

**EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF
CURRICULUM 2013
(A Study at Junior High Schools in South Aceh)**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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Bachelor Degree of Education in English language Teaching

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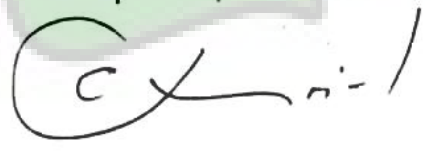
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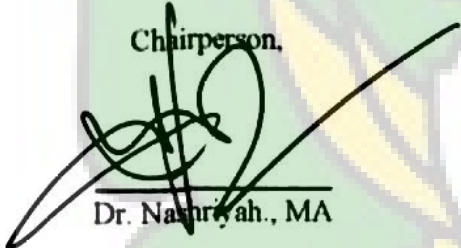
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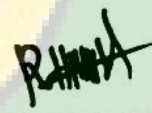
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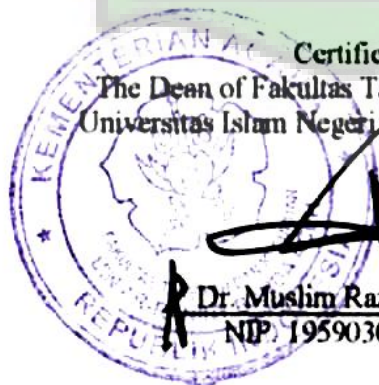

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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The objectives of the study were to find out the implementation, strength, weaknesses, and expectation from the EFL teachers about the implementation of Curriculum 2013 in South Aceh. The researcher employed descriptive qualitative method by using interview as a technique for collecting the data. The subjects were six teachers of SMPN 1 Bakongan Timur and MTsN 2 South Aceh. The obtained data were analyzed in four major phases namely, data reduction, data display, conclusion and verification. The results of the study showed that most participants still did not fully understand how the good implementation of Curriculum 2013 because there was no comprehensive training. In addition, the Curriculum 2013 has several strength that can be obtained from the result of the teacher's experience namely student activeness, teacher creativity. However, the teachers also found several problems or weaknesses such as lack of training, structure and infrastructure, time, unpreparedness, and lack of understanding in teaching using the Curriculum 2013 which was due to lack of facilities, and their expectation is the provision of training to each school so that teachers can understand and apply Curriculum 2013 properly.

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Banda Aceh, 12 December 2019

Nisa Ulfia



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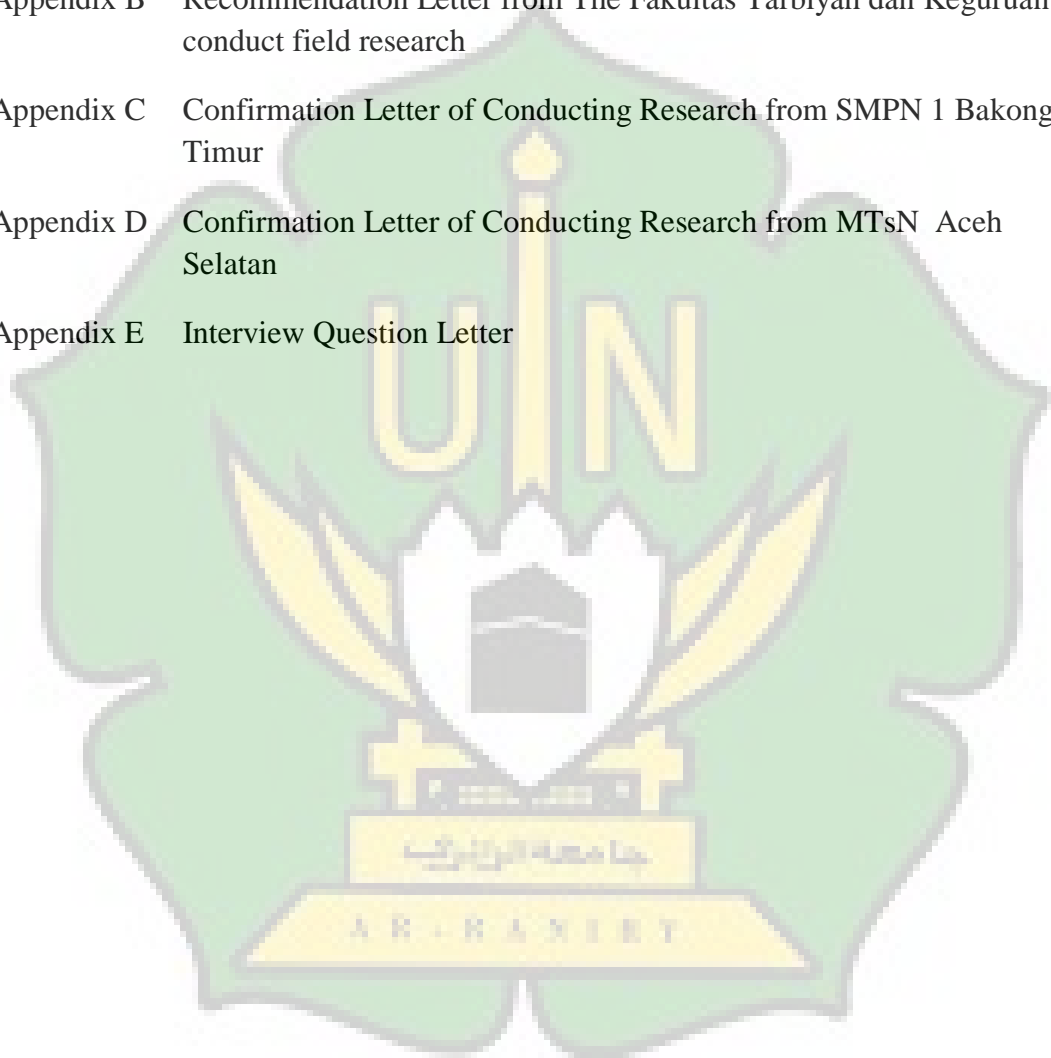
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CHAPTER I

