

EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013

(A Study at Senior High Schools in Bireuen)

THESIS

Submitted by

FARAH DIANA

NIM. 150203074

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2019 M / 1440 M

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-raniry Banda Aceh
in Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

By:

FARAH DIANA

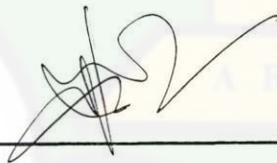
NIM. 150203074

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor



Dr. Nashriyah, M. A

Siti Khasinah, S.Ag., M.Pd

Date: / /

Date: / /

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

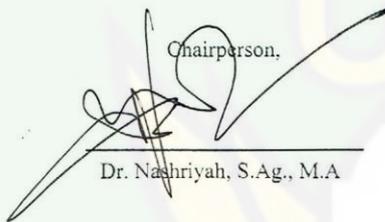
On:

Tuesday, 23 July 2019
20 Dzulqa'idah, 1440 H

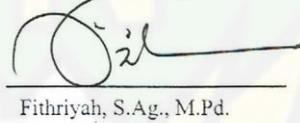
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,


Dr. Nashriyah, S.Ag., M.A

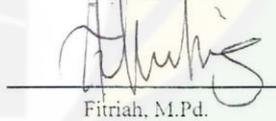
Secretary,

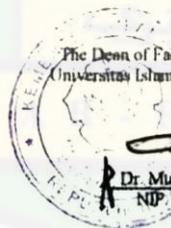

Fithriyah, S.Ag., M.Pd.

Member,


Siti Khasinah, S.Ag., M.Pd.

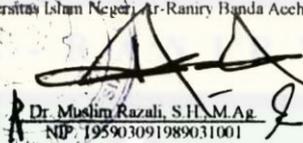
Member,


Fitriah, M.Pd.



Certified by

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh


Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Farah Diana
NIM : 150203074
Tempat/Tanggal Lahir : Cot Tunong/ 5 Mei 1997
Alamat : Dusun kota, Tingkeum Manyang, Kutablang, Bireuen.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

EFL Teachers' Perception on the Implementation of Curriculum 2013 (A study at Senior High Schools in Bireuen)

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Juli 2019

Saya yang membuat surat pernyataan



Farah Diana

ACKNOWLEDGEMENT



Alhamdulillah, All Praises are due to the Almighty Allah, who has blessed and given me the chance, inspiration, and power to finish this thesis. Peace and salutation is being upon to our beloved Prophet Muhammad saw who has shown us the perfect example of the greatest human being!

As the second mandatory thank, my appreciation also given to my beloved father and mother, Adnan and Zainabon who have always motivated and supported me with all their pray, affection, and love. I also would like to thank to my beloved brothers and Sister, Mutiara Annisa', Muhammad Sultan and Muhammad Al-kausar, and all of my relatives and grandparents, who have patiently given their support, love and pray.

Furthermore, I would like to express my respect and thank to Dr. Nashriyah, S.Ag., M.A. and Siti Khasinah, M.Pd. as my main supervisor co supervisor, who have guided and supervised me on writing this thesis. My appreciation is also addressed to Dr. T. Zulfikar, S. Ag., M. Ed. as the headmaster of English Department. To all of lecturers in English Department especially Fithriah, M.Pd., Nurakmalayah, MA, Risda Neva, S.Pd.I, MA, Khairil Razali, MA, Habiburrahim, S.Ag, M.COM, MS, Khairul Azmi S.Pd. and all of lectures at Tarbiyah Faculty of UIN Ar-Raniry. Thank you, Thank you so much for all the motivations and suggestions!

In addition, my gratitude is also forwarded to the teachers of SMA 1 and MAN 2 Bireuen who have been my respondents. Also thanks to the secondary participants, they are the Curriculum affairs of the schools. You were very kind. Thank you!

Next, my thanks is also addressed to my great supporters Rahmat Syukria and his family, who have always supported and motivated me during writing this thesis. Then, my great thank also goes to my friends of PBI 2015 batch. You are great!

Banda Aceh, 15 Juli 2019
The Writer



ABSTRACT

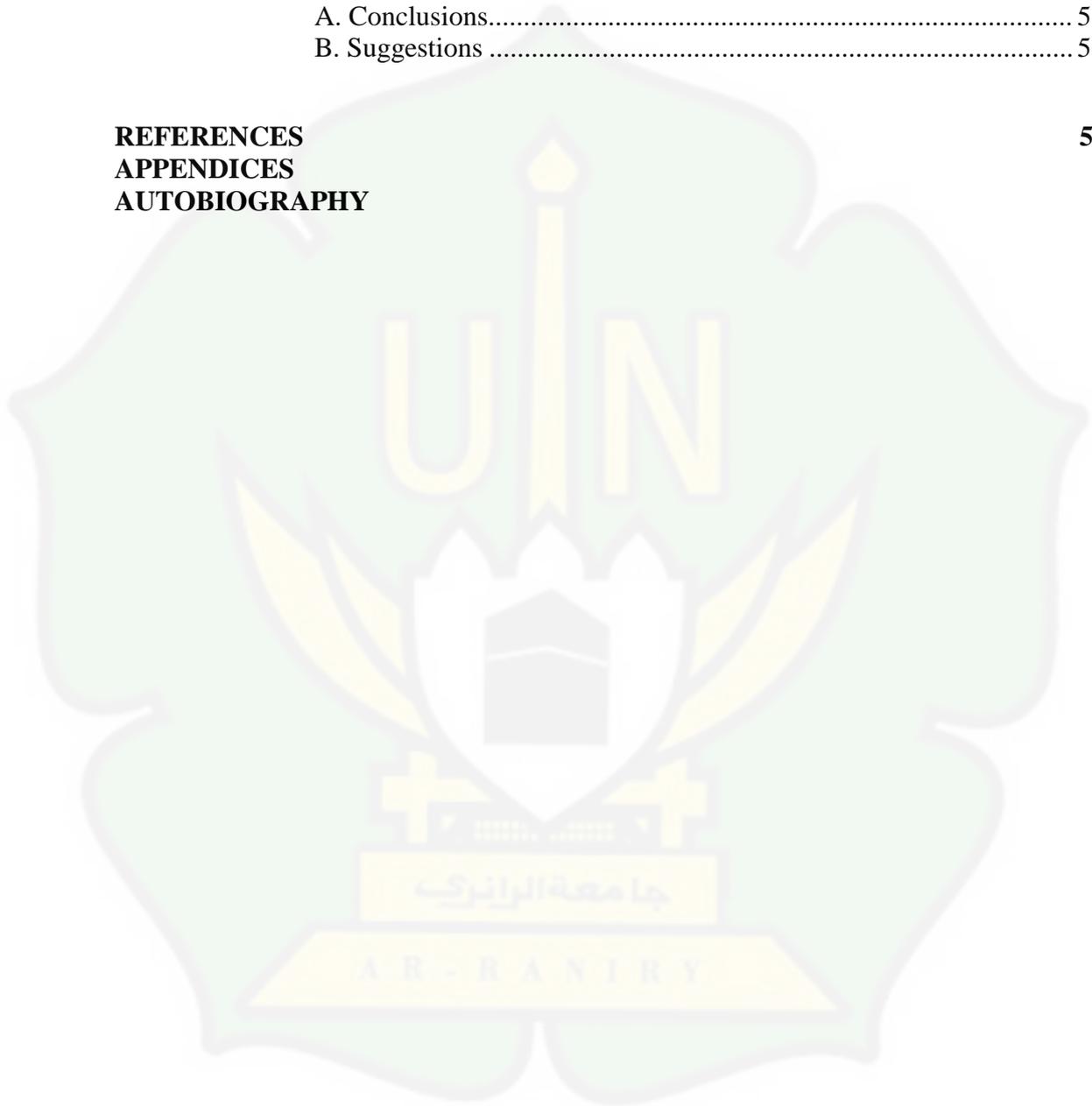
Nama : Farah Diana
NIM : 150203074
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working title : EFL Teachers' Perception on the Implementation of Curriculum 2013
Main Supervisor : Dr. Nashriyah, S.Ag, M.A
Co-Supervisor : Siti Khasinah, S.Ag., M.Pd
Keywords : *EFL Teachers' Perception; Curriculum 2013.*

This research is entitled "EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Senior High Schools in Bireuen)". It aims to know and understand what are teachers' perception, problems, strengths and weaknesses and expectations about the implementation of the curriculum 2013. This research is conducted at SMAN 1 and MAN 2 Bireuen. This study used qualitative approach. The population and sample of the research are two English teachers and *Waka Kurikulum/ Curriculum* affairs of SMA 1 and MAN 2 Bireuen. The principle means of data collection in this study is interview. The researcher uses thematic analysis to analyze the data that has been collected. Based on the results of the study, the data shows that 1) Curriculum 2013 has been well implemented and gave many benefits for students and teachers. However, there were still some teachers who complained about the scoring system that is too complicated. 2) There are two strengths found in the field by the researcher, those are; stimulating students' activeness and interesting learning material. However, the 2013 curriculum also has a number of weaknesses, including; structure and infrastructure, curriculum system, time and unpreparedness of students. 3) Their expectation was that the government would pay more attention to the facilities and infrastructure provided at the school. Besides that, the teachers also hoped that there would be another revision of the 2013 curriculum. However, there were some teachers who hoped that there would be no more revision of curriculum 2013.

