

**ENGLISH TEACHERS' PERCEPTION ON THE
IMPLEMENTATION OF CURRICULUM 2013 AT MAN 1
AND SMA MUHAMMADIYAH 2 BANDAR LAMPUNG**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S-1
Degree**

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ABSTRACT

Perception in this study focused on the implementation of curriculum 2013 in English subjects. This research objective were to find out perceptions about the English teachers' implementation, strength, and weakness about the implementation of curriculum 2013. This research employed descriptive qualitative research by using the interview, observation, and documentation as a technique for collecting the data. Source and methodology triangulation were used to obtain the data from different sources with different methods. The subjects were five English teachers of MAN 1 and SMA Muhammadiyah 2 Bandar Lampung. This research used thematic analysis to analyze the data that had been collected. Based on the result of the study, the data showed that

1) Curriculum 2013 had been well implemented and given many benefits for students and teachers. Furthermore curriculum 2013 was complicated with the existence of core competencies that assessed students from all aspects, namely attitude, knowledge, and skill but English teachers' also think it was a good thing because it was more specific. However, there were still shortcomings felt by English teachers' as still not perfect in implementing student-centered. 2) Two strengths found in this research were; stimulating students' activeness and curriculum 2013 emphasized on character education. These advantages certainly had a very positive effect on students and teachers. However, the 2013 curriculum also had several weaknesses, including; a time limit, time management, and unreadiness of students.

Keywords: English teachers' perception, implementation, the 2013 curriculum

FREE PLAGIARISM LETTER

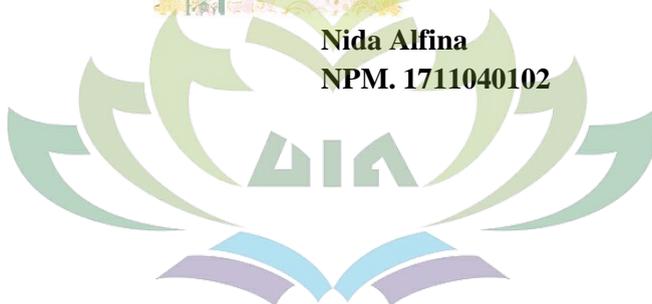
As a result, I certify that this thesis entitled: “English teachers’ perception on the implementation of curriculum 2013 at MAN 1 and SMA Muhammadiyah Bandar Lampung” is ultimately my work. I am fully aware that I have quoted some statements and ideas from various sources, which are appropriately acknowledged in the text.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ

“ Allah never changes the condition of people unless they strive to change themselves” (Q.S Ar-Ra’du 13:11)¹

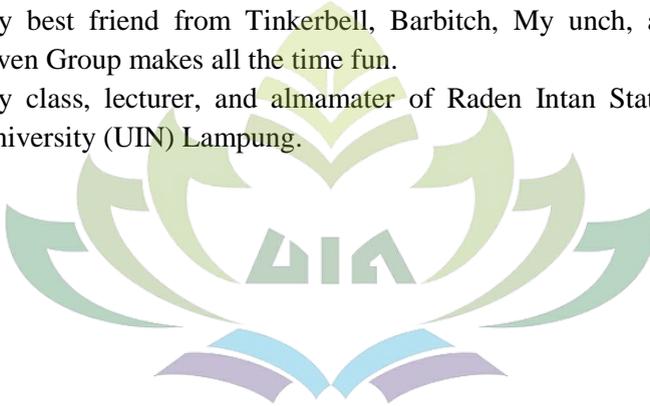


¹Ministry of Religion, Al-Qur’an and its translation (Solo: CV. Penerbit Fatwa ,2016), p. 250

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from the depth of my heart, this thesis is dedicated to:

1. My beloved parents, Mr. Darul Kotni and Ms.Astuti, always support, love, and pray for my life. The enormous thanks to both of you. I love you so much mom and dad.
2. My little brother late Rakan Raihan that motivated writer for success in my life to continue my study well.
3. My best partner from the first study, Faisal Oktario Sebastian S.T, Thank you for always giving me motivation to finish my thesis. I hope you will always beside me until all our dream come true.
4. My best friend from Tinkerbelle, Barbitch, My unch, and super seven Group makes all the time fun.
5. My class, lecturer, and almamater of Raden Intan State Islamic University (UIN) Lampung.



CURRICULUM VITAE

Nida Alfina was born on May 15th 1999 in Bandar Lampung. Nida is the oldest child of Mr. Darul Kotni and Ms. Astuti. Nida has three siblings. They are the late Rakan Raihan, Zul Azim Kotni and Adilla Fitri sabila.

Nida began her study at State Elementary School 1 Rawa Laut, Bandar Lampung, in 2005 and finished in 2011. Then Nida continued her study at state Junior High School 23 Bandar Lampung and finished in 2014. After that, she continued to state Vocational High School 1 Bandar Lampung and completed it in 2017. After graduating from Vocational High School, she continued her study at Raden Intan State Islamic University (UIN RADEN INTAN LAMPUNG)



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First of all, Praise to Allah SWT the Almighty for this Merciful and Beneficent, for blessing me with mercy and guidance to finish this thesis. Then, the best wish and salutation be upon the excellent messenger prophet Muhammad peace be upon him.

This thesis entitled "English teachers' perception on the implementation of curriculum 2013 at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung" is presented to the English Education Study Program of UIN Raden Intan Lampung. Writing this thesis aims to fulfill students' partial fulfillment of the requirement to obtain S1-degree.