INTRODUCTION

This chapter provides background of study, research question, objective of study, significance of study, and terminology.

A. Background of Study

National Education has a vision in realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they can respond to the challenges of the ever changing times. The meaning of qualified human beings, according to Law Number 20 Year 2003 about the National Education System, which is becoming educated people who believe and are devoted to God Almighty, of good morality, healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible. To realize quality human beings, the aspect that must be considered is education. Because through education will create educated people in terms of knowledge and attitude. In the way that case, the success of an education is inseparable from the role of the government in regulating aspects that support the advancement of a quality-assured education.

In Indonesia, a Curriculum is designed by the government under the responsibility of Ministry of culture and education. It is not new matter in the

world of education. Education or learning cannot be separated from this term, because the Curriculum is one of an important component of teaching and learning and the process will run in a structured and systematic way to achieve the desired learning. Curriculum development is very crucial in line with the advancement of science, technology, arts and culture, and changes in society. To achieve the lofty goal of learning, its developers continue to improve and evaluate the imposed Curriculum. As discussed in this research, the 2013 Curriculum is a result of the development of the Education Unit Level Curriculum. It is aimed at nothing other than to improve again the quality of education that exists today

Curriculum is always dynamic and is influenced by the changes of many factors, Such as the emphasis on the learning process. This will result in various forms of Curriculum such as activity or experience Curriculum, programmed instruction, module teaching, and so on. In Indonesia, there are several Curriculum that have ever been implemented: 1947, 1952, 1964 1968, 1975, 1984, 1994, Competence-Based Curriculum (2004), Schools-Based Curriculum (2006), and the latest Curriculum is the 2013 Curriculum (Sukirno, 2014). The purpose of 2013 Curriculum is to prepare Indonesian students to have the ability to live as individuals and citizen who have faith, productive, creative, innovative, and affective. Also, students are able to contribute to the society, nation, state, and world culture. In the other word government developed the Curriculum with the

aim to improve the quality of education in Indonesia and create qualified generation.

In implementing the 2013 Curriculum, teacher perceptions are very important to note. Because positive perceptions will produce positive performance. Vice versa, negative perceptions will lead to negative results. In other words, the teacher's understanding of the actual implementation of 2013 will affect the effectiveness of teaching-learning process. According to Maba, (2017) perception is the response of a professional educator about what is experienced in educating, teaching, guiding, directing, training, assessing and evaluating children of the aged child in the educational pathway that is influenced by the beliefs and feelings of the educator. Teachers can provide perceptions about the Curriculum based on Curriculum experienced, information gained about the Curriculum so as to interpret the Curriculum according to the teacher. Good perceptions of the Curriculum will have a good impact on the implementation of learning activities, otherwise, a poor perception of the Curriculum is also a constraint in the implementation of learning activities. The difference in understanding will cause different judgments of each teacher.