TABLE OF CONTENTS

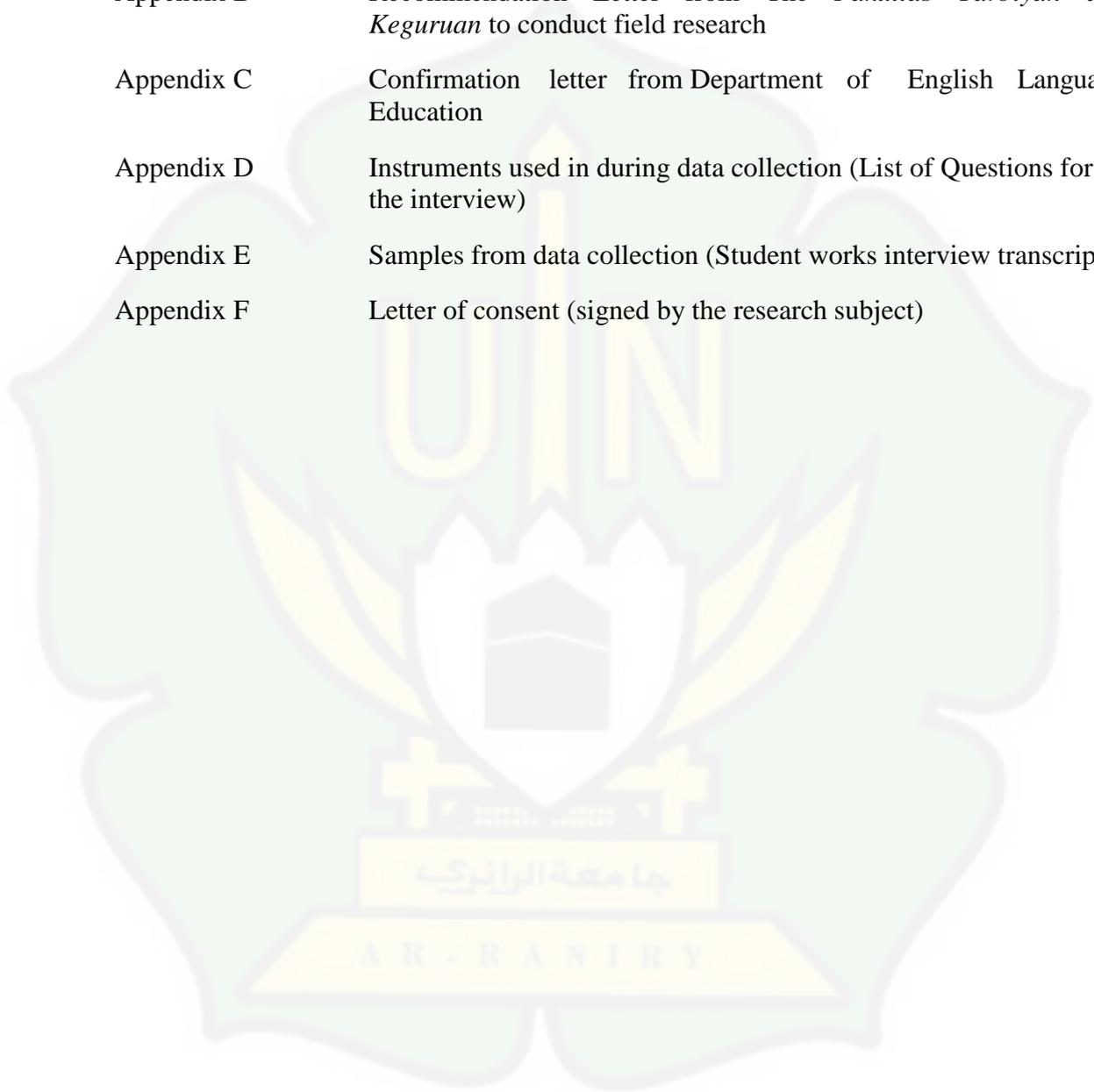
DECLARATION OF ORIGINALITY ACKNOWLEDGEMENT	v
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF APPENDICES	xi
CHAPTER I: INTRODUCTION	1
A. Background of Study.....	1
B. Research Question	4
C. Aim of Study.....	5
D. Significant of Study.....	5
E. Terminology.....	5
1. Teacher's Perception.....	5
2. Curriculum 2013.	6
CHAPTER II: LITERATURE REVIEW	7
A. Curriculum as a Tool in Teaching-Learning Process	8
1. Definition of Curricul	8
2. History of Curriculum Development in Indonesia	9
B. <i>Kurikulum 2013</i> as The Latest Curriculum in Indonesia	14
1. Definition of <i>Kurikulum 2013</i>	14
2. Elements of <i>Kurikulum 2013</i>	15
3. Implementation of <i>Kurikulum 2013</i>	16
C. EFL Teachers' Perception on the Implementation of Curriculum 2013	18
1. Definition of Perception.....	18
2. Types of Perception	19
3. EFL Teacher's Perception toward the implementation of Curriculum 2013	22
D. Previous Studies.....	23
CHAPTER III: RESEARCH METHODOLOGY	27
A. Research Design.....	29
B. Setting	30
C. Participants.....	30
D. Technique of Data collection	31
E. Technique of Data analysis	32

CHAPTER IV: FINDINGS AND DISCUSSION.....	33
A. Research Findings	35
B. Discussion	48
CHAPTER V: CONCLUSSIONS AND SUGGESTIONS.....	51
A. Conclusions.....	51
B. Suggestions	53
REFERENCES	54
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan* to conduct field research
- Appendix C Confirmation letter from Department of English Language Education
- Appendix D Instruments used in during data collection (List of Questions for the interview)
- Appendix E Samples from data collection (Student works interview transcript.)
- Appendix F Letter of consent (signed by the research subject)



CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is an essential tool for the success of an education. Without a proper and appropriate curriculum, it will be difficult to achieve the desired educational goals and objectives. In the history of education, Indonesia has several times held changes and improvements of curriculum whose purpose is certainly to adjust it with the development and progress of the times for achieving maximum results.

Based on Permendikbud No. 160 (2014), the ministry of education prepares the implementation of K-13 by giving training to school principals and teacher to increase their competence to implement Curriculum 2013 that consider certain points such as what students should learn, how is the content and learning chains given to the students, and how will the lesson began (Hartoyo, 2011).

The Indonesian government has decided to implement the latest curriculum; curriculum 2013 in academic year of 2013-2014. According to Setiawati (2018), the curriculum was officially introduced on 15 July 2014 starting with first, fourth, seventh and tenth grades. The main reasons to justify the implementation of the new curriculum is because the government wants to restore character education and improve students' creative thinking. However, there are still a large number of schools in Indonesia that have not implemented the curriculum. This application will require a gradual process and most likely cannot

be applied in all schools in Indonesia. This is due to many obstacles in the application of the curriculum to suit the needs of students.

Even though this curriculum has been implemented for about three years in Indonesia, it is still new for the society. It is the perfection of KTSP or school-based curriculum which most of schools in Indonesia especially in rural areas still use KTSP in their learning process.

Although curriculum is an essential element in determining the education quality, there are other factors that we should consider like teachers' professionalism, supports of society and environment, as well as media (Sariono, 2013). Darsih (2014) added that It is impossible to achieve high quality education by solely depending on a good curriculum without the support of those other factors In fact, there are still many schools in Indonesia that are not adequate both in terms of facilities provided at school and the quality of the teachers. This can be challenging to implement the curriculum 2013 to every school in this country.

In addition, the readiness of teachers in dealing with curriculum changes is also very necessary to be considered. This is because large numbers of teachers are not ready to accept the new implementation of curriculum yet. The implementation of the curriculum 2013 obviously becomes a new challenge for teachers to be able to face and implement it in teaching and learning activities.

In teaching, teacher perception is something that cannot be ignored to achieve appropriate learning goals. The teachers should be able to master what the 2013 curriculum is and how the systems run as well, this is very important because then the teachers can apply and provide a good assessment to students in accordance with the existing curriculum.

Teachers have to know objectives, contents, teaching methods and techniques and evaluation approaches well and apply them in learning-teaching processes in order to manage the requirements of current curriculum. No matter how well the developed curriculum is, it will not achieve its objectives unless teachers who put curriculum into practice fulfill their tasks efficiently (Gurol, 2004). In other words, teachers as curriculum implementers have to train on implemented curriculum's principles, implementation approaches, objectives, evaluation and technical competencies (Erturk, 1994; Tasdemir, 2003 cited in Konokman, 2017). In contrast, the perception of the teachers is crucial to be considered in order to achieve those particular terms in teaching-learning process.

Since Bireuen is known as one of the biggest and most advanced cities in Aceh that has been implemented curriculum 2013 since the first time it launched, the researcher is curious to investigate some favorite public senior high schools there in order to find out and understand the EFL teachers' perception about the implementation of the curriculum 2013.

In fact, many previous studies have been done in various regions, but none in Aceh especially in Bireuen. That is why the researcher is very curious to explore more about this. A number of studies have been identified to examine the teachers' perceptions of the implementation of the curriculum 2013. But in this chapter, it is only explained the three of them. Those are conducted by Darsih, (2004), Indonesian EFL teachers' perception on the implementation of 2013 English curriculum. Another research was by Wijaya (2017), Teachers' perception on the implementation of social attitude assessment instruments on PPkn subjects at SD 26 Bandar Lampung. Ratna (2015) also conducted the research related to

teachers' perceptions on the implementation of assessment process in the curriculum 2013 at SD Al Firdaus Surakarta.

The three of them found that the observed teachers have understood about the curriculum 2013 theoretically, however not in implementing it in the classroom. They still found many obstacles and difficulties in applying the new learning revolution. This will be elaborated further in the next chapter.

B. Research Question

In this study, the researcher wants to find out how the EFL teachers' perception about implementation of the curriculum 2013 is. Furthermore, this question is breaking down into three questions, they are:

1. What are EFL teachers' perceptions on the implementation of curriculum 2013?
2. What are the strengths and weaknesses of the curriculum 2013 in the sight of the EFL teachers?
3. What are the expectation of the EFL teachers toward the implementation of the curriculum 2013?

C. Aims of Study

1. To investigate EFL teachers' perceptions on the implementation of curriculum 2013.
2. To find out what are the strengths and weaknesses of the curriculum 2013 in the sight of the EFL teachers.

3. To understand what are the expectation of the EFL teachers toward the implementation of the curriculum 2013.

D. Significant of study

This research is beneficial to be done since it serves benefits, information and knowledge for teachers, students, governments and other researchers. The result of this research is important to find out and understand what are teachers' perception, strengths and weaknesses and also expectations about the implementation of the curriculum 2013. Other researchers can also take this research for references or conduct the study using this method.

E. Terminology

It is important to clarify some terms used in this research. They are defined as follows:

1. Teachers' Perception

Robbins (2003, p.169) stated 'Perception is a process taken by each individual to organize and interpret the impression of the senses you have to give meaning to the surrounding environment. Many factors can affect a perception, ranging from perpetrators of perception, perceived objects and the existing situation. The average personal characteristics that exist from the perception actors are mostly the more relevant attitudes, motivation, interests, expectations, and experiences of the past affecting a perception. The objects can be things, people, or events. On the other hand, the nature of an object can affect the perception of people who see it. The situation is the context of the object which includes things in the environment as well as time'.

Teacher is a facilitator in classroom. Teacher plays a big role to guide and transfer knowledge to students. The knowledge can not be well-transferred if the

teacher does not understand the tool they used in the learning process. The teacher experience in teaching does matter as well here. When the teacher fail to transfer the knowledge, then the objectives and goals of the study cannot be achieved too.

In contrast, teacher's perception is a process taken by a teacher to organize and interpret the impression of the senses she/he has to give meaning to the surrounding environment. That is why the researcher wants to conduct this research in order to examine the teachers' perception toward the implementation of curriculum 2013 in order to see how they are doing in the classroom using the new curriculum.

2. Curriculum 2013

According to Hermawati (2013) curriculum 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. She explained that the learning materials are emphasized on the competence of language especially for expressing ideas and knowledge in English. The students are required to read and comprehend the text given, summarize, and present it with their own words.

In this curriculum, students are also acquainted the suitable rules of texts to prevent fallacy in the process of arranging text based on situation, condition: who, what and where. Moreover, students have to express themselves and their ideas using the right and appropriate language.

CHAPTER II

LITERATURE REVIEW

A. Curriculum as a Tool in Teaching-Learning Process

1. Definition of Curriculum

According to Brown (1995) curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. These curriculum activities will set an order that will help teachers in the teaching-learning activities with their accurate assessment. In fact, this is the order that will help students in learning activities as efficiently and effectively as possible in any kind of situation.

From the definition above can be concluded that the curriculum is a set of plans on the purpose of content and structured lesson materials for a subject that needs to be learned by students to determine the level of achievement and the ability of learners in developing their potential.

According to Soetopo and Soemanto (1986, as cited in Susilo, 2007, p. 83), “The curriculum has a function relating to the educational objectives, learners, teachers, principals, parents, and the next level of education”. Furthermore, the function of curriculum is developed to achieve the educational objectives of preparing learners so that they can live in communities related to the ability of learners to internalize values or live in accordance with the norms of society, but education should also contains about giving experience so that children can develop their abilities according to their interests and talents (Sanjaya, 2010).