Then, I would like to thank the following people for their ideas, time, and guidance for this thesis:

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Finally, none or nothing is perfect and neither in this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, 07 October 2021

The researcher,

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TABLE OF CONTENTS

Page	
COVER	i
ABSTRACT	ii
FREE-PLAGARISM LETTER	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

A. Title Affirmation	1
B. Background of the Problem	2
C. Focus and Sub Focus of the Research	5
D. Identification of the Problem	5
E. Formulation of the Problem	6
F. The objective of the Research	6
G. Uses of the Research	6
H. Relevance Studies	7
I. Research Methodology	9
J. Systematic Discussion	16

CHAPTER II REVIEW OF LITERATURE

A. Theory	
1. Curriculum	
a. Definition of Curriculum	19
b. Curriculum Perspective	20
c. Types of Curriculum	21
d. The History of Curriculum	22

2. Curriculum 2013	
a. Definition of Curriculum 2013.....	25
b. The Characteristic of Curriculum 2013.....	26
c. The implementation of Curriculum 2013..	27
3. Teacher perception on the implementation of curriculum 2013	
a. Definition of Perception	29
b. Types of perceptions	29
c. Teacher perception on the implementation curriculum 2013	31
 CHAPTER III DESCRIPTION OF RESEARCH OBJECT	
A. General Description of the Object	33
B. Description of Research Data	34
 CHAPTER IV RESULT FINDINGS AND DISCUSSION	
A. Research Findings	37
B. Result of Study	39
C. Discussions	59
 CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	63
B. Suggestions.....	64
 REFERENCES	 65
APPENDICES	36

LIST OF TABLES

	Page
Table 1.1 Interview Guidelines	7
Table 1.2 Observation Grid	8
Table 4.1 Code for English teachers in both school	19



LIST OF APPENDICES

	Page
Appendix 1 Core Competence(K.I) for Senior High School	65
Appendix 2 A list of questions	68
Appendix 3 Interview Guidelines.....	70
Appendix 4 Observation Sheet.....	94
Appendix 5 Research Documentation	103
Appendix 6 Pre-Research Permit	109
Appendix 7 Research Permit.....	113



CHAPTER I

INTRODUCTION

A. Title Affirmation

The researcher feels the desire to describe this thesis as a preliminary step in comprehending the title of this thesis and to prevent misunderstanding.

Perception is responses that are given directly or indirectly by getting information from the respondent. In this study, This research examines, the object that will be asked about their perception was the English Teachers'. The total of participants was five English teachers' at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung.

Implementation refers to the process of putting into action any plan or technique for doing something or any design, concept, standard, and policy for doing anything. The term implementation cannot exist independently, but it is influenced by the following object, that is the curriculum. In this study, implementation refers to the process of applying the study's subject to the expected results.

A curriculum is a set of principles and procedures for developing, implementing, evaluating, and managing an educational program.

The curriculum of 2013 is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, the ability to consider the moral aspects of a problem. The curriculum 2013 is the target of this study or the measuring factor for performing in this research.

MAN 1 and SMA Muhammadiyah 2 Bandar LAMPUNG referred to this reserach is a senior high school located in Bandar Lampung, MAN 1 located in Sukarame and SMA Muhammadiyah 2 located in Kedaton, Bandar Lampung.

The researcher means by the title of the research about **English Teachers' Perception on the Implementation of Curriculum 2013 at MAN 1 and SMA Muhhamadiyah 2 Bandar Lampung**. This

research focuses to find out about English teachers' perception of the implementation of the Curriculum 2013.

B. Background of the Research

A curriculum is an essential tool for the success of Education Without a well-designed curriculum, it will be challenging to achieve the desired educational goals and objectives. According to Republic of Indonesia state no. 20, In Indonesia, curriculum refers to the preparation and organization of educational goals, content, and learning resources to serve as a guideline for educational activities that aimed at achieving a certain educational goal.¹ The curriculum is such topic that should be prioritized in order to raise the educational system's quality. Thus, the success of Education depends on the curriculum applied. Additionally, the curriculum is established with the main purpose of guiding educators in determining which components to teach or study in order to realize the learning process's aims and teaching targets. As a result, the Indonesian government is focusing on building an excellent curriculum formula for maintaining the quality of education.

As claimed by Braslavsky, the term 'curriculum' was initially being related to the concept of the course of studies followed by a student in a teaching institution.² The term educational plan alludes to the current agreement between society, the state, and instructive experts concerning the informative encounters that students ought to go through during a specific period of their lives. It indicates as curriculum is important in the educational area and serves as the academic basis when it comes to teaching and learning in institutions. In the history of Education, Indonesia has experienced several changes and improvements in the curriculum with definite goals to adjust to the development and progress of the times so that their achievement is

¹Permendiknas.Peraturan Menteri Pendidikan Nasional, Undang-undang No.20 Tahun 2003 tentang Sisdiknas, (Jakarta: Kementrian Pendidikan Nasional, 2003)

²Cecilia Braslavsky and the curriculum , Reflections on a Lifelong Journey in Search of Quality Education for All.(2007),p. 5

maximum the result. Between 1947 and 2013, Indonesia's curriculum saw significant changes. Currently, the new curriculum, dubbed curriculum 2013, debuts in the middle of 2013. It supersedes the prior curriculum, the School-Based Curriculum (affectionately known as 'KTSP'), which was in use in Indonesia for six years. According to Kemendikbud, the distinctions between the 2013 curriculum and prior curricula are in the concept of the curriculum, the books or materials utilized, the learning method, and the assessment procedure.³

As mentioned in Hasan, the 2013 curriculum emphasizes a balancing of hard and soft skills by beginning with several standards such as competence-standard, content-standard, process-standard, evaluation-standard.⁴ Additionally, the books or materials contained thematic themes. Students are expected to be more taking an active role in the learning process than they were in the prior curriculum, which was teacher-centered. The teacher may employ authentic assessment to reflect students' learning desire for learning, attitudes toward learning, and performance on instructional-classroom tasks based on Aji.⁵ In the beginning, the presence of the 2013 curriculum received a lot of attention and responses from several groups and was expected to bring turmoil to the renewal curriculum in Education in Indonesia. However, there are various problems encountered during the process of implementation curriculum 2013.

As According Lianawati, the Teacher has various challenges, involving preparation for the learning process, a lack of suitable infrastructure, and an absence of socialization in the government curriculum. Furthermore, the challenges will vary depending on the willingness of implementers to consider the curriculum as a guide for

³Paparan Wakil Menteri Pendidikan dan Kebudayaan R.I Bidang Pendidikan. *Konsep dan implementasi kurikulum*. (Jakarta : kementerian pendidikan dan kebudayaan 2014), p. 26

⁴ Hasan, S.H, History Education in Curriculum 2013: A New Approach to Teaching History. (*HISTORIA: International Journal of History Education*, 2013), p. 163-178

⁵Aji, W.N & Budiyono, S, The Teaching Strategy of Bahasa Indonesia in Curriculum 2013. (*International Journal of Active Learning*, 2018), p.58-64

the process of learning.⁶ It may be inferred that, no matter how well the curriculum is implemented, the success of the program is dependent on the preparedness of the teachers' to apply it. As a result, the Teacher should be well trained in using the curriculum of 2013.