The investigation present studies about the regarding curricula, shows that the implementation of the Curriculum 2013 is not maximized because there are still shortcomings. Three of the evidences are revealed by Darsih (2014), who discussed Indonesian EFL Teacher Perception on the Implementation of English Curriculum 2013. The result was the teacher need to adapt to the learning revolution based on Curriculum 2013. As we know that the Curriculum 2013

emphasizes the modern pedagogical dimension in the learning process by using the scientific approach. The results of the research were in accordance with the research question problems in the implementation of the Curriculum 2013. The second previous study by Suswati (2014), in her thesis that the Curriculum 2013 has not been maximized. The result of the survey on the implementation of Character Based Curriculum (Curriculum 2013) of 200 teachers in Bogor city in September 2013 revealed that 60% of teachers had not participated in the socialization of the Curriculum 2013, 71% did not understand the appropriate learning Curriculum 2013, 74% did not know how the evaluation of Curriculum learning 2013, and 11.3% of teachers had never been involved in Curriculum improvement. The third Uce (2016) discusses the factual condition of Curriculum in Indonesia, including the background of Curriculum change since the promulgation of National Education System, and also about the implementation of the concept of Competency Based Curriculum (CBC/KBK), Education Unit Level Curriculum (SBC) and Curriculum 2013. The results of this study indicate that changes of Curriculum are necessary. Nonetheless, Curriculum changes implemented should have strong fundamentals and careful planning; hence it does not confuse the policy makers in the area of education. Fourth, the research is by Rudy Kustijono (2014). The results of his research explained that the expectation of the implementation of the Curriculum 2013 was that the Curriculum could be implemented in accordance with established standards. While the biggest challenge of implementing the Curriculum in 2013 was how teachers can uncover and strive to implement the Curriculum appropriately. The results of these studies

were in accordance with the last research question, namely the teacher's expectations for the implementation of the Curriculum 2013. The last study was conducted by Maba (2017), Teacher's perception on the implementation of the assessment process in 2013 Curriculum. She used qualitative descriptive design. The research was conducted with interview observation, and documentation which were analyzed descriptively by using the interactive technique. She found that most teachers stated that the assessment in 2013 Curriculum is quite good because it provides an attitude assessment, including the aspect of the spiritual and social, knowledge aspects, and skills aspects. There were some obstacles found by teachers in conducting the assessment, such as, limited time that teachers have in observing students' social attitudes and writing the results of the assessment that require a lot of time to describe the students' abilities.

Moreover, many researchers have conducted the research on the Curriculum of 2013 but none of them has examined this case in rural areas of Aceh especially in South Aceh whereas as we know it is important that education should be given. The researcher is curious to find out their answers, especially from those teachers who are teaching in two well-known junior high in South Aceh. Finally, the information regarding to the data is described more in the next chapter.

B. Research Question

This study has one main research question namely how do the teachers' perception about the implementation of the Curriculum 2013? Furthermore, this question is breaking down into three parts, they are:

1. How is the implementation of the Curriculum 2013 in Junior High Schools in South Aceh?
2. What are the weaknesses and strengths of the Curriculum 2013 according to Junior High Schools EFL teachers in South Aceh?
3. What are the expectation of the Junior High Schools EFL teachers in South Aceh toward the implementation of the Curriculum 2013?

C. Objective of The Study

1. To investigate the implementation of the Curriculum 2013 in South Aceh
2. To find out the weaknesses and the strengths of the Curriculum 2013 EFL teachers perspectives
3. To know the expectation of the EFL teachers toward the implementation of the Curriculum 2013

D. Significance of Study

As for the benefits of this research is divided into two aspects, namely aspects of theory and aspects of practices:

1. The aspect of theory
 - a. The researcher expects that this study beneficial in developing their knowledge about the implementation of Curriculum 2013.
 - b. This study provides information related to the implementation of the 2013 Curriculum so that the learning process will be organized.

2. The Aspect of Practice

The researcher divided the significant of study from this research into three parts:

1. EFL Teachers

This research is expected to be a container that can be used by EFL teachers as a means of giving their contributions to the Curriculum. Moreover, this research is also expected to help the EFL teachers in channelling their appreciation and giving their overview as the main stakeholders in implementing the Curriculum 2013. Additionally, the EFL teachers can give their response towards Curriculum 2013.

2. Deputy of Curriculum

This research is expected the headmaster and the deputy of curriculum can consider the opinions of the teachers as their contributions in implementing Curriculum 2013. Furthermore, the EFL teachers' perceptions of strengths and weaknesses of Curriculum 2013 can be used as one of the foundations to build a better education planning in the future. In addition, with the existence of this research the headmaster and the deputy of curriculum consider on how the learning process desired by the EFL teachers.