2. History of Curriculum Development in Indonesia

After the independence of Indonesia in 1945, the government began to create and construct the curriculum for Indonesian education based on the conditions at that time. It was only three days after the independence of Indonesia, the government started to make a simple curriculum called “Lesson Plan”. In 1947, the curriculum had some changes due to the orientation, direction and policies there to hold on until 1968 when it was switched to the new order. It divided into several lesson plan 1947.

a. Lesson Plan 1947

Lesson plan is the first curriculum that was born during the freedom of Indonesia. The word “Lesson Plan” is more popular than the curriculum (English) in Dutch. It was when Indonesia still adapted the Dutch educational orientation. At that time, the curriculum of Indonesia was still influenced by the Dutch colonial education system and Japan. This first curriculum was a substitute for the Dutch colonial education system. This lesson plan was implemented in schools in 1950.

b. Unraveling Lesson Plan 1952

The lesson plan 1952 was the modification of lesson plan 1947. This curriculum had the most protuding characteristic and at meantime, each lesson plan of the curriculum should focus on the content of the lessons related to everyday life. It was more detailing on each subject that was being taught in the schools.

c. Curriculum Plan for Education 1964

The educational curriculum was changed to education plan 1964 in the end of Soekarno era. The learning concept of the curriculum 1964 was active, creative, and productive. This concept led students to think, to try and to solve their own problems (problem solving). In fact, the focus was on developing the creativity, taste, intention, work, and moral of the students, which was then known as *Pancawardhana*.

d. Curriculum 1968

This 1968 curriculum was developed from 1964 curriculum. In terms of educational objectives, the 1968 curriculum aims is design with several functions such as to emphasize education in an effort In terms of educational objectives, the 1968 curriculum aims to establish the *Pancasila* as the true man, strong, and healthy body, enhancing intelligence and physical skills, morals, manners, and religious beliefs.

e. Curriculum 1975

This curriculum as a replacement for the 1968 curriculum emphasizes on the goal, making education more efficient and effective. The methods were detailed material on Development Procedure Instruction System (ITS). According Mudjito as cited in Dwitagama (2008) this period is known as the unit of learning that lesson every unit of discussion, each unit broken down again: general instructions, specific instructional goals (ICT), learning materials, learning tools, learning activities, and evaluation.

f. Curriculum 1984

The lesson plan was changed to the “curriculum” regarding to the achievement goals as Indonesia entered the new order. The curriculum of 1984 brings the skills curriculum approach. Although the approach prioritizes on the process, but the important factor was the purpose. The curriculum was also often referred to as an enhanced curriculum in 1975. The position is placed the students to learn the subject of observing something, classifying, discussing, and reporting. This model is called as Active Student Learning Model Method (CBSA).

g. Curriculum 1994

1994 curriculum as the improvement curriculum made in 1984 and implemented in accordance with Law no. 2 of 1989 on National Education System. This resulted in a time-sharing system lesson, namely by changing from a semester system to the quarter system. With this system, it is expected that will provide chances for students to get the subject matter as many as possible.

h. Competency Based Curriculum (CBC) 2004

2004 curriculum was popular namely as the Competency Based Curriculum. CBC no longer question the process of learning, the learning process is seen as region of teacher authority, which is important to a certain extent learners in achieving expected competencies. Competence is interpreted as group of knowledge, skills, values, and attitudes. Those are painted in the way of thinking and acting.

Competence includes some features such as knowledge, understanding, skills, values, attitude, and interest. By developing these aspects of students are expected to understand, master, and apply in everyday life the materials that has

been learned. The competence itself is classified into: the competence of graduates (owned after the graduation), competency standards (owned after studying one subject), basic competence (owned after completing one topic / concept), academic competence (knowledge and skills in solving problems), occupational competence (readiness and ability to adapt to the world of work), cultural competence (adaptation to the environment and culture of the people of Indonesia), and the temporal competence (using the basic skills of the students).

i. Education Unit Level Curriculum (SBC) 2006

Education Unit Level Curriculum (SBC) 2006 is the continuation of the 2004 curriculum. SBC legally mandated by Law No. 20 Year 2003 on National Education System and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards.

The SBC development principles according Permendiknas number 22 (2006, as cited in Mulyasa, 2006, pp. 151-153) is as follows:

1. Centered on the needs, the needs of learners and their environment.

Curriculum development based on the principle that learners are central educational process in order to become a man fearing, noble, knowledgeable, as well as citizens of a democratic country that needs to be adapted to the needs, requirements, and environment of the learners.

2. Diverse and integrated

This curriculum was developed by taking into account the diversity of learners. As well as the local conditions with no distinction of religion, race, culture, customs, as well as socio-economic status and gender.

3. Aware of the development of science, technology, and art.

This curriculum developed on the awareness that science, technology, and art of growing dynamically.

4. Relevant to the needs

The curriculum was developed by taking into account the relevance of education to the needs of life and the world of work.

5. Comprehensive and continuous

The substance of the curriculum is planned and presented on an ongoing basis across all levels of education.

6. Lifelong learning

The curriculum is directed to the process of development, acculturation, and the empowerment of learners that last a lifetime.

7. Balance between the interests of the global, national, and local.

The curriculum was developed by taking into account the interests of the global, national, and local communities to build a life.

B. Kurikulum 2013 as the Latest Curriculum in Indonesia

1. Definition of Curriculum 2013

The curriculum 2013 is the developed curriculum of the previous one, which was the curriculum 2006 or KTSP. It was launched in 2013 that is why called as Curriculum 2013.

The 2013 curriculum is a lesson that emphasizes the affective aspect or change of my behavior and the Competence to be achieved is a balanced competency between attitude, skill and knowledge, in addition to the holistic and fun way of learning. The learning approaches of curriculum 2013 for elementary are integrative thematic, for junior high school and senior high school (Competence developed through: Subjects); while the level of SMK (Competence developed through: vocational). All subjects are taught with the same approaches that use scientific shortening, which uses 5 terms: Observing, Requesting, Gathering Information, Reasoning and Communicating.

In educational institutions, teachers should be able to portray themselves as professional trainers and teachers are required to master four competencies. A competent teacher should have an understanding of the students' characteristics such as mastering the subject either in terms of science or education, the ability to organize and build an educative learning. Ideally educators (teachers, mentors, trainers, instructors, and tutors) serve as facilitators for learners in planning, implementing and evaluating learning activities in school education programs (Sudjana, 2000).

According to Bire (2010), there are four components of Indonesian curriculum, such as: (1) objectives; the objectives of curriculum refer to the large or general guidelines of course and what students should be achieved. (2) Content; content of the curriculum relates to whole thing (competences) of the course program, for instance; materials, skills, knowledge, and so forth. (3) Methods; Methods are the ways of how to achieve the aims and objectives of the

curriculum. (4) Evaluation; this part tells about how to assess and evaluate the performance (measurement or evaluation of students' performance).

2. Elements of *Kurikulum 2013*

The elements of the 2013 curriculum change include the Standard of Gradual Competence (SKL), Content Standards (SI), Process Standards, and Assessment Standards.

a. Changes to the 2013 Curriculum at Graduates Competencies

They are holistic construction, supported by all material or subject matter, vertically and horizontally integrated.

b. Changes to the 2013 curriculum on learning materials

They are developed based on competency so that they meet the aspects of conformity and adequacy, then accommodate local, national and international content including TIMMS, PISA, PIRLS.

c. Changes in Curriculum 2013 in the learning process

They are including: a) oriented to competency characteristics which include:

- 1) Attitude as cited from Krathwohl (2001): accepting, running, appreciating, living, and practicing.
- 2) Skills as cited from Dyers (1991): observing, asking, trying, reasoning, presenting, and creating.
- 3) Knowledge as cited from Bloom & Anderson (2001): knowing, understanding, applying, analyzing, evaluating, and creating; b) using the scientific approach, competency characteristics according to the level. For elementary school: thematic integrated; for junior high school: integrated

thematic for science and social studies, and subject; for high school: thematic and subject matter; c) prioritize Discovery Learning and Project Based Learning.

d. Changes to the 2013 curriculum on assessments

They are including test-based and non-test based assessments, assessing process and output using authentic assessment, report cards containing qualitative description of attitudes, knowledge and skills.

3. Implementation of *Kurikulum 2013*

The 2013 curriculum emphasizes three domains that need to be assessed, if Curriculum 2013 has been implemented and then the three domains are underlined, the National Examination is no longer a reference for graduation for example. Because of 2013 curriculum emphasizes the assessment of attitudes, knowledge and skills, attitudes become the most important assessment before assessing both things after that.

In the 2013 Curriculum the attitude is contained in one to four Core Competencies (KI), and is also included in one and two Basic Competencies (KD). New knowledge starts at KD three and skills in KD four. Thus, the assessment of students is entirely left to attitudes not only on cognitive matters such as the implementation of the National Examination so far. The 2013 curriculum will be very contrary to the National Examination if the National Examination is still implemented. The reason, of course, is that the National Examination only assesses students' knowledge through numbers without seeing attitudes that cannot be judged as easily as incising numbers.

The 2013 curriculum is known as the scientific approach. This approach places more emphasis on learning that activates students. This approach is at least implemented by involving three learning models, including problem-based learning, project-based learning and discovery learning. These three models will support how to do what was hailed in the 2013 curriculum.

Basically, the three learning models that are expected to be implemented in the 2013 Curriculum have been carried out by some teachers in learning so far. The learning model is no longer the old model that the teacher must learn. Then the assumption arises that the learning occurs cannot bring a comfortable atmosphere to students, however it depends on the learning process.

4. Assessment in Curriculum 2013

According to the Assessment Guide of Learner's Competence Achievement for Junior high school (Panduan Penilaian Pencapaian Kompetensi Peserta Didik SMP) (2014), assessment in curriculum 2013 should include aspects of knowledge, skills, and attitudes as a whole and proportional, in accordance with the core competencies that have been determined.

Assessment aspects of knowledge can be done by written test, oral and checklist of questions. Assessment skills aspect can be done by practice exam, analysis of skills, and analysis of task, and assessment by the learners themselves. While for the assessment aspect of attitude, it can be done by attitude questionnaire (personal observation) of students themselves, and checklists attitude adjusted with the core competencies. In the assessment process of curriculum 2013 there are stages that conducted by the teachers in implementing

the assessment namely stage of instruments preparation, stage of execution, and the stage of score management.

C. EFL Teachers' Perception on the Implementation of Curriculum 2013

1. Definition of Perception

According to Suranto (2010) perception is an internal process which has been acknowledged by individuals when selecting and regulating stimuli from outside. This stimulus is captured by the senses that a person has, then spontaneously the feelings and thoughts of the individual will give meaning to the existing stimuli. Simply put, it can be said that perception is an individual process in understanding relationships or contact with the world around him.

According to Tubbs and Moss (1983, pp. 27) "Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumption about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations."

2. Types of Perception

There some kinds of perception, those are:

a. Visual Perception

Visual perception can be obtained through vision. Vision is an individual's ability to recognize light and then interpret it. The senses used for vision in the human body are the eyes. Many animals have a sense of sight but are not so sharp that they use other senses that are used to be able to recognize their environment,

such as bats that use hearing. Human who have decreased vision, can be helped by using visual aids or undergoing lasik surgery to improve vision.

