

## BAB I INTRODUCTION

### A. Background Research

2022 National Education System Draft which was proposed by the Ministry of Education and Culture as of August 2022, has sparked a polemic. One of them is the point related to article 81 page 1. The absence of English as a mandatory content creates anxiety if this subject will disappear from the curriculum structure of primary and secondary education. Without explicitly including English as a compulsory subject, it loses the reference to be poured as a compulsory subject. The Association for The Teaching of English as a Foreign Language in Indonesia (TEFLIN) (detik.com, 26/9/2022) President Utami Widiati said that Elimination of English subjects from the secondary school curriculum such as SMP and SMA and the equivalent will cause our nation to be left behind by other countries in the world. This concern relate to the impact of the loss of formal English learning system. So, Indonesia is lagging behind in the global context. Because the position of English in globalization is significance.<sup>1</sup> The current draft of the National Education System actually obscures the role of the government as the executor and person in charge in efforts to educate the nation's life.

The Minister gave an example, in pasal 20 of 2003 it is stated that compulsory education is the responsibility of the government. However, in the National Education System Draft the government's responsibility was removed.<sup>2</sup> Head of Education Research from the Center for Indonesian Policy Studies (CIPS), Latasha Safira, assessed that the National Education System Draft was not in line with globalization because it did not include English lessons as a compulsory subject. English is one of the skills or expertise whose is getting higher day by day. Not only to be able to compete

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<sup>1</sup> Darmarjati, D. 2022. *Tak Wajibkan Pelajaran Bahasa Inggris di Sekolah, Ruu Sisdiknas Di Kritik*. Detiknews. 01 October. Jakarta

<sup>2</sup> Satrio. Y. 2022. *"Pengamat Pendidikan Sebut Ada Miskonsepsi Soal Wajib Belajar Dalam RUU Sisdiknas"*. Suara Merdeka. 21 September. Jakarta

globally, but also at the national level, Saturday (1/10/2022).<sup>3</sup> Maya Trisia Wardani, S.SI Chairperson of the Association of Professions and Similar Skills (APKS) PGRI Lampung, said that the discourse on the National Education System National Education System Draft for English lessons is not mandatory or will be abolished. It will be a setback for the education system in Indonesia. If it is not required, it will threaten many educators in that field to lose their profession. Even now there is a new subject (subject) namely anti-corruption education where this subject has a lot of shortages of educators.<sup>4</sup>

Therefore, researchers are interested in discussing for the newest 2022 National Education System Draft. The importance of this research is to know pre-service English Teacher's opinions on the 2022 National Education System Draft, especially the loss of English subjects. So, if English is abolished in education in Indonesia, what will happen and what will happen to graduates of English education in the future.

## **B. Research Focus and Scope**

Based on a background, this research focus on students' perceptions and pre-service English teachers' Photovoice toward the 2022 National Education System Law. The importance of this research is to know pre-service English Teacher's opinions on the Article 81 page 1 2022 National Education System Draft, especially the loss of English subjects. So, if English is discarded in education in Indonesia, what will happen and what will happen to graduates of English education in the future.

## **C. Research Question**

From the background has been explained, it can be formulated as follows:

1. How are The Pre-service English Teacher's Photovoice to 2022 National Education System Draft.?

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<sup>3</sup> Darmarjati, D. 2022. *Tak Wajibkan Pelajaran Bahasa Inggris di Sekolah, Ruu Sisdiknas Di Kritik*". Detiknews. 01 October. Jakarta

<sup>4</sup> Redaksirtv. 2022. "*Lulusan Bahasa Inggris Was-was*". Radartvnews. 04 October. Bandar Lampung

2. What is The Main Recommendation for The Existence of Pre-Service English Teacher in The Future.?

#### **D. Research Objectives**

Based on the problem, the objectives to be achieved in the studies are :

1. To Explain about The pre-service English Teacher's Photovoice to 2022 National Education System Draft.
2. To Understand The Main Recommendation for The Existence of Pre-Service English Teacher in The Future.