3. Researcher

This research can be used as a means to obtain information and new insights to the researcher. As an EFL teacher in the future, she expect the perception of the EFL teachers nowadays can be a good guideline in developing education in the future.

In addition, this research is expected to deliver the satisfaction to all parties, whether governments, nations, teachers, students, and next researchers.

E. Terminology

To avoid the misunderstanding about the research, the researcher is going to explain more and technical term, they are:

1. Curriculum

Hamalik (2009) defines the Curriculum from two different sides, the traditional and modern views. The traditional view emphasizes the Curriculum as a subject which is given by the teachers to the students. In the modern view, the Curriculum is all of the organized course, activities, and experience which pupils have under the direction of the Schools, whether in the classroom or not.

2. Curriculum 2013

Curriculum 2013 is a continuation and development of Competency-based Curriculum that has been started in 2004 which covers competency attitudes, knowledge, and skills (Hidayat, 2013)

3. Perception

According to Longman Dictionary of Language Teaching and applied linguistics (2002) perception is the recognition and understanding of events, objects, and stimuli through the use of sense (sight, hearing, touch, etc.). Hornby, (2002) "Perception is an idea, a belief of an image you have as a result of how you see or understanding something. The teachers' perception in this research is teachers' thought refers to the way of teachers' thinking about the Curriculum.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theory and explanation of Curriculum specially 2013 Curriculum. The researcher provides some terminologies which are related to this research, such as Curriculum as the foundation of education element, 2013 Curriculum as the new Curriculum in Indonesia, ELF teachers' perception on the implementation of 2013 Curriculum. The researcher also presents the EFL teachers perception toward Curriculum.

A. Curriculum as the Foundation of Education Elements

1. Curriculum in Indonesia

Curriculum is a vital element in every educational institution. It is such a guide to bring the program successfully or vice versa. Teaching and learning in the classroom will run properly, conducive, and interactive if the Curriculum become the main consideration in teaching and learning process. According to Machali (2005) Curriculum is all of the activities that are provided for students by the Schools. This means that the Curriculum is not only the subject to be learned by students, but also all activities that are done by the teachers and students in the Schools. Moreover, Majid (2009) as cited in Akhtar and Kausar (2012) states that the Curriculum is taken in a much broader sense which includes not only what to teach but also how to teach. Hence, to empower students to reach their promising future, educational institutions should be able to develop their curriculum that

enable students or learners to enhance their skill and competencies, and implement such skill in real life (Habib. 2019)

Based on those explanations, the concept of Curriculum varies from the most simple to the most complex. Then, it can be concluded that Curriculum is one of the elements in education that provide the activities which is given by the teacher to the learners in the Schools. It concerns the ideas, documents, processes and results. In the course of history since 1945, the national education Curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and the 2006 Curriculum. This transformation is a logical consequence of changes in political, socio-cultural systems, economy and science and technology in the nation and state society.

2. The History of Curriculum Development in Indonesia

In the course of history before independence, the Curriculum was often used as a political tool by the government. For example, when Indonesia was still under Dutch and Japanese occupation, the Curriculum had to be adjusted to the political interests of the two countries. After Indonesia's independence in 1945, Curriculum was changed and adapted to the political interests of the Indonesian people based on the nation's noble values as a reflection of Indonesian society

According to Machali (2014) Curriculum in Indonesia has experienced at least eleven times the dynamics of change. Starting from the pre-independence era with a very simple form, and the period of independence that was continuously being refined namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The various Curriculum change policies are based on the

results of analysis, evaluation, predictions and various challenges faced both internally and externally that are constantly changing. In this context the Curriculum as a policy product is dynamic, contextual, and relatively. Dynamic because it continues to evolve and adapt to the times and is open to criticism. Contextual because it is very necessary and based on the context of the era, and relative because the resulting Curriculum policy is considered good or perfect in his day, and will be irrelevant in subsequent periods. Therefore the basic principle in Curriculum policy is change and continuity, that is changes made continuously.

a. Period before Independence

The history of Curriculum development during the colonial period, since the arrival of Europeans, namely during the Dutch company and the Japanese government until the independence period. The Curriculum at the time of the Company had a mission to spread religion and to facilitate the implementation of trade in Indonesia. In the century sixteenth and seventeenth established educational institutions in the effort to spread Christianity in Indonesia.

b. Period after Independence

1) Lesson plan 1947

The main characteristic of this 1947 Curriculum policy is This Curriculum emphasizes more on the formation of human character that is sovereign and equal to other nations. During this time, students are more directed about how to socialize with the community. Affective and psychomotor aspects

are more emphasized by procurement art lessons and physical education.