This type of perception is the earliest perception that develops in infants and can affect infants and toddlers to be able to understand the conditions around them. Visual perception is the main topic that comes from the discussion of general perceptions and becomes the type of perception that is most often discussed everyday.

b. Auditory Perception

This type of perception is obtained from the sense of hearing, namely the ear. Hearing is the ability used to recognize sounds. In humans and animals with vertebrates, hearing is done by the auditory system, starting with the ears, nervous system, and brain. Not all sounds can be recognized by all animals. There are several species that can only recognize certain frequencies and amplitudes. Humans can only hear in the range of 20 Hz - 20,000 Hz. If forced to exceed this range, listening at high frequencies continuously will cause damage to the hearing system.

c. Sensory Perception

Sensory perception is a type of perception obtained through the senses of the skin. The skin is divided into 3 parts, namely the epidermal layer, dermis layer, and subcutaneous. The skin has a function as a protector for internal organs, such as bones and muscles. Its function as a touch device is coupled with a variety of receptors that are sensitive to various stimuli obtained. Besides that the skin also has a function as an excretion tool, regulating body temperature, and others.

d. Smelling Perception

Smelling perception is obtained through the sense of smell which is the nose. Smelling is the ability to catch or feel smell. This feeling is mediated by sensor cells that are specifically in the vertebrate and analogous nasal cavities, sensor cells in the invertebrate antenna. For types of air-breathing animals, the olfactory system is used to detect chemicals or in other cases in the accessory olfactory system, the liquid phase.

e. Taste Perception

Taste perception is obtained through the sense of taste, namely the tongue. Tasting is a direct chemoreceptor form that becomes one of the five senses that exist in the human body. This senses has the ability to be able to detect the taste of something that is eaten. In humans and other vertebrate animals, senses of taste have a connection to the sense of smell in the brain's perception of a feeling.

f. Social

Social perception is part of the type of perception that allows individuals to be able to understand other individuals and groups within the social environment. So that it becomes part of a social cognition.

g. Speech Perception

Perception of speech is a process in language that can be heard, interpreted until it can be understood. According to existing research, the perceptions of speech aim to understand how humans can hear and understand the sounds that contain words and use that information to understand the language being spoken.

The process of understanding this language will start from the level of sound where the audio signal is processed as in the process of hearing. Initially

the audio signal will be compared to the visual, the main thing is when you see the movement of the lips so they can get a clue.

h. Facial Perception

Facial perception refers to cognitive processes that focus on handling human faces, including perceptions about individual identities and facial expressions that are used as emotional clues.

i. Social Touch

Social touch is a form of perception that is formed when receiving touches from other individuals. Information obtained from other individuals will be received and then processed in different ways from the touch information that is obtained through interaction.

3. EFL Teachers' Perception toward Curriculum

Qualified and effective curriculum development process will be possible with teachers' active involvement to this process (Ben-Peretz, 1980). Teachers who play a major role on curriculum implementation process have responsibilities to practice developed curriculum accordance with its principles. Teachers are seen not only as active curriculum implementers but also as primary elements giving feedback about current curriculum to improve it. Because no matter how a curriculum is developed with ideal dimensions, if it is not applicable, then it cannot be said that it is effective.

For this reason, an ideal curriculum will only achieve its objectives if it is implemented effectively. Therefore, teachers are expected to control the curriculum at least implementation level by mastering principles of teaching,

objectives, contents, learning-teaching approaches, educational technologies and evaluation process of the curriculum. That is why, the teacher's perception is very important to note. Moreover, teachers are people who play a direct role in educating and conveying information to students.

D. Previous Studies

In addition to this research, there are some previous studies have been conducted before, a research done by Directorate General of Teacher Quality Improvement (Dirjen PMPTK), Ministry of National Education on the School-Based Curriculum (KTSP) implementation in schools in Central Java (2010), found that there were some challenges and problems in the implementation of KTSP. According to Hartoyo (2011) they are: (1) the insufficient number of media and instructional aid to support the implementation of KTSP; (2) teachers do not sufficiently and thoroughly understand KTSP; (3) small numbers of workshops, guidance, and reference in developing KTSP; (4) insufficient time allocation and students' study load; (5) too many variations of materials given by trainers in KTSP training; (6) training for teachers in rural areas need to be escalated.

Also, a research conducted by Darsih (2004), Indonesian EFL teachers' perception on the implementation of 2013 English curriculum that was conducted in qualitative design. Furthermore, the samples were two English teachers in one

of state vocational high school in Kuningan. She found that first, the teachers' understanding toward 2013 English curriculum was quite close to the basic principles of the curriculum. Second, dealing with the teachers' perception on 2013 curriculum, this study revealed that 2013 curriculum was still not easy to be implemented at the moment. Third, teachers found several problems in implementing 2013 curriculum, those are the difficulties faced by the teachers in applying new learning revolution, developing assessment rubrics and shortage of English time at school will not ensure to improve students' competence (Darsih, 2004).

Next, a research was conducted by Wijaya (2017), teachers' perception on the implementation of social attitude assessment instruments on PPkn subjects at SD 26 Bandar Lampung that used qualitative method. The samples were the teachers that did the spiritual assessment. He found that some teachers have understood about the concept of curriculum 2013 but not in implementing it in the classroom. The respond have not shown a positive response. The teachers expected simpler social attitude assessment instruments (Wijaya, 2017).

Then, a research was done by Subagiyo, Lambang and Safrudiannur (2014) *Implementasi Kurikulum 2013 pada jenjang SD, SMP, SMA, dan SMK di Kalimantan Timur*. They used quantitative method and purposive sampling to conduct the research. Samarinda, Bontang, kutai timur, kutai kartenegara and Balikpapan were the places they chose as the samples. They found that the implementation of curriculum 2013 in Kalimantan Timur was good enough. However, there were some obstacles faced by them such as late receipt of books

in schools and training of teachers and principals are not satisfactory because of the lack of time (Subagiyo, L. & Safrudiannur, 2014).

Furthermore, another study was conducted by Ratna (2015), teachers' perception on the implementation of assessment process in the curriculum 2013 at SD Al Firdaus Surakarta. She used qualitative descriptive design. The research was conducted with an observation and interview with the principal and teachers of class IIa, IIb, and IIc. She found that teachers' preparation has already suited the curriculum, but they still had problems in making students report cards. They still found it complicated because the application used is not simple yet (Ratna, 2015).

A research done by Ekawati (2016) the implementation of curriculum 2013: a case study of English teachers' experience in SMA Lab school in Indonesia. This study applied a case study of the qualitative approach. The data were collected through the observations, documents, and interviews. The participants of this study were two English teachers who were teaching at SMA Lab School Pancasakti Tegal. The study showed that the school implemented the 2013 curriculum only in grade X. The grade XI and XII still implemented KTSP. The English teachers were found to be still confused about this new curriculum since they had not obtained the socialization of 2013 curriculum. They prepared a simple lesson plan that was incomplete in line with the 2013 curriculum lesson plan. The teaching activities were applied starting from opening, main and close activities in general. They did not implement the scientific approach (observing, questioning, gaining information, associating and communicating) since the students were too passive. The teachers also got difficulties in arranging an

evaluation, especially in valuing attitude. They could not create the rubric evaluation of attitude as it was quite abstract to measure (Ekawati, 2016).

Next, a research was done by Azizah, Ariwidodo, and Adriana (2015), *Implementasi Pendekatan Scientific dalam Pengajaran Bahasa Inggris Kurikulum 2013 di SMPN 1 Pamekasan*. The study used qualitative approach. The techniques of data collection were observation, documentation and interview. The samples were English teachers who were teaching at SMPN 1 Pamekasan. Based on their research, they found that the English teachers at school planned teaching using scientific approach by making the RPP before coming to the class. The implementation using scientific approach was not optimal in the first year, and the obstacles faced by the English teachers in implementing the scientific approach were difficult in facilitating students to answer and solve problems especially in the questioning stage (Azizah, Ariwidodo, & Adriana, 2015).

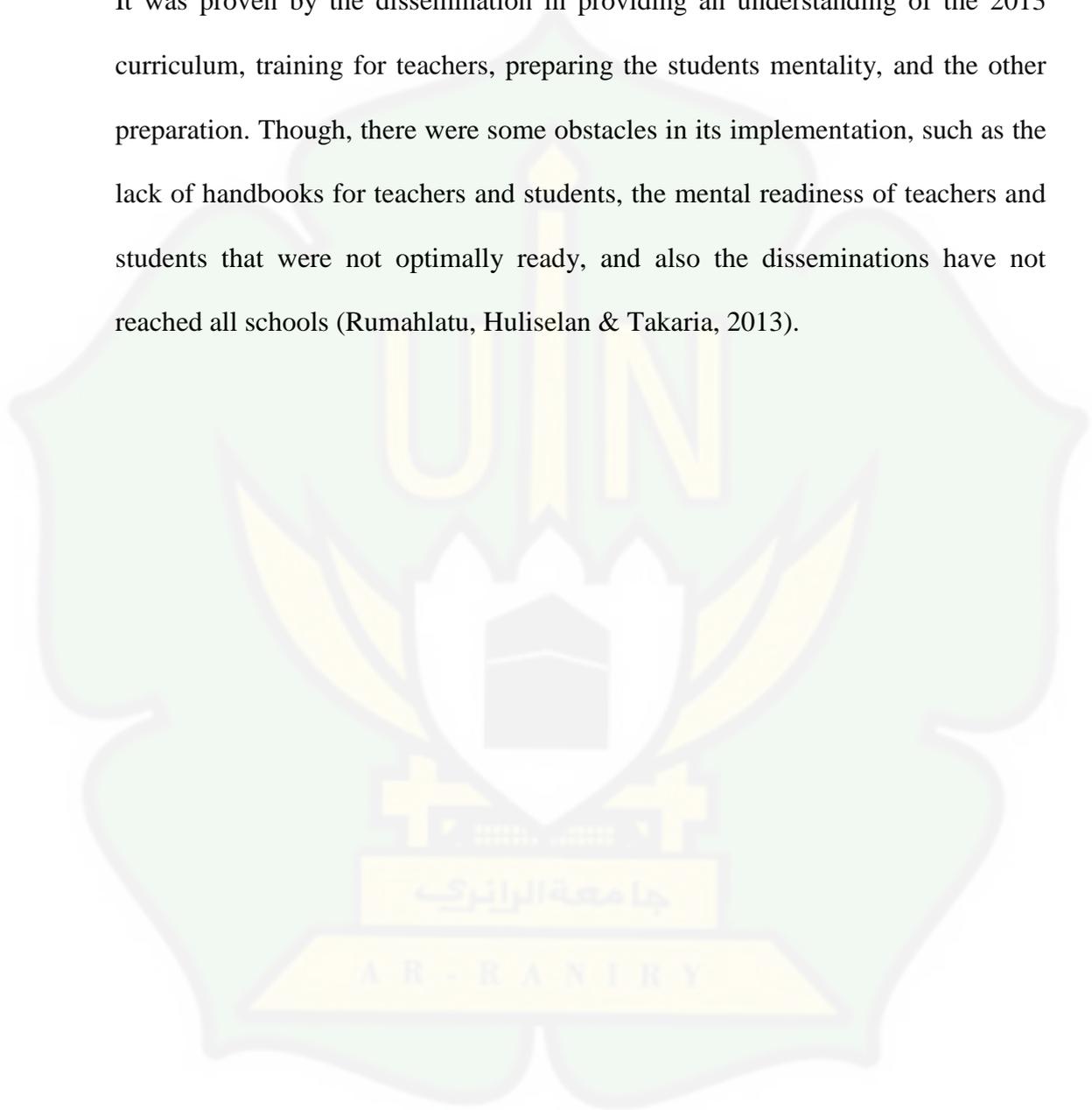
Another study was also done by Albantani (2015). *Implementasi kurikulum 2013 pada pembelajaran bahasa arab di madrasah ibtdaiyah*. This study used qualitative approach with case study method. The samples used are the headmaster of MIN cempaka putih, the headmaster of MIS madrasah pembangunan, and the teachers of both schools as well. He found that most of the criteria of the curriculum required has been filled by the teachers at both schools. It could be seen through the observation and interview done by the researcher. The development of the curriculum 2013 was well implemented, the teachers involved actively in developing the syllabus and lesson plan. However, the role of the teachers in class was still dominant. The learning activity was still focusing on

teacher's instruction, means that it was teacher-centered. In fact, the training and monitoring about the implementation of curriculum 2013 had to be done continuously (Albantani, 2015).