Based on the interview in preliminary research on Man 1 and SMA Muhammadiyah 2 Bandar Lampung, firstly is the interviewing the English Teacher in MAN 1 Bandar Lampung, and one of the Teachers there said that the curriculum 2013 was good. However, the implementation still lacking because students were not active in the learning process because of limited time. Also, English teaching time is limited time so it makes the learning process in implementing curriculum 2013 not going well so the students are not active in the teaching and learning process in the classroom.

Secondly is the interviewing the English Teacher in SMA Muhammadiyah 2 Bandar Lampung and one of the Teachers there said that curriculum 2013 went well in SMA Muhammadiyah 2 Bandar Lampung because of adequate facilities but the English Teacher found the problems in implementing curriculum 2013 in assessment, she said that assessment is a little complicated and requires a significant amount of time and also she said that curriculum 2013 in the English subject is limited time, making it difficult for the Teacher to convey the material according to the curriculum 2013.

So we can conclude that the implementation of the 2013 curriculum in its performance there are still shortcomings both in terms of planning and learning so that it is the responsibility of the Teacher to be able to master it all for the sake of smoothness and success in teaching because no matter how successful the curriculum is, it always comes back to the teacher. According to Rizal, teachers have an essential role in educating students about various forms of science, ranging from showing good examples, teaching them to recognize letters, counting, and interacting with others to guiding them to understand and analyze each field of science, all those

⁶Lianawati, T. *The English teachers Problems in Implementing Curriculum 2013 of SMA Negeri 1 Kudus in Academic Year 2013/2014*. (Thesis of Faculty Teaching and Teacher Training, Muria University of Kudus 2014),p. 3

activities involved the excellent implementation of the curriculum.⁷ The Teacher, in some way, contributed to the achievement of the 2013 curriculum. Nonetheless, they contribute to the support of the 2013 curriculum by providing their perception or opinion on the effectiveness of the implemented curriculum in the learning process. In summary, teachers' perceptions should be more concerned because it will influence implementing a new curriculum. Therefore, This research was carried out to find out about English teachers' perception of the 2013 curriculum in terms of implementation, strengths, and weaknesses

C. Focus and Sub Focus of the Research

Based upon the context of the concerns described above, this research focus to find out the extent to which English teachers' perception on the implementation of curriculum 2013. The Subject of this study was the English Teachers' in MAN 1 and SMA Muhammadiyah 2 Bandar Lampung who had dedicated themselves to implementing curriculum 2013.

The sub-focus of this research is perceptions of English teachers in implementation curriculum 2013 with the scope of implementation of students centered, perceptions on the training of curriculum 2013, perceptions in preparing the lesson plan, perceptions in terms of 3 assessment, namely attitude, knowledge, and skills and also their perceptions about strengths and weaknesses on the implementation of curriculum 2013.

D. Identification of the Research

The following issues have been identified as a result of the study described above:

1. The English Teachers' has implemented curriculum 2013, but the result has not been maximized

⁷Rijal, F. Guru profesional dalam konsep kurikulum 2013. *Jurnal MUDARISUNA*, (2004) p.329

2. The English Teachers' have difficulties implementing curriculum 2013 because of limited time, so the students are not involved in the learning and teaching process.

E. Formulation of the Problem

1. How is the English teacher perceptions on the implementation of the curriculum 2013 at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung?
2. What are the strengths and weaknesses of the implementation of the curriculum 2013 at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung?

F. Objectives of the Research

The following is the purpose of this study, based on the above-mentioned statement of the problem :

1. To find out how English teachers perception the implementation of the curriculum 2013 at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung.
2. To find out the strengths and weaknesses of the implementation of curriculum 2013 at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung

G. Uses of the Research

Results of the study, it is hoped, will be valuable both theoretically and practically. Examples include:

1. Theoretically

Theoretical means that research results can be useful for developing science. The theoretical benefit of this research was to increase references in the field of education, especially in knowing the influence of teacher perception about the implementation of curriculum 2013.

2. Practically

In practical terms this research can be useful as follow :

a. English teachers in MAN 1 and SMA Muhammadiyah 2 Bandar Lampung

The English teacher can see how the 2013 curriculum strengthens students' personality and values.

b. Schools

The result of this research may include school references

c. Other researchers

For future scholars who are interested in this topic, the results might serve as a guide for any further analysis.

H. Relevance Study

There is some past research relevant to the theme of this study based on numerous sources relevant to this study:

First, Darsih, E. (2014) did a study on Indonesian EFL teachers' perception on the implementation of the 2013 English curriculum. The study was carried out using a qualitative approach. Two English teachers from one of Kuningan's state vocational high schools served as the test subjects. During the research, it was discovered that teachers' understanding of the 2013 English curriculum was quite close to the basic principles of the curriculum, that teachers lacked understanding of the curriculum 2013 principles and systems, and that teachers encountered several difficulties in implementing the 2013 curriculum; these difficulties are similar to those encountered by teachers when implementing the new learning revolution in their classrooms.

Second, Kurniawan (2015) did a research on the implementation of the 2013 curriculum in learning activity conducted by the English teacher of first grade at Junior High School 17 Makassar. The research used a descriptive qualitative approach. The study was conducted using a descriptive qualitative design. He gathered information via

observation and interviews. Following the interview session, the researcher discovered that there are various challenges in implementing the 2013 curriculum. The teacher's challenges were a lack of time to explain things, a limitation of learning facilities, and the students' handbook.

Thirdly, research was done by RosaAnindya (2016), The teacher perceptions on the use of 2013 curriculum-Based teacher guidebook in teaching English in SMP Negeri 1 Bantul. She used qualitative study and to get the data she used observation, questionnaire, and interview. The finding of her study showed that the teacher did an improvement in using the learning instructions stated on the teachers' guidebook of the 2013 curriculum. For instance, one English teacher used a video as the media in the teaching and learning activities, although it was not mentioned in the teachers' guidebook of 2013.

