, method, media, and also the way teacher deliver the materials (Hamalik, 2006). Based on researcher analysis through SWOT analysis above it can be concluded that the challenges for both syllabiare :

a. A teaching process would not be productive if the teacher acts as a teacher centred. As a result, students are being passive in the teaching learning process. Instead, in English syllabus of K-13 revision is student centred and student more active in the classroom so that they can be productive because of it. Curriculum nowadays students is not object of learning while the subject of learning activity (fadhillah, 2004).

b. In the English syllabus K-13 did not use multimedia but English syllabus of K-13 did, in effect multimedia could attract students work creatively, interest on the material, and also get more information about the material with searching on the internet. Therefore, Using multimedia as a tool in delivering material in the classroom drive student to be more interesting and exciting on attending classes during English-language learning (Sharma and Pooja, 2016).

c. From individual learning become group based learning. With group based learning students who do not understand the material can ask friends in their group who already understood.

B. Discussion

The result of this study showed that the English syllabus of K13still having shortcomings in the development of the syllabus needs to be done because of the various challenges faced, because of that the English syllabus of K-13 revision appear in education. That's why Education and Culture Ministerial made improvement on the English Syllabus of K13. Likewise, 2013 curriculum has not answered the challenges faced by Indonesian society in modern era. Moreover, technology devicescan accelerate and provide understanding about something precisely, attractively, effectively and efficiently. In the revised English syllabus of K13 revision, multimedia technology is used as a medium in the teaching and learning process to produce productive and creativeIndonesian people, through strengthening integrated three domains of competencies which arecognitive, affective, and psychomotor. There are several previous studies that have been founded related studies on the syllabus and curriculum. For example, Khasanah's research (2015) her research focused on the curriculum year 2013 implementation of teaching learning planning, process, and learning evaluation by English teachers at the 10th grade of SMA N 1 Rembang in 2014/2015 academic year. The results from this research is the teacher still had difficulty in understanding the curriculum 2013.Another research by Mulyani (2013). This research focused on

analyzing the lesson plans produced by an English teacher at the first semester of private Islamic boarding senior high school in Banda Aceh. The results from this research was the lesson plans produced by an English teacher was not valuable to be used, because it was not based on KTSP.The differences between the previous research with this research that are three of the previous researches focused on analyzing the implementation of 2013 curriculum, KTSP and they focused on several dimensions (teaching learning planning, process and learning evaluation, lesson plan, and teachers' strategies). Whereas, this research the implementation of K-13 and K-13 Revision and focuses on English syllabus at first grade of senior high school only will be analyzed.

Besides, the finding above was contrast with as mentioned in permendikbud 103 of 2014, on the English syllabus of K13; the activities in teaching learning process should be interactive, fun, challenging, motivating learnners to actively participate, contextual and collaborative, providing enough space for innovation, creativity, and independence of students, and in accordance with their talents, interest, abilities, and physical and psychological development of students. Unfortunately, it could not be interactive when the learning patterns was teacher-centered. Secondly, fun and challenging learning will not occur if the teacher does not use multimedia technology and combained it with game or work result performances to make more challenging. Thirdly, it may provides a space to motivate students to participate actively on learning because the English teacher's is an intellectual actor behind the success of students. It also provide space for the innovation, creativity, and independence of the students eventhough it is not

maximal yet. It is has been set in the syllabus that students follow teacher direction because the teacher's role as an ideal facilitator. Lastly, this English syllabus is according to students' talents, interests, abilities, and physical and psychological development. However, it depends on students themselves, those all components can be gained and easily achieved if they have interest to learn English seriously.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two types of explanations, conclusion and suggestions. In the first types will explain about the finding of the research questions related to the differences between English syllabus of K13 and English of K13 Revision, and challenges in developing both syllabi.

A. Conclusion

Based on the finding in the previous chapter, several conclusions are proposed. The researcher has described about the strengths, weaknesses, opportunities, and threats from English syllabus of K13 and English of K13 Revision. From the findings,conclusion could be divided into two parts based on the research questions. The first part explains the finding of the differences between English syllabus of K13 and English syllabus of K13 Revision and the second part explains the finding of the challenges of developing both syllabi.

Firstly, the differences between English syllabus of K13 and English syllabus of K13 Revision can be seen from strength and weaknesses. The researcher found five strengths in English syllabus of K13 those are; Basic Competency was explained in detail, learning activities employed direct instructional producing knowledge and skill directly, time allocation was determined based on the completion of the material on the Basic Competence, evaluation from Core Competency point one (KI 1) to point four (KI 4) and also covered all

competences (cognitive, affective and psikomotor, scientific approach (5M) were sequent. In comparison, the strengths in English syllabus K13 Revision are; students-centred, group based learning, time allocation can be changed as needed, there are no limitation on basic competencies, the scientific approach must not be followed exactly, concise and understandable, multimedia-based learning, there were enrichments at last minutes of learning. Another point to consider is that English syllabus of K13 has more weaknesses than English syllabus of K13 Revision. The weaknesses in English syllabus of K13 are; teacher-centred, individual learning, the duration of learning cannot be changed because it has been set, restrictions on the application of basic competencies depend on students' education level, including 5M as part of learning activity, too many pages and the writting format is elusive, non-multimedia based, no material enrichment. Further, the weaknesses existing in English syllabus of K13 revision is less than K13, there are; learning activities employed indirect instructional, evaluation only consists of Core Competency point one (KI 1) and point two (KI 2), incomplete learning materials.

Secondly, from findings it can be concluded that English syllabus of K13still has shortcomings in the development of the syllabus that needs to be done because of the various challenges faced such as students less productive because they are not a subject of learning, less interest in learning without multimedia based on learning, and less wasting time to repeat the explanation to the students that is difficult to understand the material with the help of their classmates in group work.

B. Recommendations

Based on the conclusion of the research suggestions can be conveyed, as follow;

1. This research only investigated the English syllabus at first grade of senior high school. It is hoped that for future, the researchers could investigate the English syllabus to the second and third grade of senior high school.

2. It is suggested to the goverment that they have to give more training to the teachers about new curriculum so that teachers can implement it maximally.

3. Teacher are expected to be more creative in implementing the English syllabus of K13 Revision with appropriate method and instructional material, so that the students will be more active and enthusiastic in English learning.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9755/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-581/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Jasminur**
NIM	:	**140203020**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Analysis of English Syllabus of K-13 and K-13 Revision**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 28 September 2018
An. Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

AUTOBIOGRAPHY

1. Name : Jasminur
2. Place / Date of Birth : Rameuan / March25th,1996
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11. Educational Background :
    a. Elementary School : SD Negeri Rameuan (Graduated in 2006)
    b. Junior High School : SMPN 5 Seunagan(Graduated in 2010)
    c. Senior High School : SMAN 1 Seunagan (Graduated in 2014)
    d. University : UIN Ar-Raniry (From 2014 until 2019)

Darussalam, January 14th, 2019

Jasminur