In addition, a research was done by Kustijono and HM (2014). *Pandangan guru terhadap pelaksanaan kurikulum 2013 dalam pembelajaran fisika SMK di Kota Surabaya*. This study was a survey research, means that collecting the data or information from a big population using a relatively small samples. The samples were the physics teachers at SMK in Surabaya. Questionnaire and interview were the techniques used in collecting the data. They found that the teachers were not fully understood about the principles of the learning. They found many obstacles in creating a lesson plan. Teachers were still cannot carry out learning activities that were in accordance with standard process. The expectation of the 2013 Curriculum implementation were that the curriculum could be implemented in accordance with established standards, while the biggest challenge of implementing the 2013 Curriculum was how teachers can respond and strive to implement the curriculum appropriately (Kustijono & HM (2014).

Finally, a research was conducted by Rumahlatu, Huliselan and Takaria (2013), an analysis of the readiness and implementation of 2013 curriculum in the west part of seram district, Maluku province, Indonesia. They conducted the research using descriptive design. The samples of this research included teachers, school principals, and supervisors in 50 schools in 11 districts consisting of 20 elementary school teachers, 10 junior high school teachers, 10 senior high school teachers, and 10 supervisors who were randomly chosen. The data were collected

using questionnaire. They found that the west part of Seram district (SBB), related to the implementation of 2013 curriculum was ready to implement the curriculum. It was proven by the dissemination in providing an understanding of the 2013 curriculum, training for teachers, preparing the students mentality, and the other preparation. Though, there were some obstacles in its implementation, such as the lack of handbooks for teachers and students, the mental readiness of teachers and students that were not optimally ready, and also the disseminations have not reached all schools (Rumahlatu, Huliselan & Takaria, 2013).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study focuses on finding out the perception of teachers of SMA 1 and MAN 2 Bireuen. The data needed is teachers' perception about the implementation of curriculum 2013. In this study, the research design used is descriptive qualitative. According to Seliger and Shohamy (1989) descriptive research includes a set of methods used to determine, delineate, or describe naturally occurring phenomena without experimental lapse. According to Seliger and Shohamy (1989), qualitative research associates with studying human behavior within the context occurred naturally and the role of the researcher would not affect the normal behavior of the subjects.

According to Ary (2006), qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study. Furthermore, he clarified that qualitative researchers seek to comprehend a phenomenon by giving a look on the whole parts rather than breaking it down into variables. Thus, qualitative study is focused on the explanation about the phenomenon that arises naturally without treatment.

This study is intended to discover what the perception of the teachers of SMA 1 and MAN 2 Bireuen are. Since this study is qualitative in nature, the product of this research is not intended to generalize to a wider context or scope. The research report for this study is presented in the form of narration or

description.

B. Setting

This research is conducted at SMAN 1 Bireuen, located on Jln. Banda Aceh-Medan, Geulanggang Baro, Kota Juang, Bireuen and MAN 2 Bireuen, located on Jln. Medan-Banda Aceh, Kota Juang, Bireuen. SMA 1 has 1.085 students and 93 teachers, and five of them are English teachers. Normally, there are approximately 30 students in each class. The English subject is allocated one meeting per week.

In addition, this research is also done at MAN 2 Bireuen which has 1.677 students and 51 teachers, and five of them are English teachers. In here, they also have one meeting every week for English subject. Furthermore, in this study, the researcher takes two English teachers of each school and one *Waka Kurikulum*/Curriculum affair. The two teachers are one female and one male English teachers of the chosen schools. The researcher selected these schools because she would like to see the perception of EFL teachers on the implementation of curriculum 2013 since it has been applied in these schools right after the curriculum 2013 launched.

C. Participants

The participants of this research are the EFL teachers of two senior high schools in Bireuen; SMA 1 and MAN 2 Bireuen. Two English teachers of each school are chosen to be the participants of this research. The teachers are one female and one male English teachers of each school. There are also secondary participants, for example *Waka Kurikulum*/ Curriculum affair.

In selecting sample, the researcher uses purposive sampling. It means that the sample used in this study is based on the researcher's need. Cohen, et.al. (2000, p. 103) stated that "In purposive sampling, researchers build up a sample that is satisfactory to their specific needs." It means that the researcher only need specific sample for this study. Meriam (2009) cited by Alsya (2011, p. 30) stated that good respondents are those who can express thought, feelings, and opinion on the topic being discussed. Thus, in this case the researcher selected the respondents purposively.

D. Technique of Data collection

The principle means of data collection in this study is interview. The researcher interviews two English teachers of each selected school to get the data needed and it is conducted by the researcher herself. The following part is about the procedure of collecting the data in this study.

As mentioned previously, interview is one of the procedure for collecting data that is used in this study. The researcher collects the main data in this study by doing interview with the two teachers. The observed teachers are only the English teachers in the school. To know the perception of the EFL teachers, the researcher asks several questions provided by the researcher related to their perception on the implementation of curriculum 2013 and their experience in teaching using the latest curriculum. The teachers are free to answer the questions. The kind of interview that is used in this study is open interview. This aims to make interviewed teachers feel free while responding the questions.

The interview in this study is in the form of open interview. According to Tharenou, et.al (2007), open interview includes in-depth interview and oral or life history interview. Thus, this kind of interview is conducted in friendly conversation. In addition, Seliger and Shohamy (1989) stated that open interview is usually done in an informal way. This is a good way since the interviewee can express their opinion and perspectives freely.

The interview is done in Indonesian in order to make the interviewed teachers feel comfortable during the interview so that they could answer the questions well. After doing interview, the data of the interview is translated into English by the researcher herself.

E. Technique of Data analysis

According to Bogdan and Biklen (1992) data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that are accumulated to increase our understanding of them and to enable us to present what you have discovered to others. It means that data analysis is the way to make others fully understand what data presented in a research and to portray the data that have been researched in the field.

In this study, data analysis is performed after the data in the field is successfully collected and organized well. The analysis is conducted by chronologically recording important, relevant events and critical incidents based on the sequence of events and explaining the processes that occurred during the interview as well as the issues at the interview which is important and relevant in this study.

In analyzing data, researcher uses thematic analysis to analyze the data that has been collected. Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun and Clarke (2006, p.78) suggest that it is the first qualitative method that should be learned as ‘..it provides core skills that will be useful for conducting many other kinds of analysis’. A further advantage, particularly from the perspective of learning and teaching, is that it is a method rather than a methodology (Braun & Clarke, 2006; Clarke & Braun, 2013). This means that, unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. This makes it a very flexible method, a considerable advantage given the diversity of work in learning and teaching.

The purpose of a thematic analysis is to recognize themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it. A common pitfall is to use the main interview questions as the themes (Clarke & Braun, 2013). Typically, this reflects the fact that the data have been summarized and organized, rather than analyzed.

The result of interview related to the teachers’ response about the perception on the implementation of curriculum 2013 as suggested by experts are collected and translated into English by the researcher herself. Merriam (1988) cited in Creswell (2002, p. 203) stated that data collection and data analysis must be a simultaneous process in qualitative research.

Furthermore, the data is analyzed qualitatively as proposed by Miles and Huberman (1994) that qualitative data analysis consists of three concurrent flows of activity, namely: data reduction, data display, and conclusion drawing/verification. Based on the three steps of data analysis suggested by Miles and Huberman above, the researcher uses all the three steps namely data reduction, data display, and conclusion drawing/verification to analyze his data. This is in line with the interview as the instrument that used in this study. After collecting data from EFL teachers by doing interview, the researcher immediately displays her data in result of the study in chapter IV.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the results and findings gained in the research that has been fulfilled by six participants from two schools in Bireuen namely SMAN 1 and MAN 2 Bireuen. This chapter also explains more about the themes that emerged after the data analysis process was performed as a result of this research.

A. Research Finding

1. Overview of Research Setting

a. SMAN 1 Bireuen

SMAN 1 Bireuen is located on Jln. Banda Aceh-Medan, Geulanggang Baro, Kota Juang, Bireuen. It is the oldest high school in Bireuen District. Starting from a private high school founded in the 60s by community leaders and the help of Bireuen traders. In the age of half a century, SMA 1 Bireuen has become a favorite public school in Bireuen district with A accreditation. The first head of the school was led by Drs. H.Munus Benseh (Alm) and currently continued by Hamdani, S.Pd., M.Pd. as the 13th Principal. This school has 1.085 students and 93 teachers, and five of them are English teachers. Normally, there are approximately 30 students in each class. The English subject is allocated one meeting per week.

This school has won various kinds of achievements in academic and non-academic fields, for example the champion of AADC Championship at the Bireuen National College of STIE Kebangsaan, Third Place in the Provincial

English Debate Contest (NSDC) 2017, first place of Traffic-Flated competition, and many achievements others that are to be very proud of.

In addition to school achievement, the school provides structure and infrastructures to support the learning process such as the availability of language laboratory, physics, chemistry, biology, ICT, and multimedia with with adequate equipment.

SMAN 1 Bireuen has implemented the 2013 curriculum since the first it launched in 2013 and applied in school in 2014 until now.

b. MAN 2 Bireuen

MAN 2 Bireuen is located on Jln. Medan-Banda Aceh, Kota Juang, Bireuen. It is one of the oldest religious school-level high schools in the Districts of Bireuen and North Aceh before being divided. Founded in early 1978, the *madrrasah* which now stands tall in front of the Cot Gapu Stadium continues to strive to provide the best education for its students.

Led by Mr. Ansari Hasan S.Pd MA. One of the educational figures in Bugak and in Bireuen District. Under his leadership MAN 2 Bireuen became one of the schools that provided outstanding achievements for Bireuen and Aceh Districts with A accreditation. One of his breakthroughs was the re-organizing of the Language and Culture Course and the Religious Program Class in addition to the Science and Social Sciences Department. The school has 1.677 students and 50 teachers, and five of them are English teachers. In here, they also have one meeting every week for English subject.

This school has won various awards and achievements in the academic and non-academic fields. For example, the winner of the 14th Japanese Language

Speech Contest in 2015, 1st place for Madrasah singer in 2018, 3rd place of futsal champion in 2015 and various other awards. In addition, the school also provides adequate facilities and infrastructure to support education and teaching-learning process in school. There can be no doubt, with adequate existing facilities making students able to take final national exams that use computer-based systems and graduate with satisfactory grades.