In the fourth publication, Maba (2017), Teacher's perception on the implementation of the assessment process in the 2013 curriculum. He use of a qualitative descriptive design in his research. According to the interactive technique, The study was carried out through interview observation and documentation , which was then descriptively analyzed. As a result of the inclusion of an attitude assessment, spiritual and social components, knowledge and skills components, He discovered that the majority of teachers believe the evaluation in the 2013 curriculum is quite good, given the fact that it includes an attitude assessment, spiritual and social components, knowledge and skills components. Teachers encountered a variety of difficulties while conducting the assessment, including the limited time they had for observing learners social attitudes and writing the assessment results, which required a significant amount of time to describe the students' skills. Teachers also encountered difficulties when conducting the assessment.

Based on the above research, the writer would really want to obtain the English Teacher perception on the implementation of curriculum 2013 at MAN 1 and SMA Muhhamdiyah 2 Bandar Lampung, which through an interview, observation, and documentation session. Concerning the subject in this research is the

process of implementation, strengths, and weakness of Curriculum 2013.

I. Research Methodology

1. Research Design

In general, a research design is the method through which the researcher conducts the study. The ideal research approach will lead them to correctly determine the study's results. According to Creswell, research design may be defined as "plans and processes that the researcher can use alongside comprehensive techniques of data collecting and analysis".⁸ In another words, research design is the method for integrating the many components of research initiatives in a cohesive and coherent manner. The qualitative research method was used in this study. In the opinion Haris, Qualitative research is an effort to collect and shape the sense that exists inside and underpins all we do. It is also a study of the significance of a recognized phenomenon, an exploration, development, and systematization of its significance, an illuminating the meaning's depiction of a delimited issue or problem, and so on.⁹

According to Bogdan and Biglen, qualitative research is descriptive research in which data is gathered in the set of speech or images rather than statistics and results are subjective.¹⁰ Data collection in the form of quotations may be accomplished through data documentation, field notes, and interviews. All of these techniques are included in descriptive qualitative research. in the opinion of sukmadinata, descriptive qualitative research is the most common kind of study. The purpose of the study is to describe or exemplify existing phenomena-phenomena. Both of these events are the result of nature

⁸Creswell, J, *Research design Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. (Thousand Oaks, CA Sage, 2018), p.41

⁹ Haris Herdiansyah. *Metodologi Penelitian Kualitatif untuk Ilmuilmu Sosial*. (Jakarta: Salemba Humanika, 2011), p. 8.

¹⁰Bogdan and Biklen. *Qualitative Research for Education, an Introduction to Theory and Methods*, (Boston: Allyn & Bacon ,1992), p.12- 19

or human engineering.¹¹ Here, the research design is to determine the English Teachers' perception of the implementation of curriculum 2013. To summarize, this research used a descriptive qualitative research.

2. Research Subject

The goal of qualitative research is to consciously pick persons or places (forms or graphic content) that will best assist the researcher in understanding the issue and study questions. Mason defines sampling as the strategy of identifying, selecting, and gaining access to informants and data sources. The purposive sampling strategy is utilized in this study because it is critical to select informants who can supply data to answer research question. The requirements should include English teachers who dedicated themselves to implement the curriculum in 2013 and English teachers who attended curriculum training in 2013. Furthermore, the researcher selects participants because they have indicated their willingness to participate in the study. The informant recruited for this study is presumed to be capable of answering the research questions. The researcher identified informants in this study who are regarded to be informed about the implementation of the 2013 curriculum and can be believed. The informants are English teachers who teach and execute the 2013 curriculum at the two schools where the study was carried out. MAN 1 Bandar Lampung has three English teachers and SMA Muhammadiyah 2 Bandar Lampung has two English teachers. This study's informants include five English teachers in total.

The reason why choose senior high school MAN 1 and SMA Muhammadiyah 2 Bandar Lampung was because, in the interview with the English Teacher in preliminary research, several problems were found in the implementation of the curriculum 2013, and both schools have been implemented curriculum 2013. Also, both schools have an A accreditation. Therefore, it is expected that the schools have adequate experience in applying the Education and teachers

¹¹ Sukmadinata, Nana Syaodih, metode penelitian pendidikan. Bandung : PT Remaja Rosdakarya,2007),p. 72

have their perception about the curriculum 2013. MAN 1 and SMA Muhammadiyah 2 Bandar Lampung has been implementing curriculum 2013 for a long time. Hence, the researcher wants to know how the English Teachers' perceptions on the implementation of curriculum 2013 there and the last reason why choose the two schools located in Kedaton and sukrame because can support the researcher mobility so the research can conduct effectively.

3. Instrument and Data Collection Technique

Tanzeh described data collection as a systematic and consistent technique for gathering the required information. The data gathering approach was appropriate and effective, and the researcher could utilize it.¹² The researcher might use the data collecting method to have participants fill out an instrument while undertaking an activity designed to measure their answers. The following section describes the procedure used to collect the data for this research.

a. Instrument

The instrument is a device for collecting, quantifying, and analyzing research data. The researcher utilized a series of questions to interview the English teacher. This document is based on English teachers' perceptions of Curriculum 2013 implementation, strengths, and weaknesses. A human instrument, the researcher's responsibilities include determining the subject of the study, selecting an informant as a source of information, collecting data, assessing data quality (including the quantity and accuracy of the data), analyzing the data, interpreting the data, and drawing conclusions.¹³

¹² Ahmad Tanzeh, *Metodologi PenelitianPraktis*, (Yogyakarta: Sukses Offset, 2011) p. 58

¹³Sugiyono. *Metodepenelitiankuantitatif, kualitatif, dan R&D*. (Bandung: alfabeta 2016). p. 222

b. Data Collection Technique

1. Interview

Pursuant to the Sugiono ,interview is two people share facts and ideas through also response, involve in dialogue and cooperative meaning production about a certain issue.¹⁴

Meanwhile, an interview, according to Hadi, may be considered as a form of data collecting via a question and answer procedure that is done unilaterally by methodical and based on the aim of the research.¹⁵ The writer conducted a semi structured interviews to get information from

the participants' opinions on the research subject in this qualitative research. An interview is a kind of verbal communication that is used to acquire information from a participant. An interview, according to Denzin, "is any verbal interaction in which one person receives information from another throughout the course of a face-to-face conversation."¹⁶ Interviewing is an

excellent strategy for data collecting, according to Sutrisno Hadi's "Research Methodology," which states that asking a question to the respondents is a good way to get information about one's opinion, comment, feeling, belief and motivation.¹⁷