The emphasis is foster awareness of defending the country

2) Lesson plan 1952

The most striking feature of the 1952 Curriculum is that each lesson plan must pay attention to the content of the lessons related to daily life. At this time, students' needs for science are more considered, and subject unit more detailed. However, students are still positioned as object, because the teacher becomes the central subject in transferring knowledge. The teacher determines what students will get in class, and the teacher also determines the standards of student success in the education process

3) Lesson plan 1964

The main ideas of the 1964 Curriculum are the government have a desire that the people get academic knowledge for debriefing at the elementary level, so learning is centered on the Pantja Wardhana program (Pancawardhana) which includes the development of creativity, taste, intention, work, and morals.

4) Lesson plan 1968

The 1968 Curriculum policy changed the structure of the educational Curriculum from Pancawardhana to fostering the soul of the Pancasila, basic knowledge, and special skills. The content of education is directed at activities that enhance intelligence and skills, and develop a healthy and strong physique. The content of the subject matter is theoretical, does not relate to factual problems in the field.

5) Lesson plan 1975

The 1975 Curriculum policy emphasizes educational goals which is more effective and efficient. In this Curriculum, the role of the teacher becomes more important, because every teacher is obliged to make a breakdown of the objectives want to be achieved during the teaching-learning process takes place. Each teacher must plan in detail the implementation of the learning teaching program. With this Curriculum all teaching and learning processes become systematic and gradual.

6) Lesson plan 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 the Active Student Learning Model Method (CBSA).

7) Lesson plan 1994

The aim of teaching emphasizes understanding concepts and problem solving and problem solving skills. The Curriculum emphasizes the principle of Link and Match in vocational such as Secondary Technical (STM). Link and Match is a principle about the importance of the relationship between education and the world of work or industry. must

be able to prepare skilled workers needed by industry. Conversely the industrial world must also work together with educational institutions. In the end the Curriculum was widely criticized because education became an extension of the industrialization process and did not humanize humans (dehumanization)

8) Lesson plan 2004

The 2004 Curriculum policy is known as the Curriculum Based on Competency (KBK). Competency based education focuses on developing the ability to do (competence) certain tasks according to performance standards which have been set. Among the main characteristics of KBK are: emphasizing the achievement of student competencies, not the completion of the material. The Curriculum can be expanded, deepened, and adapted to student potential, approaches and methods used are diverse and contextual.

9) Lesson plan 2006

This 2006 Curriculum policy is known as the Curriculum Level Education Unit (KTSP). The most prominent feature is the teachers given the freedom to plan learning according to student environment and conditions as well as the Schools' condition. This matter caused by the Basic Framework (KD), Graduates' Competency Standards (SKL), and Basic Competency and Competency Standards (SKKD) each subject for each education unit has been established by the Ministry of National Education. KTSP's goals include objectives national education and conformity to

specificities, conditions, regional potential, education units and students.

Therefore, The Curriculum is compiled by education units to make it possible adapt education programs to their needs and potential in the area.

B. 2013 Curriculum as the New Curriculum in Indonesia

1. Curriculum 2013

The changing of 2013 Curriculum is a form of development and improvements to the previous Curriculum — Schools-Based Curriculum (2006), Curriculum. The 2013 Curriculum is structured by developing and strengthening attitudes, knowledge and skills. Mulyasa states that (2013; 136) the implementation of Curriculum 2013 is expected to be more productive, creative and innovative. Because the Curriculum is character-based and competence, in which conceptually and has several advantages. According to Nuh (2013. p. 1) there are four components change in Curriculum 2013: objective, content, process and evaluation. Further, the Curriculum 2013 public test material (2012, p. 22) the component change in Curriculum 2013 covers the graduate standard, standard of process, standard of content and standard evaluation. The Curriculum is a set of plans and arrangements regarding the purpose, content, and learning material, as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals (Law No. 20 of 2003 concerning SPN).