MAN 2 Bireuen has been implemented curriculum 2013 since 2015. So, it has been running for the past 8 semesters and still continues until today.

In this study, there were six teachers who were the participants in the study. Three teachers of SMA 1 Bireuen and three other teachers of MAN 2 Bireuen were taken to be the participants. In this study, the participants' identity is not going to be mentioned to maintain the privacy of each participant. However, researcher made a difference from each participant to one another by giving them a code. For teachers from high school, the initial code is in the form of the letter T and the participant originating from MAN, the code is the letter N. Furthermore, code number 1 is the code for *Waka Kurikulum*/Curriculum affair, code 2 is the code for male English teachers and code 3 for female English teachers. Here is further information about the chosen participants:

S1 is the code for *Waka Kurikulum*/Curriculum affair coming from the school of SMAN 1 Bireuen. She comes from Matang Glumpang Dua. She lives not really far from the school where she is teaching. She is a diploma's degree majoring in mathematics department at Syiah Kuala University, and continued taking her bachelor degree at Serambi Mekah University. She became a civil

servant in 2000. She has been teaching for twenty years. Besides being a *waka kurikulum*, she also teaches mathematics.

S2 is a male English teacher coming from SMA 1 Bireuen. He is 24 years old and an honorary teacher. He comes from Bireuen. He has been teaching English at the school for about two years. He took his bachelor degree in English department at Al Muslim University. Soon after he graduated, he became the honorary teacher at SMA 1 Bireuen.

S3 is a female English teacher coming from SMA 1 Bireuen. She is a 55 year-old English teacher. She comes from Medan. She took her diploma at IKIP Medan. After that, she continued her study by taking bachelor degree at UT Jakarta. She has been teaching English since 1985. It means that she has been a teacher for about 34 years. She explained that after becoming a civil servant, she was transferred to Aceh and now becomes one of favorite English teachers at SMA 1 Bireuen.

Next, N1 is a code given for *Waka kurikulum* coming from MAN 2 Bireuen. She is 46 years old coming from north Aceh. She is a civil servant. She took her bachelor degree in Biology department at Syiah Kuala University. She has been *Waka kurikulum* at the school for three years. Beside that, she also teaches Biology at the school.

N2 is a male English teacher coming from MAN 2 Bireuen. He is 52 years old. He comes from samalanga, Bireuen. He studied in English department at UIN Ar raniry. But at that time it was still IAIN. He graduated and had his bachelor degree in 1992. In 1993, he worked at one of tourism office in Banda Aceh.

Moreover, He became a civil servant and taught in 1998. It means that he has been a teacher for about 21 years.

N3 is a female English teacher coming from MAN 2 Bireuen. She is 35 years old. She lives near school which is at Cot Gapu Bireuen. She took her diploma at North Sumatra University Medan majoring in English literature. Then, she continued her study by taking bachelor degree at Al Muslim University. She is a civil servant. She has been teaching English since 2005 means that it is already 13 years being a teacher.

2. Result

The results of the analysis identified five themes in this study. Various themes were gained related to the implementation of the 2013 curriculum in SMAN 1 and MAN 2 Bireuen, namely: 1) EFL teachers' perceptions on the implementation of curriculum 2013 2) The strengths and weaknesses of the curriculum in the sight of the EFL teachers 3) The expectation of the EFL teachers toward the implementation of the Curriculum 2013. The following is a more detailed explanation of these themes.

Theme 1. EFL teachers' perceptions on the implementation of curriculum 2013

In this study, every participant had different responses regarding to the implementation of the curriculum 2013, some participants explained that the application of the 2013 curriculum was effective and the others said it was not.

The following is the participant's response:

a. Positive Perception

Participants from SMA 1 Bireuen said that *"...yeah, it creates creative students. He learns by himself. Trying to figure out by himself. That actually what we want. However sometimes they do not want to do it"*. (S1)

This participant (S1) had a positive perception on the implementation of the 2013 curriculum. She explained that this curriculum creates students to be more creative. They are asked to be more curious and able to find information on their own learning. Indeed, it is very effective for the students themselves. However sometimes the reality doesn't speak so. Many students are still lazy to find information by themselves.

"....That is certainly student centered. Yaa, I think.. it is good. It is effective". (S2)

The answer of (S2) is quite similar to (S1)'s answer. They stated that this curriculum is effective and good for students because it is student-centered. It means that the students are asked to seek information and material of the study by themselves. However, the teacher will supervise and give them direction.

In addition, the participants coming from MAN 2 Bireuen mentioned that *"....Indeed K13 is good. If we try to understand it, it would give many benefits. Good, yeah. Just eumm ... if I think it depends on the condition of the school and the condition of the child's character. If the child understand the curriculum, it would be good and easy for them. But if the student who do not like to learn, it would be rather difficult to invite him"*. (N3)

This participant gives a positive reaction on the implementation of curriculum 2013. She said that it is good for the students. With adequate facilities provided at school and the cooperation of students, this curriculum will definitely run smoothly and perfectly.

“.....Yeah good, because there are Ki 1, Ki 2, Ki 3, Ki 4. Ki 1 and ki 2 are about morals for example. Yes there is a difference. Indeed, there are still differences. If we say it's easy, it's equally difficult, both easy. How to say.. Hmm.. It depends on us, right. If we are diligent, we will run this K13 easily”. (N2)

This participant had a positive answer toward the implementation of curriculum 2013. He said that this curriculum is good because there are Ki 1, Ki 2, Ki 3, and Ki 4. It is complete. Though, sometimes it will be difficult for those who do not learn it. He tried to explain that it is easy and very good for students, if they can cooperate and learn it seriously.

b. Negative Perception

One of participant coming from SMAN 1 Bireuen argued that *“ good, but the assessment system is complicated. So how? Just make it effective. Because we already implemented the curriculum. We should follow it, especially we are teachers”.* (S3)

This participant gives a negative response toward the implementation of curriculum 2013. She told that it is good, but assessment system is too complicated. This participant showed compulsion with the enactment of this 2013 curriculum.

And another is the participant of MAN 2 Bireuen. She stated that *“....That's effective but takes a lot of time. There are too many domains that we have to learn. Only the assessment system is too complicated, right”.* (N1)

She gives a negative reaction about this theme. She explained that this curriculum is effective but takes a lot of time. Too many domains must be studied and the assessment is also quite complicated.

Theme 2. The strengths and weaknesses of the curriculum in the sight of the EFL teachers

Participants in this study uttered that there were two classified strengths they knew during the implementation of curriculum 2013 in the process of learning English. Those are students' activeness and learning materials.

a. Students' activeness

This is one of the strengths that curriculum 2013 have which the previous curriculum did not have. There were five participants agreed that this curriculum 2013 encourage students' activeness. Three of them are coming from SMA 1 Bireuen and two of them are coming from MAN 2 Bireuen.

"...The advantages are.. eum.. The teacher only facilitates the students right?, only the students are lacking. The teachers can more relax in the classroom. That's the advantage". (S1)

"...means that students are more creative in solving problems. Study case. Haa. If the technology supports it here". (S2)

"...the advantages ... the students are active. Then the class became more interesting". (S3)

The participants of SMA 1 Bireuen were giving the same opinion that this curriculum build students' activeness in classroom. the teacher only facilitated and motivated students to learn. Students were required to be more creative and

willing to try solving their own problems in the classroom. This is very good for students' development and encourages them to be more active in learning. The teachers were also helped a little by the student-centered method, they were more relaxed in teaching and could work together with students to achieve the expected learning goals.

Another opinion stated by two participants coming from MAN 2 Bireuen. They mentioned that *“The advantages ... this is how the students are trained to think critically. This means that he was trained from the beginning to be able to find solutions to solve problems. Because generally the materials given are asking the students to be active. The teacher only gives direction, guidance, and motivation. While 80% are from the students. So students are more creative, more innovative and more able to solve problems ”*. (N1)

“... yes the advantages are good, we are more active in the classroom. Students must be active, we must also be active. If only looking in books, it's very limited. Isn't it, right? The advantages are there”. (N2)

These participants of MAN 2 Bireuen gave explanation that is quite similar to the participants of SMA 1 Bireuen. They were agreed that this curriculum gave a lot of benefits for the students and also the teacher especially in building students' activeness.

b. Learning materials

The other strength of this curriculum is on the learning materials. Only one participant coming from MAN 2 Bireuen stated that this curriculum used a fun and great learning materials. It could create a wonderful atmosphere in classroom. Using IT is one of the benefits in this curriculum. Students would be more interested if the teacher used a variety of media. This could trigger students' curiosity and enthusiasm in learning. They would not get bored easily and made them more enthusiastic in studying. As the participant mentioned:

“the advantages are the children become more interested in study. Because we study using IT. Haaa ... I mean, for example, if you want to teach English, you want to make a story about what. We show the video about a story of legends, or for example the news report about floods and landslides. We show it on the screen, so it makes students become more interested. Another example, if we study about the song so we turn it on. Yet, the students are more interested in living the atmosphere”. (N3)

However, the participants gave various explanation about the weaknesses of the curriculum when implementing in classroom, those were: structure and infrastructure, curriculum system, time management and unreadiness of students.

a. Structure and infrastructure

A participant of MAN 2 stated that one of the weakness that this curriculum had is the problem of structure and infrastructure.

“... talking about the weakness, yeah that's it, the IT. But we have tried to fulfill it slowly. We have told the students to make an email. Sometimes the teacher gives assignments via email. Now the children in this remote area sometimes don't have Wi-fi, they don't even have a good cellphone, that's the challenge. But if he is a child coming from upper class family, it will not be a big deal for them”. (N3)

This was a serious issue. Students would not achieve good learning targets if the facilities were inadequate. In this curriculum, the use of IT was part of learning. Not all students coming from upper class families. Those who were not so lucky might not know and master computer well. This can be a great disaster for them to be able to compete in the current era. Furthermore, the government also had not provided sufficient facilities to support learning using this 2013 curriculum. Lack of computers made students have to queue up for their turn to use computers. This certainly could hinder the learning process.

b. Curriculum system

“...the weakness is.. eum.. the assessment system is too complicated”. (S2)

This participant of SMA 1 Bireuen viewed that the weakness of this curriculum was on its system. Especially it was on the assessment system. Teachers must be able to master dan understand correctly how to evaluate students. They must be able to apply software that specifically designed to create student report cards. Without having knowledge about this, teachers would be in a big trouble in assessing their students.

c. Time management

"...the weakness is what i told you before. This curriculum takes too much time". (N1)

A participant of MAN 2 Bireuen stated that this curriculum takes a lot of time. Sometimes the teacher had lack of time in teaching. They tended to pursue material that must be taught. This is actually less effective for students, because the teacher did not know whether the student had understood or not about the lesson.

d. Unreadiness of students

"the weaknesses are coming from the students I guess. We cannot achieve as we have expected. What we have prepared before coming to the class, it will not be achieved well.". (S1)

"... that is the shortcoming of these children who are left behind. Those who are active are getting more active. However, they are who do not follow the system would be left behind. Especially, if they are not eager to find out the materials by themselves.". (S3)

The participants of SMA 1 Bireuen mentioned that it was hard to cooperate with the students in classroom, because many of them were still unready for this new curriculum. The expected goals of learning would not be

successfully achieved, if the students and teachers were not bound together to cooperate and help each other.