In a nutshell, an interview is a data collection method that entails asking questions to those who are being interviewed. There are many different sorts of interviews, including: structured interviews, semi-structured interviews, unstructured interviews, and non-directive interviews, among others.¹⁸

Furthermore, a semi-structured interview was utilized in this research because it is flexible, allowing for new questions to be asked during the interview as a consequence of what the interviewer says. Typically, the interviewer will have a framework of problems to look into during a semi-structured interview. However, the specific topic or topics that the

¹⁴ Sugiyono. Memahami Penelitian Kualitatif. (Bandung: Alfabeta2014),p.72

¹⁵Hadi , methodology research (Yogyakarta : andi offset,1993),p. 59

¹⁶ James A Black, Dean J Champion, Methods and Issues in Social research, (U.S.A.: John Wiley & Sons, 1976), p. 354

¹⁷ Sutrisno Hadi, Research Methodology, (Yogyakarta: Andi Publishing, 2004), 2nd Ed. p.217

¹⁸Annabel Bamani Kajornboon, Using Interviews as Research Instruments, http://en.wikipedia.org/wiki/Semi-structured_interview retrieve on (April 6, 2011.)

interviewer wants to explore during the interview should usually be thought about well. It is generally beneficial for interviewers to have an interview guide prepared. The interviewer is a high school English teacher who works at both institutions. After the teaching and learning process was completed, the interview was conducted. The total informants from MAN 1 Bandar Lampung amounted to three English teachers. Two English teachers were interviewed at the school, especially the teacher's room. In contrast, another one English teacher was interviewed online through Google Meet because she could not be found at school due to personal interests. Furthermore, the total informants from SMA Muhammadiyah 2 Bandar Lampung amounted to two English teachers. One English teacher was interviewed at the school, namely in the teacher's room, while one more teacher was interviewed online via Zoom. This interview was conducted to again a spoken response from the participants.

Table 1.1
Interview Guidelines

No	Question Grid
1	The questions asked about English teachers' understanding of curriculum 2013
2	The questions gather the information about English teachers' perception on the implementation of curriculum 2013 in terms of Student-centered
3	The questions gather the information about English teachers' perception in preparing a lesson plan
4	The questions asked about how the English teachers' perception in learning assessment.
5	The questions gather information about the strength and weaknesses of the curriculum 2013 in the presenc of the English teachers' on implemented curriculum 2013.

2. Observation

According to S. Margono, the observation method is defined as "the systematic recording of the symptoms that arise on the object research" and "the observation of the symptoms that appear on the object research."¹⁹ In the opinion of Hadari Nawawi, observation is the process of paying attention to and meticulously documenting the symptoms that arise on the target of the inquiry.²⁰ Symptoms as well as phenomena related to the problems inside this research that observe and scrutinized so that get results from existing research and meet data standards set.

Table 1.2
Observation Grid

No	Aspect to be observed
1	Implementation of students centered in the learning process
2	A lesson plan made by English teachers'
3	Assessment in the learning process

3. Documentation

As reported by Mahmud, documentation is a data collection technique that is not directly addressed to the subject of research but through documents.²¹ A document is a written record whose contents are written statements compiled by a person or institution to test an event and valuable for the source of data, evidence, information, challenging to obtain

¹⁹S. Margono, *Metode Penelitian Pendidikan*, (Jakarta : Rineka Cipta, 1997),p.158

²⁰Hadari Nawawi, *Metode Penelitian Bidang Sosial*, (yogyakarta: Gadjah Mada Universitas Press, 2001),h. 100

²¹ Mahmud, *Metode Penelitian Pendidikan*, CV Pustaka Setia, Bandung,(2011),p. 183

nature, difficult to find and provide an opportunity to further expand knowledge of something under investigation.

4. The technique of Data Verification

To validate the data for this research, triangulation was used. According to Moleong, triangulation is a data verification technique that employs something in the form of theory, source, and so on.²² which is primarily used for reviewing or comparing data. According to Ary et al triangulation use of several data sources, different observers, or different procedures.²³ Triangulation is a data verification technique that uses something.

There are four triangulation techniques, According to Moleong, there are four types of triangulation: data source, methodological, investigator, and theoretical.²⁴ Through numerous ways and sources of data collecting, triangulation of data sources ensures the truth informant. Besides interviews, researchers may utilize a written document, an archive, government documents, notes or personal writings and images. As part of this study, the researcher gathered data through an interview, observation, and documentation with English teachers at MAN 1 and SMA Muhammadiyah 2 Bandar Lampung while using triangulation of sources and methodological triangulation.

5. Data Analysis

The data analysis will include a full explanation of teachers' perspectives, as well as numerous methodologies for analyzing the data. Thematic analysis is one of them. As stated by Braun & Clarke, "thematic analysis is a method that is often used for detecting,

²² Moleong, Lexy. *Metodologi Penelitian Kualitatif*. (Bandung: PT. Remaja Rosdakarya: 2011),p.330

²³ Ary, D., Jacobs, L.C., Sorensen, C., Razavieh, A. *Introduction to Research in Education*.

(Belmont: Wadsworth, 2010)p. 498

²⁴ Lexy J. Moleong, *Metode penelitian kualitatif*,(Bandung : Bina Ilmu, 2001),p.330

interpreting, and reporting patterns in data." Here, the researcher extracts data from the interview transcript and then interprets it using thematic analysis.²⁵ In the opinion of Marks and Yardley, thematic analysis is the most suited method for any research aimed at eliciting interpretations. Data analysis has a systematic aspect as a result. If one subject is often mentioned, it might be linked to all of the material. This improves the study's "whole meaning" by providing more accuracy and complexity. Qualitative research requires an awareness of and collection of a variety of factors and data. Thematic analysis enables a more comprehensive knowledge of any problem.²⁶

Hayes characterized thematic analysis as a comprehensive process that resulted in the researchers identifying many cross-references between the data in the study and certain themes.²⁷ The transcript of the interview was then coded into categories. The classified facts will next be examined and argumentatively explained. The flexibility of thematic analysis in data analysis makes it more ideal for assessing the data when the research's goal is to examine the connection among variables and to contrast various sets of evidence in the same study. To sum it all up, the researcher believes that after doing the data analysis using a theme framework, the results will be more organized and easier to understand as a result.