#### **E. Research Significances**

The results of this study are expected to provide benefits both theoretically and practically. The expected benefits of this researcher are:

Theoretically, This research is expected to provide views to students or a reference to be a direction for further research on students' perceptions and students' Voice toward the 2022 National Education System Law.

Practically, After the research is done, the author hopes the results of this study can be useful for students, teachers, researchers, and readers. For researchers. This research is expected to provide insight and knowledge and develop people opinion.

Further researchers. The results are expected to attract the attention of others to explore research on methods of increasing opinion in learning English. This research can also be used as a reference to explore other potentials providing an understanding how importance English is in Indonesia. Especially for Children in the future.

#### **F. Definition of Key Terms**

**Photovoice** is visual research methodology that puts cameras into the participants' hands to help them to document, reflect upon, and communicate issues of concern, while stimulating social change.<sup>5</sup> Firstly, Photovoice builds on

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<sup>5</sup> Wang C, Burris MA. Photovoice: concept, methodology, and use for participatory needs assessment. *Heal Educ Behav.* 1997;24:369–87

Freire's methods of empowerment education<sup>6</sup> with one main element being the acquisition of knowledge that the participants collectively produce by reflecting on and discussing community issues. Secondly, Photovoice is able to 'voice' and represent individual perceptions<sup>7</sup> this is an essential element of the Photovoice process and is often associated with empowerment, particularly emphasized in discourses on women's empowerment.<sup>8</sup> Thirdly, feminist theory, is meant to empower vulnerable populations, and recognize local expertise that cannot be fully realized from the outside.<sup>9</sup>

**Pre-service Teacher** is a teacher training before they under taken the teaching. And also university undergraduate students who have completed all required coursework with education and have been assigned to a school as a teacher in junior or senior high school for a while.

**Perspective** is a way of looking. Many of these views come from human experience in living a life. So, from that experience was born a thinker that can make different people's views. From an educational perspective, for example, teachers and schools are responsible for fostering their students rather than being involved in violence on the streets. From a sociological perspective, for example, this brawl is a schoolboy culture to show the prestige of the school itself. And from the perspective of child psychology it can be seen that the fiery, cohesiveness and excess energy of the adolescent soul is not channeled into positive things.

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<sup>6</sup> Freire P. *Pedagogy of the Oppressed*: 30th Anniversary Edition. 3rd edition. New York: Bloomsbury Publishing USA, 2014 Ed.; 2015. p 192. ISBN: 150130531X, 9781501305313.

<sup>7</sup> Van Hees S, Horstman K, Jansen M, Ruwaard D. *Photovoicing the neighbourhood: Understanding the situated meaning of intangible places for ageing-in-place*. Heal. Place. 2017;48:11–9.

<sup>8</sup> Shields LE. Women's experiences of the meaning of empowerment. Qual. Health Res. 1995;5:15–35.

<sup>9</sup> Castleden H, Garvin T, *First Nation H ay aht. Modifying Photovoice for community-based participatory Indigenous research*. Soc. Sci. Med. 2008;66:1393–405.

## **G. Organisation of Thesis**

The organization of thesis is a part that explains to research exactly what a paper is about and is used to provide the structure of the research clearly. The organization of this thesis follows :

Chapter I is the Introduction. This chapter contains are research background, research focus and scope, research question, research objectives, research significances, definition of key terms, and organisation of thesis.

Chapter II is review of related literature. This chapter describes about the theoretical description, theoretical framework, and previous study.

Chapter III is Methodology. This chapter presents a rationale for the method of research and analysis such as research method, research participant, research settings, data collection technique, research data validity, data analysis technique and research ethical considerations

Chapter IV is Finding and Discussion. The chapter contains are research results and Discussion.

Chapter V is Conclusions and Recommendation. This chapter contains are conclusions, recommendation, and closing pages.