“...The weakness are.. eum ... Yeah, the children who are less motivation, don't have the supporting facilities and lazy. They can't do it. Nothing will be achieved as expected.. (N2)

A participant of MAN 2 Bireuen gave the same opinion which is the unreadiness of students become a big issue for teachers. Most of students tended to ignore and did not understood about the new system applied at school.

Theme 3. The expectation of the EFL teachers toward the implementation of the Curriculum 2013

Each participant had different hopes and expectations. This was not to bring down the existing curriculum. But it was for good and also for the better quality of education in the future for this country. Some expectations that mentioned by the participants were; structure/infrastructure and curriculum replacement.

a. Structure/infrastructure

“...maybe in terms of facilities, the government must pay more attention to the facets of its facilities, whether in terms of IT or supporting matters regarding k13. In fact, the government must give more. Moreover, we have to help children in remote areas. It must be adequate. For example, in a computer lab, there are only 82 units of computers. Whereas there are hundreds of children”. (N3)

This participant hoped that the government would pay more attention to the conditions of the facilities available at the school. This was very important to support education for students.

b. Curriculum replacement

“Indeed it will be better, if there is a revision in some points about k13. Also, especially on the evaluation, right?”. (S1)

“...I think yes. It will be better, if the assessment is going to be revised. That approach is good in my opinion. Just depends on the students. If the students are smart, they will be more advance. For example, if the students don't have basic knowledge about English, then it will be hard to apply the K13. I think it has to be changed, don't overdo it. In my opinion, k13 is high. We must see the condition of the students”. (S3)

The participants of SMA 1 Bireuen expected that there would be another revision of this curriculum. According to them, k13 was too high and not in accordance with the ability of students. So does the assessment system that was so complicated and very troublesome for them.

A participant of MAN 2 also gave the same hoped that this curriculum needed to be revised. As she said *“...k13 may be continued but must be revised for certain things. Well maybe to become more perfect, the inputs are must be from the curriculum experts or the teachers themselves”*. (N1).

On the contrary, there were two participants coming from both schools hoped that there would be no changes of this curriculum.

“...maybe, i think there is no need to be revised. Just use K13”. (S2)

“...oh yeah we want to do it k13, why are we keep making more revisions. There has been many revisions right. Look! There are numbers of revisions in a year”. (N2)

Both of them are male teachers of SMA 1 and MAN 2 Bireuen. They had same expectation that there was no need to revise this k13 anymore. They did not give a clear reason for this. However, that was their good hope for our country's education.

B. Discussion

In this part, the researcher will delineate the findings of the research results that has been collected in the field. The researcher will show the results of the study by appealing some previous researches and theories related to this study to accomplish and reinforce the discussion of the results of this study.

This study generated five themes which included several sub-themes with particular classified categories. These themes were recognized based on the research objectives. The following is a detailed discussion of each themes in this study.

Theme 1. EFL teachers' perceptions on the implementation of curriculum 2013

Different opinions were given by each participant in this study, especially in the theme of the implementation of the 2013 curriculum. Some of them argued that the 2013 curriculum was good, but others did not agree with it.

Based on the results of the data taken from the field, researcher found that there were four of six participants who agreed and gave positive arguments toward the implementation of the 2013 curriculum. They said that the implementation of curriculum 2013 was good. This can be seen from the statement of those who said that the 2013 curriculum created students to be more creative.

In this curriculum, students were also expected to be more active than their teachers. Student-centered was the method used in class, where the teacher was only a facilitator in the classroom. In addition, one participant also mentioned that this curriculum had complete indicators. This was great for improving both

teacher and student competencies. According to Kurniasih and Sani (2013) there are several important things from the change or refinement of the curriculum, including student activeness, holistic assessment, character education, competency that is appropriate to the needs, and a good evaluation system.

On the other hand, the other two participants gave negative reactions to the implementation of the 2013 curriculum. They argued that the 2013 curriculum has a complicated scoring system. This did not actually improve the quality of the performance of the teachers, but made them difficult and took a lot of time in learning from the start.

Theme 2. The strengths and weaknesses of the curriculum in the sight of the EFL teachers

In this study, researchers found that there were two advantages of the 2013 curriculum that were most striking for participants in the study. The first is student activeness. It is where they were required to be more active in the class. The role of the teacher in learning is students-centered shift from being teachers to facilitators (Kosasih, 2014). The facilitator is the person who provides facilities, namely by providing convenience for students so that the learning process takes place more easily and fun. The teacher acts as a facilitator and mediator allows creating conducive conditions for students to learn and be responsible for achieving learning outcomes (Ancestor, 2012; Irmayanti et al., 2013).

The other advantage of the 2013 curriculum is the interesting learning material. In this curriculum, students will learn to use a variety of media. Technology is one of the tools or media used in the learning process. For that

reason, learning will be more interesting by using media that are sophisticated and in accordance with the times.

Students must be able to master the changes of the times along with the development of science and technology. Therefore, students are required to be more creative and innovative in the development of science and technology. Likewise the teacher as an inspirator and facilitator only directs the students to have competency in analytical skills.

However, there were some weaknesses found in the field about curriculum 2013. One of the weaknesses of the curriculum is the structure and infrastructure.

Referring to the success of the learning process in developed countries, the learning process will be more effective if the 2013 Curriculum Implementation is carried out in small classes. That is, class facilities are limited to the number of students in learning in each class of no more than 20 students. This is still a problem, given the limitations of classrooms at the education level. As a result, the number of students in one class still exceeds 20 students. Consequently, the learning process becomes less effective. Furthermore, with the number of students in a classroom that is not too large, it makes students feel uncomfortable in the learning process. Coupled with the use of computers or other technology that is inadequate and very mediocre, this makes the learning process become hampered.

In addition, curriculum system is also the weakness of the curriculum based on the participants. One thing that makes teachers troublesome is the scoring system that has too many aspects. The 2013 Curriculum Assessment focuses on characters with a proportion of 60 percent character and 40 percent academic. This made the teachers have to look at the character of each student in

order to be able to give fair values. Also, different types of activities will also be different aspects that must be seen and assessed. For example, in one activity, each child must be assessed in detail, involving ten aspects. Imagine if there were 30 students in the class. When the teacher would only run out to observe the child and assess those aspects.

Next, time management had also been one of the problems and also weaknesses of this curriculum. The implementation of the 2013 curriculum demands adaptation from various parties, starting from teachers, students, and parents. However, a number of teachers who have implemented the 2013 curriculum found it difficult with the new system. Especially in terms of assessment, because there were eight assessments that must be considered. So the teacher must really pay attention to every child. This was very time consuming. Moreover, the number of students in the class that was quite a lot made the teacher overwhelmed in assessing them all one by one.

Finally, another weakness of curriculum 2013 is unreadiness of students. In this curriculum, students were more flexible in doing assignments and looking for information by utilizing technology. Although it is positive, the new system would be hard for underprivileged students. They had to think about the costs to be incurred just to look for school assignments. In fact, students became lazy and did not try to adapt to the new system. As a result, the materials to be taught in class would not be fully implemented because students were not ready to accept this new change. Moreover, the teacher would not be able to make a maximum assessment to students because there was no collaboration between students and teachers in the class because of the above factor.

Theme 3. The expectation of the EFL teachers toward the implementation of the Curriculum 2013

In terms of expectations, there is nothing wrong with dreaming and expecting of something good. It was also done by participants that had collaborated well in this study. They expressed their hopes for the good quality of our country's education.

The hope most expressed by participants was the revision of the curriculum. Three of the six participants who participated revealed that the 2013 curriculum should be revised again for various reasons that have been stated. Different from the others, there were two participants who revealed that the 2013 curriculum was quite good and effective so there was no need for revisions.

Another expectation also expressed by only one participant about structure and infrastructure. She hoped that the government would pay more attention to the facilities available at the school. This was intended so that all plans and learning objectives can be achieved optimally.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This conclusion is based on data taken from the field and analyzed by the researcher about EFL teachers' perceptions on the implementation of 2013 curriculum carried out at SMA 1 and MAN 2 Bireuen. Based on the analysis, it has been found the following conclusions:

1. Both schools SMA 1 and MAN 2 Bireuen have implemented the 2013 curriculum right after it launched in schools. The implementation of the 2013 curriculum has been well implemented and gave many benefits for students and teachers. However, there were still some teachers who complained about the scoring system that is too complicated.
2. In the learning process, the teacher discovers some of strengths and weaknesses of the 2013 curriculum. There are two strengths found in the field by the researcher, those are; stimulating students' activeness in the classroom and also interesting learning material. These advantages certainly had a very positive effect on students and teachers.

On the other hand, the 2013 curriculum also has a number of weaknesses, including; structure and infrastructure, curriculum system, time management and unreadiness of students.

3. From the problems, constraints and weaknesses faced by the teacher in the process of implementing the 2013 curriculum, they certainly had hopes and expectations for the good quality of education. Their hope was that the government would pay more attention to the facilities and infrastructure

provided at the school so that the learning process can be carried out optimally. Besides that, the teachers also hoped that there would be another revision of the 2013 curriculum. However, there were also teachers who hoped that there was no more revision of curriculum 2013.



B. Suggestion

After conducting the study and analyzing the data that had been taken from the field, the researcher would like to present some suggestions.

1. Teachers of SMA 1 and MAN 2 Bireuen are expected to be able to; (a) improve understanding related to 2013 Curriculum by participating in training held every week in schools (MGMP) especially productive subject teachers; (b) improve the quality in implementing 2013 Curriculum which consists of learning planning, learning implementation, and learning evaluation; (c) manage learning time well so as not to forget to assess the learning process; and (d) more creative in managing learning so students will be more enthusiastic in participating the learning.
2. The guidance of SMA 1 and MAN 2 Bireuen are expected to be able to find deficiencies that arise in implementing 2013 Curriculum when evaluating and providing alternative solutions for further improvement so that educational goals can be achieved.
3. The next researcher is expected to conduct research by adding and developing other variables that have not been included in this study, for example about the scientific approach to learning, and if the next researcher uses research with a qualitative approach, it is expected to be able to manage time well.

REFERENCES

- Ahmadi (2013). *Manajemen kurikulum: Pendidikan kecakapan hidup*. Yogyakarta, Indonesia: Pustaka Ifada.
- Albantani, A. M. (2015). Implementasi kurikulum 2013 pada pembelajaran bahasa Arab di madrasah ibtidaiyah. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(2), 178-191.
- Alsya, M. (2011). *The efforts made by English department students in improving their speaking ability* (Unpublished Bachelor's Thesis). Banda Aceh, Indonesia: Universitas Syiah Kuala.
- Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York, NY: Longman.
- Ary, D. (2006). *Introduction to research in education*. Belmont, Prancis: Thomson Wadsworth.
- Azizah, S., Ariwidodo, E., & Adriana, I. (2015). Implementasi pendekatan scientific dalam pengajaran bahasa Inggris kurikulum 2013 di SMPN 1 Pamekasan. *OKARA: Jurnal Bahasa dan Sastra*, 9(2), 296- 315.
- Ben-Peretz, M. (1980). Teachers' role in curriculum development: An alternative approach. *Canadian Journal of Education/Revue canadienne de l'education*, 5(2), 52-62.
- Bire, J. (2006, January 19). *Mismatch English education in Indonesia*. Retrieved from <http://ojs.unud.ac.id/index.php/linguistika/article/viewFile/335/271>.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Boston, Massachusetts: Allyn and Bacon.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123.
- Louis, C., Keith, M., & Lawrence, M. (2000). *Research methods in education (5th ed)*. United Kingdom, UK: Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design (5th ed): Qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: SAGE.