J. Systematic of Discussion

The researcher describes the study in the following structure:

Chapter I contains the introduction, which include of title affirmation, the background of the problem, focus and sub focus of the research, identification of the problem, the objective of the research, uses of the research, relevance study, research methodology, and systematic discussion.

²⁵ Braun, V & Clarke, V. *Using Thematic Analysis in Psychology*. Qualitative research in psychology (2010), p. 6

²⁶ Marks, D. and Yardley, L, *Research methods for clinical and health psychology*. SAGE(2004)p. 56

²⁷ Alhojailan, *Thematic Analysis: A Critical review of ts process and evaluation*,(2012),p.8

Chapter II contains theories to tell the related literature of the research and the theories use to research the base of the research.

Chapter III contains the general description of Curriculum and Curriculum 2013 and Description of Research Data.

Chapter IV contains research analysis which include of an analysis of research data, research findings and discussions

Chapter V contains conclusion and suggestion of the research.





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Curriculum

a. Definition of Curriculum

In the opinion of Innocent, The curriculum is the program of Education, and it incorporates the purposes of Education. A curriculum contains the belief, value, attitude, skill, information, and everything else that Education entails. One would wonder how especially formal Education can take place without a curriculum.²⁸ The curriculum is very significant in education for the quality of education. A curriculum, according to Nunan, is a collection of concepts and methods for developing, executing, assessing, and maintaining an educational program.²⁹

Based on Khorotulaeni, the curriculum is a collection of plans and regulations concerning objectives, content, learning material, and methods for teaching and learning that are used as guidance in teaching and learning to achieve educational goals.³⁰ Curriculum not only the course but also all activities and experiences that become the responsibility of each school

The curriculum is a way of defining a certain educational program's philosophy, goals, learning and teaching materials, teaching and learning style, and assessment.³¹ An educational

²⁸Innocent mutale mulenga, Conceptualization and definition of curriculum, journal of lexicography and terminology ,volume 2, issue 2. (2018)p. 3

²⁹ D. Nunan. Syllabus Design, (Oxford: Oxford University Press, 1988), p.158.

³⁰ Khurotulaeni The implementation of Curriculum 2013 Revision on lesson plans Made by English Teachers of SMA 2 Magelang in school Year 2018/ 2019. *Journal of Research on Applied Linguistics Language And Language Teaching, Universitas Tidar Indonesia* . Vol 2 (1)(2019), p. 17-23

³¹Kranthi, Curriculum Development, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 22, Issue 2, Ver. III (Feb. 2017) PP 01-05 e-ISSN: 2279-0837,p.2

institution's curriculum establishes the skills and experiences that students will be able to master after completing a certain program of study. If a curriculum is adequately planned and taught, students will be equipped with specialized abilities to attain their bright future and get active in the development process.

The curriculum strives to emphasize academic norms while also involving the design, measurement, and evaluation of the learning and teaching program. Curriculum is divided into four components that assist the process of learning : the purpose (goals and objectives), content or subject matter, method or learning experiences, and evaluation

From the definition of scientist of Education telling about curriculum, that can be concluded, and the curriculum is part of Education that covers at least subject matters, students' activities, learning materials, school plan, learning method, and the last evaluation.

b. Curriculum Perspectives

Curriculum perspectives are theories of knowledge that are an essential source of curriculum decisions. The educator or implementer should be familiar with four curricular perspectives: rationalism, empiricism, pragmatism, and existentialism. According to Motole, these four conceptions of knowledge are an important source in determining the curriculum. Each viewpoint utilized in designing the curriculum will be impacted by the students, instructor, strategy and the curriculum by employing four views, which are rationalism, empiricism, pragmatism, and existentialism, as mentioned below:

1. Rationalism asserts that the student is the receiver of knowledge, while the educator is referred to as a source of information of ideas, facts, and communication. Moreover, the approach is stated as topic-based drilling or lecturing,

and the curriculum is a symbol and concept-based subject matter.

2. Empiricism, in which the learner is claimed to be a receiver of the process, the educator is referred to as a demonstration of the process. Furthermore, the approach of teaching is examined. Curriculum is a physical world subject matter that is focused on the teacher.

3. in pragmatism, a student is characterized as having sufficient knowledge, while the teacher is defined to as a researcher or director of programming. Furthermore, the approach is referred to as inquiry interactive problem solving, and the curriculum emphasizes problem solving conceptual topic to alter issue projects.

4. in existentialism, The student is said to be the fundamental switcher in the seek for self-identity, while the educator is described as a facilitator of options. In addition, the process is often referred to as inquiry discovering, and curricula are discussed as non-rigid alternatives.³²

c. Types of Curriculum

As per Bekoe, there are four types of curriculum used in every school, depending on its formality: formal curriculum, informal curriculum, hidden curriculum, and actual curriculum. In the following :

1. The formal curriculum as a proposed program of goals, content, experiences in learning, resources & assessment. In those other terms, or what students will study. It is also known as the formal curriculum.
2. The informal curriculum alludes to experiences in learning obtained from sources other than the official

³² Motlotle, K. Curriculum Theory, Design, and Assessment. Southern African: The Commonwealth of Learning.(2000). P. 15-17

classroom, such as family, classmates, the media, and the community. Teachers might not conform to the stated conventional curriculum but may integrate extra information gained from those other sources.

3. The actual curriculum is the total of what teachers and students teach from official and informal curriculum. The curriculum refers to both written and unwritten syllabuses from which students encounter learning experiences. Learning experiences can be selected from other sources rather than the prescribed, official and formal syllabuses

4. Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives students learn in school. In other words, hidden curriculum as the nonacademic but educationally significant component of formal schooling curriculum refers to what is laid down as the syllabus.³³

d. The History of Curriculum in Indonesia

The Development of Curriculum in Indonesia, The evolution of the curriculum reflects the historical history of education in Indonesia. As previously said, curriculum reform is a natural result of altering the The governing system, as well as the societal, cultural, economical, and scientific systems. The national curriculum for education was revised in 1947, 1952, 1968, 1964, 1975, 1984, 1994, 2004, 2006, and 2013. The Pancasila and 1945 Constitution serve as the foundation for the whole national curriculum, stressing elementary education objectives & implementation approaches.