The 2013 Curriculum emphasizes the development of students' attitude, knowledge, and skills competencies in a holistic (balanced) manner. The competencies of students' attitudes that are developed include accepting, implementing, appreciating living, practicing so that they become believers,

noble, confident, and responsible in interacting effectively with the social environment, the environment, and the world and its civilization. These competencies are billed in report cards and are determinants of class increases and graduation of students. (Moffat, 2004) The Curriculum 2013 stressed on developing and encouraging the competence of student. The Curriculum 2013 focuses on improving student characters and competence to achieve learning experience. In addition, it is designed to develop student knowledge, skill, and characteristics. To this date, the government has succeeded in producing Curriculum documents that served as frameworks and syllabus in all subjects from primary level to senior high level. After being launched for public review, this Curriculum has been implemented in many in Indonesia. However, Curriculum 2013 is a continuation and development of Competency-based Curriculum that has been started in 2004 which covers competency attitudes, knowledge, and skills (Hidayat, 2013).

2. *The Characteristics of Curriculum 2013*

The 2013 Curriculum is developed and implemented with the following characteristics:

- a. Develop spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities in a balanced way.
- b. Provide a planned learning experience when learners apply what they learn in Schools to the community and use the community as a source of learning in a balanced way.

- c. Develop attitudes, knowledge, and skills and apply them in various situations and communities.

Based on Minister of Education and Culture Number 70 concerning the Basic Framework and Curriculum Structure of SMK / MAK (2013: 6-7), 2013 Curriculum is designed with the following characteristics:

- a. Balancing among the development of a spiritual attitude, and social, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
- b. Students apply what is learned in Schools to the community and use the community as a source of learning because are part of the community.
- c. Develop attitudes, knowledge, and skills and apply them in and communities.
- d. Giving enough time to develop attitudes, knowledge and skills
- e. Competency is expressed in the form of core class competencies which are then described in the basic competencies of the subject
- f. Core class competencies become organizing elements of basic competencies and learning processes to achieve competencies expressed in core competencies.
- g. Basic competencies are developed based on accumulative principles, reinforcing and enriching between subjects and levels of education (horizontal and vertical organizations).

3. Basic Competencies of 2013 Curriculum

Basic competencies are developed based on accumulative principles, reinforcing and enriching between subjects and levels of education (horizontal and

vertical organizations). The foundation for the implementation of the 2013 Curriculum is listed below:

- a. Permendikbud No. 60 of 2014 concerning Curriculum 2013 Vocational High Schools / Vocational Middle Schools Madrasah.
- b. Permendikbud No. 20 of 2016 concerning Competency Standards for Primary and Secondary Education Graduates.
- c. Permendikbud No. 21 of 2016 concerning Standard Content for Primary and Secondary Education
- d. Permendikbud No. 22 of 2016 concerning Standard and Secondary Education Process Standards
- e. Permendikbud No. 23 of 2016 concerning Educational Assessment Standards
- f. Permendikbud No. 24 of 2016 concerning Core Competencies and Basic Competence of Lessons in the 2013 Curriculum

4. The Principles for Curriculum Development 2013

According to the Ministry of Education and Culture of the Ministry of Education and Culture quoted by Mulyasa (2013: 81-82), according to state conditions, community needs, and developments that are taking place today, the 2013 Curriculum needs to consider the following principles:

- 1) Curriculum development is carried out referring to national education standards in order to realize national education goals.
- 2) Development of a diversified Curriculum in accordance with education units, regional potentials, and students.
- 3) Subjects are a vehicle to achieve competency achievement.

- 4) Graduates' competency standards are elaborated starting from the national education goals, the needs of the community, the country, and the times.
- 5) The content standards are translated from the graduate competency standards.
- 6) Process standards are translated from content standards.
- 7) Assessment standards are translated from graduate competency standards, content standards, and process standards.
- 8) Graduates' competency standards are translated into core competencies.
- 9) Core competencies are translated into basic competencies contextualized in a subject.
- 10) Education unit Curriculum is divided into national, regional and educational unit curricula.
- 11) The learning process is made interactive, inspiring, fun, challenging, motivating students to actively participate in class.
- 12) Assessment of learning outcomes based on processes and products.
- 13) The learning process uses a scientific approach (scientific approach).

C. ELF Teachers' Perception on Implementation of Curriculum

1. Definition of Perception

Perception is a person's point of view toward other people or things. According to Feldman (2012, p. 119), perception is a kind of activity that are sorting, interpreting, analyzing, and integrating stimuli which is brought by the sensory organ and the brain. Furthermore Rugut and Role (213, p. 1762) argued that perception refers to the way one thing about something and ones' idea of what it is like also it is an ability to understand the true nature of a subject especially as it affects our environment. Therefore, perception can also be defined as an interpretation based on experience.

The formation of this perception is influenced by someone past experience and attitudes. Regularly, perception only applies for themselves, not for others. Besides, perception does not last in life time; it will change at any time in accordance with development of experience, changing needs and attitudes. Based on the perception definition above, it can be conclude that perception is the process of how people select , organize, and interpret information and experiences to be the whole image that has a meaning.