- Darsih, E. (2015). Indonesian EFL teachers' perception on the implementation of 2013 English curriculum. *English Review: Journal of English Education*, 2(2), 192-199.
- Departemen Pendidikan Nasional Republik Indonesia. (2003). *Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional*. Jakarta, Indonesia: Depdiknas.
- Departemen Pendidikan Nasional. (2007). *Kurikulum KTSP: Buku saku kurikulum tingkat satuan pendidikan SMP/ MTs*: Depdiknas.
- Dyer Jr, W. G., & Wilkins, A. L. (1991). Better stories, not better constructs, to generate better theory: A rejoinder to Eisenhardt. *Academy of management review*, 16(3), 613-619.
- Habiburrahim, H. (2017). Developing an English education department curriculum. *Jurnal Ilmiah Peuradeun*, 5(1), 1-14.
- Hartoyo. (2011). *Curriculum and material development: Syllabus/course outline*. Program pasca sarjana, Universitas Muhammadiyah Prof. DR. HAMKA.
- Idi, A. (2011). *Pengembangan kurikulum: Teori dan praktik*. Yogyakarta, Indonesia: Arruz.
- Irmayanti, L.P., Susy (2013). Kontribusi persepsi siswa tentang kemampuan guru mengelola pembelajaran, kemampuan verbal, dan ekspektasi karir terhadap prestasi belajar bahasa Inggris siswa kelas XI IPA pada SMAN di kecamatan Tabanan. *Jurnal Program Pascasarjana Universitas Pendidikan Ganesha Prodi Administrasi Pendidikan*, 4(1): 1-13.
- Kosasih, E. (2014). *Strategi belajar dan pembelajaran implementasi kurikulum 2013*. Bandung, Indonesia: Yrama Widya.
- Kurniasih, I. & Sani, B. (2014). *Implementasi kurikulum 2013 konsep dan penerapan*. Surabaya, Indonesia: Kata Pena.
- Kustijono, R., & HM, E. W. (2014). Pandangan guru terhadap pelaksanaan kurikulum 2013 dalam pembelajaran fisika SMK di kota Surabaya. *Jurnal Penelitian Fisika dan Aplikasinya (JPFA)*, 4(1), 1-14.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. California, CA: Sage Publication.
- Mulyasa, E. (2006). *Kurikulum yang di sempurnakan*. Bandung, Indonesia: PT Remaja Rosdakarya.
- Ratna, N.F.N (2015). *Teachers' perception on the implementation of assessment process in the curriculum 2013 at SD Al Firdaus Surakarta*. Surakarta, Indonesia: PT Remaja Rosdakarya.

- Richards, J. C. (1985). *Beyond training: Perspectives on language teacher education*. New York, NY: Cambridge University Press.
- Robbins, S. P., & Judge, T. (2003). *Organizational behavior*. New Jersey: Pearson/Prentice Hall.
- Rumahlatu, D., Huliselan, E.K., & Takaria, J. (2013). *An analysis of the readiness and implementation of 2013 curriculum in the west part of Seram district, Maluku province, Indonesia*. Maluku, Indonesia: Pattimura University.
- Sanjaya, V. (2010). *Strategy of learning-oriented standard process*. Jakarta, Indonesia: Prenada Media
- Seliger, H., W., & Shohamy, E. (1989). *Second language research methods*. New York, NY: Oxford University Press.
- Subagiyo, L., & Safrudiannur, S. (2014). Implementasi kurikulum 2013 pada jenjang SD, SMP, SMA dan SMK di Kalimantan Timur tahun 2013/2014. *Pancaran Pendidikan*, 3(4), 131-144.
- Sudjana, N. (1992). *Metode statistika*. Bandung, Indonesia: Tarsito.
- Sukmadinata, N.S. (2010). *Metode penelitian pendidikan*. Bandung, Indonesia: PT. Remaja Rosdakarya.
- Susilo, J. (2006). *Kurikulum tingkat satuan pendidikan: Manajemen pelaksanaan dan kesiapan sekolah menyongsongnya*. Yogyakarta, Indonesia: Pustaka Pelajar.
- Syarif, H. (2013, October 27). *Teaching and learning models in curriculum 2013*. Retrieved from <http://alumnivandeventer.org>.
- Tharenou, P., Donohue, R., & Cooper, B. (2007). *Management research methods*. New York, NY: Cambridge University Press.
- Tubbs, S. & Moss, S. (1983). *A model of human communication* (3rd ed). New York, NY: Random House.
- Wijaya, J.P. (2017). *Teachers' perception on the implementation of social attitude assessment instruments on PPkn subjects at SD 26 Bandar Lampung*. Bandar Lampung, Indonesia: Universitas Lampung.
- Yunus, M., & Retnowati, T. H. (2014). Evaluasi pelaksanaan penilaian kelas pada mata pelajaran matematika SMP Negeri di kabupaten Lombok Tengah. *Jurnal Evaluasi Pendidikan*, 2(2), 172-180.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9878/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5178/UN.08/FTK/KP.07.6/05/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 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 26 April 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-5178/UN.08/FTK/KP.07.6/05/2018** tanggal 09 Mei 2018
- KEDUA** : Menunjuk Saudara:
1. Dr. Nashriyah, MA Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Farah Diana**
NIM : **150203074**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **E.FI. Teacher Perception on the Implementation of Curriculum 2013 (A Study at Senior High School in Bireuen)**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : 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: 04 Juli 2019

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;*
5. *Arsip.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 14314 /Un.08/TU-FTK/ TL.00/12/2018

'31 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Farah Diana
N I M	: 150 203 074
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Utama Rukoh, Lr. Daud T. Silang II, No.7, Rukoh, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

SMAN 1 dan MAN 2 Bireuen

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

EFL Teacher Perception on the Implementation of Curriculum 2013 (A Study at Senior High School in Bireuen)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Kepala Bagian Tata Usaha,


 M. Said Parzah Ali

BAG UMUM BAG UMUM

Kode 9395



KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH ALIYAH NEGERI 2 BIREUEN

JLN. BANDA ACEH – MEDAN TELP. (0644) 5353107

COT GAPU - BIREUEN

NSM. 131111110002 KODE POS : 24251

Email : man.bireukenrekon@yahoo.co.id

Nomor : B-07/Ma.01.12/02/PP.00.6/01/ 2019
 Sifat : Penting
 Lampiran : 1 Exs
 Hal : Pengumpulan Data
 An : FARAH DIANA
 Nomor Pokok : 150 203 074

Bireuen, 07 Januari 2019

Kepada
 Yth. Dekan Kepala Bagian Tata Usaha
 Universitas Islam Negeri AR-RANIRY
 Di Banda Aceh

Assalamualaikum Wr. Wb

Dengan Hormat

Schubungan dengan surat Dckan Kepala Bagian Tata Usaha Universitas Islam Negeri AR-RANIRY Nomor : B-14314/Un.08/TU-FTK/TL.00/12/2018 tanggal 31 Desember 2018. Perihal tersebut dipokok surat, bersama ini kami beritahukan bahwa saudara :

Nama : FARAH DIANA
 Nomor pokok : 150 203 074
 Jurusan : Pend.Bahasa Inggris
 Semester : VII

Sudah melaksanakan Pengumpulan data tanggal 07 Januari 2019 yang berjudul :

**“ EFL Teacher’s Perception on the Implementation of Curriculum 2013
 (A Study at Senior High School in Bireuen) “**

Demikian untuk dimaklumi atas kerja sama yang baik kami ucapkan terimakasih.





PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 BIREUEN

Jalan Banda Aceh - Medan Geulanggang Baroe Kabupaten Bireuen Kode Pos 24251
 Telp./Fax (0644) 21155 Email : tu_smansabireuen@yahoo.co.id website : sman1bireuen.sch.id



SURAT KETERANGAN

Nomor : 070 / 51 / 2019

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Bireuen Kabupaten Bireuen Propinsi Aceh menerangkan bahwa :

Nama : **Farah Diana**
 NIM : 150203074
 Program Studi : Pendidikan Bahasa Inggris
 Semester : VII
 Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Benar namanya yang tersebut diatas telah melaksanakan penelitian pada SMA Negeri 1 Bireuen, Pada tanggal 08 Januari 2019 dalam rangka pengumpulan data untuk penyusunan Skripsi dengan judul :

“ EFL Teacher Perception on the Implementation of Curriculum 2013 (A study at Senior High School in Bireuen) “

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.



Bireuen, 08 Januari 2019
 Kepala Sekolah,

HAMDANI, S.Pd., M.Pd.
 NIP. 19691005 199903 1 004

Appendix 4

EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013*(A Study at Senior High Schools in Bireuen)*

Description of the project: This study examines how EFL teachers' perception on the implementation of curriculum 2013.

Benefits of this study: Feel free to answer all these questions. Don't worry! There will be no direct benefit to you for taking part in this study. The researcher may learn more about how teachers' perception toward the implementation of curriculum 2013.

Name :

School :

Phone Number :

1. Siapa nama bapak/ibu?
2. Berapakah umur bapak/ibu?
3. Darimanakah bapak/ibu berasal?
4. Apakah bapak/ibu berstatus PNS atau Honorer?
5. Berapa lama pengalaman bapak/ibu dalam mengajar bahasa Inggris?
6. Apa latar pendidikan bapak/ibu?
7. Apa pendidikan terakhir yang bapak/ibu tempuh?
8. Apakah bapak/ibu pernah mengikuti atau mendapatkan pelatihan khusus tentang K13?
9. Apakah sekolah ini sudah menerapkan K13? Jika iya, sejak kapan?
10. Apa pendapat bapak/ibu mengenai K13?
11. Apa saja permasalahan yang bapak/ibu hadapi dalam implementasi K13?
12. Bagaimana cara bapak/ibu menghadapi kesulitan dalam penerapan K13?
13. Apakah menurut bapak/ibu K13 itu efektif diterapkan di sekolah ini?
14. Menurut bapak/ibu, apa saja kelebihan dan kekurangan K13 berdasarkan pengalaman mengajar?
15. Apa harapan ibu terhadap implementasi kurikulum 2013 ini?

AUTOBIOGRAPHY

1. Name : Farah Diana
2. Place/ Date of Birth : Cot Tunong / May 5th, 1997
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesian/Acehnese
6. Marital Status : Single

Address : Jalan Utama Rukoh,
Lorong T daud Silang II No. 7
Banda Aceh.

Occupation/ Reg. no : The Student of Department of English Education
Faculty of Tarbiyah and Teacher
Training/150203074.

7. Parents

- a. Father : Adnan S.km
- b. Occupation : Civil Servant
- c. Mother : Hj. Zainabon Idris
- d. Occupation : Wife House

Address : Jalan Medan-B.Aceh,
Dusun Kota, Desa Tingkeum Manyang,
Kuta Blang, Bireuen

8. Educational Background

- a. Elementary School : MIN Kuta Blang Bireuen (2003-2009)
- b. Junior High School : SMP Fatih Bilingual School (2009-2012)
- c. Senior High School : MAS Syamsuddhuha (2012-2015)
- d. University : UIN Ar-Raniry (2015-2019)

Banda Aceh, July 19th, 2019
The Writer