³³ Bekoe, S.O, *Influence of the Differences in Social Studies Teachers' Curriculum Conception on Curriculum Implementation in Senior High Schools (SHSs) in Ghana: Implication for Curriculum Policy. Developing Country Studies*(2013),3(5), ISSN 2224-607.p.107

1. The curriculum 1947 (a Subject Plan 1947) is Indonesia's first curriculum after an independent day. curriculum was separated in three sections: class, contact hour every week, and instructional materials, this is based on Hien, The curriculum was created to take the role of the Dutch school system, as well as to establish the character of the Indonesian population.³⁴
2. Unraveling Subject Plans 1952 was an update to the curriculum in Indonesia in 1952. The 1952 curriculum led to the curriculum of the national education system in which every lesson plan must consider the content of the subjects connected to everyday life. It was outlined in five columns: Class, Number of Contact Hours per week, Topic, Lesson, and remark.
3. The Indonesian government revamped the national educational system in 1964. The Education Plan 1964 was the name of the learning program, and it was centered on Pancawardhana. Tilaar described Pancawardhana as an educational philosophy that includes ideas for building patriotism with a national, international, or religious focus. It is used to improve intellect, emotion, craftsmanship, and physical ability.³⁵
4. In 1968, the following curriculum was developed (curriculum 1968). The political shift influenced the curricular transition from the Old towards the New Order. The educational basis, goals, and materials were revised, as were basic viewpoints and conceptions. The education basis was Pancasila, and the goal was to develop Indonesians who applied the Pancasila spirit. The purpose

³⁴ jahwa Kiong Hien. English Language Instruction in Indonesia, (Unpublished Thesis for Sardjana Pendidikan, Malang: FKIP Universitas Airlangga Malang, 1962), pp. 18, also cited in O. Komaria. The History of English Teaching in Indonesia, pp. 40.

³⁵ H.A.R.Tilaar. 50 Tahun Pembangunan Pendidikan Nasional 1945-1995, (Jakarta: Gramedia, 1995), hlm. 256, see also Oemar Hamalik. Pengembangan Kurikulum Lembaga Pendidikan dan Pelatihan, (Bandung: Trigenda Karya, 2004).

of Education was to establish the students' morals and attitude, as well as to diligently improve the students' brains and talents, and to grow the students' physically.

5. Through 1975, the curriculum was designed to improve the quality of Indonesian national academic accomplishment, and it was purposed in such a way that The teacher needs to acknowledge the students' objectives in learning a certain piece of knowledge science, and skill (goal/objective oriented). The curriculum was developed on the ideology of structuralism, which was interwoven throughout. Behavior psychology, which emphasized the stimulus-response link and training, affected it (drill).
6. The curriculum 1984 was designed in 1984 to correct the curriculum 1975. The former curriculum was deemed incompatible with community requirements as well as scientific and technological expectations. The structural method used in the curriculum in 1975 had not yet been effective, particularly in terms of the students' requirement for communicative skills. The curriculum 1984 is focused on instructional objectives, and classroom learning must be useful and practical. To develop students' communicative ability, the teaching strategy were student centered using an active learning system (CBSA).
7. In 1994, This curriculum used an impactful approach to learning, a communicative language teaching, and the learning time structure had been switched throughout the semester towards the the system of quarters. Furthermore, there were certain complications during curriculum implementation since there were too many techniques to be orientated, too many disciplines, and too much content of each issue.
8. In 2004, competency-based education, or K.B.K., was established. It consists of three major components: identifying acceptable skills, specifying indicators for

assessment, and developing the learning process, which is seen as an implementer's authority area.

9. By 2006, the Indonesian Ministry of Education implemented the (KTSP). The national government establishes criteria and necessary capabilities. In this instance, however, the school teachers are necessary to construct in the format of a curriculum and evaluation, in line with needs of the school and the region.
10. Finally, in 2013, the Indonesian government implemented the curriculum. The 2013 curriculum's major focus is to generate productive, creative, inventive, and successful Indonesians through the monitoring attitudes, abilities, and integrated understanding. The Teacher is necessary in this curriculum to professionally develop an affective and effective learning environment, organize learning, pick the proper learning strategy, decide learning procedure and the construction of efficient competences, and establish learning process success criteria.

2. Curriculum 2013

a. Definition of Curriculum 2013

Following the Ministry of Education and Culture Curriculum 2013, that had been in effect since 2013 and focuses on developing certain abilities in learners or students, the curriculum has been implemented throughout Indonesia since 2013.³⁶ In this curriculum, learning activities need to be directed to help students master at least a minimum level of competence so that the students can achieve the goals that have been set.

As stated by Mulyasa, the goal of Curriculum 2013 is to equip Indonesians to live as humans and citizens who believe in themselves, are practical, creative, ingenious, and

³⁶ Kementerian Pendidikan dan Kebudayaan. *Kerangka Dasar Kurikulum 2013*. Jakarta: Kementerian Pendidikan (2013)

productive, and can contribute to society, country, state, and global culture.³⁷ It may be argued that the objective of education is to provide the basis for students' ability to be humane in the future. In other sense ,every student must be given the same opportunity to achieve learning process objectives based on their skill. Curriculum 2013 addresses numerous learning methods, integrating learning through doing, integrated learning of information, skill, & attitude, and scientific learning, according to the Ministry of Education and Culture.³⁸ Moreover, the government anticipates that the 2013 curriculum will generate a productive, creative, and inventive person in terms of both learning and innovation.

b. The Characteristic of Curriculum 2013

According to Regulation of the Minister of Education and Culture Number 59 of 2014, there are several characteristics from the curriculum 2013 which is different from the previous curriculum. The characteristics of the curriculum are:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills and applying them in various situations in the school and community.
2. The school represents a part of society that gives a learning experience where a learning participant uses what has been studied at school to society and exploit culture as a source of learning.
3. Provide sufficient flexibility to develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities.