There are two kinds of perception that are in this study, namely positive and negative perception. The positive perception refers to the teachers' perception regarding the good side of implementing 2013 Curriculum, whereas the negatives refers to the teachers perception regarding the weakness and the strength of 2013 Curriculum.

2. *Factors Influences Perception*

There are two factors that influence the perception, they are internal factor and external factors.

a. Internal factors

Internal factors are influenced by the perception from the individual. i.e. physiological, attention, and interest.

1) Physiological

According to Walgito (2004, p.90-92), physiological is the information centered by means of the sense. Then the information influences and completes the effort to give meaning in the surrounding environment. Perceiving the sense of capacity in each person is different, so the interpretation of the environment can also be different.

2) Attention

Attention closely related with the soul consciousness of an object. According to Walgito (2004; p.90) attention is the concentration of all individual activities at something. In addition, attention is when someone sees something and tries to give an interpretation of what have seen. Everyone has different character, so that someone's attention of what she or he is seen different and it affects on the perception of something

b. External factors

External factors are the characteristic of the environment and the subject involved. It changes a person's view towards surrounding and affect on people's

acceptance. External factors are influenced by the perception like consistency of shape, consistency of color and consistency of size are describe below.

1) Consistency of Shape

According to Walgito (2004; p, 97-98), consistency of shape is not only determine by the objective stimulus of perception. But also individual who participates actively in the result of perception. Consistency of shape is the greater relationship of the object, the easier to understand. This formation affect on the perception of the individuals with notice from size of an object. For example. Experience gives attention that coins are round. It is a result of perception and saves in memory. If people see coins, in titled position then the coins is not seen round, but because the results of the perception that the coins is round then people will say remain is round.

2) Consistency of color

According to Shaleh (2014; p,12), examples of consistency of color are if we see a red bag, suddenly the lights went out . Then the color of bag will look black. However we maintain that the bag remains red.

3) Consistency of size

Shaleh (2004, p. 121-122) argues that objects in the distance will appear smaller and the object change the position, for example, elephants are very large, when elephants seen from great distance the elephant will look small. So, it can be conclude that, the consistency of shape, the consistency of color and the consistency of size suggest that perceiving something is not only determined

by the stimulus objectively, but something inside also can determine the outcomes of perception include experience.

3. *Types of Perception*

According to Seung (2000) there are 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 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.

D. 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.

CHAPTER III

METHODOLOGY

This chapter explains about methodology of the research. It is divided into research design, research setting, participants, method of data collection, and method of data analysis.

A. Research Design

Research design is a process of enquiry and investigation, it is systematic, methodical and ethical, it is conducted to solve practical problems and to increase knowledge. Collis and Hudssey (2013) asserted that the purpose of research is to review or synthesize existing knowledge, investigate existing situation or problems, provide solution to problems, and analyze more general issues, and generate new knowledge.

In addition, qualitative research deals with studying human behavior within the context in which that behavior would occur naturally and in which the role of the researcher would not affect the normal behavior of the subjects. The method that used in this research is qualitative method Seliger and Shohamy: (1989, p. 118). Qualitative method explores, describes, and studies social phenomenon involving people or cases of interest. It means that qualitative is about describing, exploring, and studying about social phenomena of interesting case. In this research, the writer describes and explains about teachers' perception on implementation of Curriculum 2013.

B. Research Setting

This research is conducted at SMPN 1 Bakongan timur, located on Jln. Banda Aceh-Medan, Dsn. Kuta Baro, South Aceh. And MTsN Aceh Selatan, located on Jln. Mesjid Suak Bakong, kec. Kluet Selatan, South Aceh

1. SMPN 1 Bakongan Timur

SMPN 1 Bakongan Timur is located at Jln.Said Cut No.5 Seubadeh. East Bakongan, South Aceh, Aceh. SMP Negeri 1 Bakongan Timur has been accredited B with number NPSN 10102705. This Schools was established in 1991 with the date of the decree of establishment on March 30, 1991, and now is headed by Mr Mukhlis with a total number of employees of 30 people and has around 567 students, and four of the employee are English teachers. Normally, there are approximately 30 students in each class. Eleven of them are civil servants and 19 are honorary. This Schools has implemented 2013 Curriculum since 2017 but only in class IX and has implemented 2013 Curriculum as a whole in the 2018/2019 Schools year.