³⁷ Mulyasa,..*Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. RemajaRosdakarya(2013),p.65

³⁸ Kementrian Pendidikan dan Kebudayaan.*Konsep dan ImplementasiKurikulum 2013*. Jakarta: Kementrian Pendidikan.(2014),p.18

4. The competence is expressed in the core competence of class, and it further specified categories in essential competency subject

5. The fundamental competencies and learning processes were developed to achieve the stated core competencies based on accumulative principle, reinforced, and enriched inter-subject and education steps. The scientific approach teaching-learning process consists of observing, questioning, experimenting, associating, and communicating as provided by curriculum 2013 should be done in the teaching-learning process consisting of observing, questioning, experimenting, associating, and communicating.³⁹

It is possible to draw the conclusion that characteristics of curriculum 2013 is The stabilize of spiritual and social attitudes, knowledge, as well as skills, and their application in various contexts in schools and communities; life-based learning to student centered teaching methods and the Teacher as just a facilitator such as competence is presented in the form of core competencies that are further detailed in the subject's basic competencies with authentic assessment and scientific approach.

c. The Implementation of Curriculum 2013

Implementation is a process of applying ideas, concepts, policies, or innovations in practical actions to effect changes in knowledge, skills, values, and attitudes.. The Oxford Advanced Learner's Dictionary defines implementation as "putting anything into action." Curriculum implementation can alternatively be described as the actualization of a written curriculum in the context of learning. This is consistent with Miller and Seller said in certain circumstances,

³⁹ Regulation of the minister of education and culture republic of indonesia number 59 of 2014 about curriculum 2013 for high school or madrasah school,p. 3

implementation has been identified with the instruction.⁴⁰ According to the definitions above, the word implementation refers to the activity, action, endeavor, or system mechanism. The term "mechanism" indicates that the implementation is more than simply an activity, but one that is planned and completed in accordance with particular rules in order to fulfill the action's goals. As stated by Syafrudin the implementation does not stand alone, but it is influenced by the object, in this case, is the curriculum.⁴¹

Additionally, Hasan mentions eight standards: a competence standard for outcomes, a content standard, a process standard, as well as an assessment standard, which are all directly connected to curriculum development; and facilities standard, management standard, library standard, and teacher standard, which are all directly related to curriculum implementation. Additionally, the variables that impact and determine the effective implementation of the 2013 curriculum stem from the dedication of all parties involved and the professional competencies of the curriculum's implementer.⁴²

One of the determining factors in the implementation of the 2013 curriculum is the Teacher or the implementer. However ideal the curriculum is, without supported by the Teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of Education. To sum up, the implementation of curriculum 2013 is a systematic process of applying an idea or concept of curriculum 2013, one of the government's efforts to resolve the various problems faced by the world of Education today.

⁴⁰ Oemar Hamalik, *Dasar-dasar Pengembangan kurikulum*, (Bandung: Remaja Rosdakarya, 2009), p. 237

⁴¹ Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003), p. 70.

⁴² Hasan, *history of education in curriculum 2013* , *International Journal of History Education*, Vol. XIV, No. 2 (December 2013), p. 164

3. Teacher's perception on the implementation of Curriculum 2013

a. Definition of Perception

Thus according to Bernhardt, the term "perception" leads to the terms "observation" and "opinion," which have definitions, that includes a mental opinion, judgment, or evaluation generated about a certain issue, as well as a belief stronger than an impact but still less than positive knowledge, a widely held view, a formal expression of judgment or advice, and an assessment one holds as true.⁴³ Perception is something that we have set in our minds to influence every action we take. Perception can also be said to be a process that has been established and easily understood to produce a good response. As Tubbs and Moss put it, "perception is an active process in which an individual selectively observes, organizes, and interprets his or her experiences." The perceiver's interpretations are founded on his or her prior experiences and ideas about human behavior.⁴⁴

b. Types of perceptions

There are five categories of perception, according to Slameto. The following are the five categories of people.

1. Self-perception

Self-perception is based on self-esteem, self-concept, and self-efficacy. It means that the perception occurs based on the individual mind (intrinsic). For example, someone who has good self-esteem or good self-confidence may have a good perception too toward speaking subject that asks him/her to talk in front of people

⁴³ Bernhardt, V. L., *Assessing Perceptions Using Education for the Future Questionnaires*. Chico: Education for the Future Initiative press. Retrieved(2007)p.3

⁴⁴ Tubbs, S. & Moss, S. *A model of human communication* (3rd ed). (New York, NY: Random House,1983)p.27

2. Environmental perception

Environmental perception is a perception that is formed based on the context in which the information is received. Its example is the perception given by someone or a Group toward the effectiveness of using drama in developing speaking ability. The data used to get the perception is based on the context where that situation is applied.

3. Learned perception

Learned perception is that is formed around personality, culture, and habit. For instance, a student who used to learn in the eastern atmosphere can give a negative perception toward the learning style of the western students who mostly raise their left hand to answer the Teacher's question.

4. Physical perception

Physical perception is a perception that is tangible—for example, how the eyes see and the brain processes. In order words, physical perception is related to the physical activity that can be measured.

5. Cultural perception

Cultural perception is the most significant perception, and this is different from one city to another, such as people's perception of the importance of English at the elementary level. The perception about this one can be different from a town or place to others.⁴⁵

According to the explanation, five categories of perception exist such as perception of self, environmental, learned, physical, and cultural. These categories are divided according to the origin of the perception. so, the types of perception may be regarded as a result of where the stimulus originates from in that sequence to form the perception itself.

⁴⁵Slameto. *Belajar dan Faktor yang Mempengaruhinya.*(Jakarta: Rineka. Cipta,2010) p. 33

c. Teachers' perception on the implementation of curriculum 2013

Teachers, as stated to Konokman, should be well-versed in the goals, topics, teaching methods and techniques, and assessment approaches, and employ them throughout the learning and also teaching processes to meet the present curriculum's needs.⁴⁶ After gaining a thorough understanding of the curriculum's components, implementers must develop strategies based on their observations that will assist them in planning the curriculum's implementation and resolving many issues that may arise during implementation. Teacher perception refers to the teachers' views or mental pictures about their students and the learning environment as a result of their prior knowledge and practical experiences.⁴⁷ These experiences might involve their traditions, educations, works, cultures, or communities. The main focus of teacher perception in this study is implementing the curriculum 2013 into their schools. Same as KTSP, the 2013 curriculum also faces many teachers' opinions

⁴⁶ Konokman, Teachers' Perception: CoAmpetent or Not in Curriculum Development. *MOJES: Malaysian Online Journal of Educational Sciences*,(2018)5(4),56-73, ISSN 2289-3024,p. 56

⁴⁷Contreras, *The Effects of Teachers' perception and Expectations in Student Achievement*. (California State University of California:2011),p. 11

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