2. MTsN 2 Aceh Selatan

MTsN 2 Aceh Selatan is located at Jln. Mesjid Suak Bakong. Kluet Selatan. South Aceh. This Schools has been established since 1968 and has graduated many alumnae with excellent honors. MTsN 2 south aceh is under the auspices of the ministry of religion which is accredited B (good) and now headed by Mr Ridhwan with a total number of employees of 33 people. Nineteen of them are civil servants and 15 are honorary, and two of them are English teachers. The

application of this Curriculum has been operating since 2015 in accordance with the rules adopted by the Indonesian Education Ministry

In this study, the researcher took six teachers as research participants. Three teachers of SMPN 1 Bakongan Timur and three other teachers from MTsN 2 Aceh Selatan. The researcher did not state the participant's identity but the researcher gave a code to each participant to distinguish one from another. For teachers from High Schools, the initial code is in the form of the letter Y and the participant originating from MTsN the code is the letter M. For the final code number 1 in the code for vice principal, code 2 is the code for male English teacher and code 3 for female English teachers. The following is the more detailed explanation of participants: Y1 is the code for vice principals from the Schools of SMPN 1 Bakongan Timur. She came from Banda Aceh and when she graduated became a civil servant so she was assigned to teach at the Schools. She moved to South Aceh and live there until now. She is a bachelor's degree majoring in Bimbingan Konseling at Syiah Kuala University, became a civil servant in 2009 and took teacher sertification in 2015.

Y2 is a male English teacher from SMPN 1 Bakongan Timur, he was 28 years old and he came from Buket Gadeng, Kota Bahagia. Apart from that, he was also a graduate from the bachelor's degree majoring in English at Serambi University. He was graduated in 2016, and started teaches in junior high Schools until now as an English teacher. Y3 is a code for female English teachers at SMPN 1 Bakongan Timur as well, she is 24 years old and comes from Uj. Pulo

rayeuk. She completed her bachelor's degree education at Ar-raniry University majoring in English. She had many experiences in teaching.

M1 is the vice principal of MTsN 2 Aceh Selatan he was 52 years old and he came from gampong Sialang, Kluet Selatan. He was an economics bachelor at the university of Syiah Kuala and he became civil servant in Mei 01, 1999. M2 is a male English teacher from MTSN 2 Aceh selatan, he was 46 years old and came from Keudai Rundeng, Kluet Selatan. He was a graduate of islamis education in Ar-raniry university in 2000 and became a civil servant in 2009. M3 is a female English teacher from MTSN 2 Aceh Selatan, she was 24 years old and came from Gelumbuk village, Kluet Selatan, She graduated from bachelor's degrees of English language education at Ar-raniry University.

C. Participant

In selecting sample, the researcher used 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.

The participants of this research were the EFL teachers of two Junior High in South Aceh; SMPN 1 Bakongan Timur and MTsN 2 Aceh Selatan. Two English teachers of each Schools were chosen to be the participants of this

research. The teachers were one female, one male English teachers of each Schools and vice principles

D. Research Method

In collecting data, the researcher used the interview instrument. Gass and Mackey (2005) propose in a semi-structured interview the writer makes a list of questions as guides. At the same time the researcher can make other questions during the interview process based on an interpretation of participants' responds. The researcher used the method of interviewing because by using interview the researcher get broader information, the researcher also added some questions that considered necessary. Here the researcher used a tape recorder to record the conversation between interviewer and informan. The main target to interview was one male and one female of English teacher because they were the culprit in this case. In order to strengthen the information data collected, the researcher also interviewed the vice principal of Curriculum related to learning in each Schools.

In conducting interview, at the beginning the researcher made a list of question to the research before starting interview with participant to find out their perception on the implementation of 2013 Curriculum. According to Patton (1987), there are three things occurred during analysis, data should be organized, data should be reduced through summarization and categorization, and pattern and theme in data should be identified and linked.

Here are the lists of question (see appendix E for the complete question)

**EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM
2013
(A study at Junior High School in South Aceh)**

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

Benefit of this study: feel free to answer all these questions. Don't worry! There will be not 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 :

A. Guru

1. Apakah bapak/ibu pernah mengikuti atau mendapatkan pelatihan khusus tentang K13?
2. Sejak kapan sekolah ini menerapkan K13?
3. Apa pendapat bapak/ibu mengenai K13?
4. Apa saja permasalahan yang bapak/ibu hadapi dalam mengimplementasikan K13?
5. Bagaimana cara bapak/ibu menghadapi kesulitan dalam melaksanakan penerapan K13?
6. Apakah menurut bapak/ibu K13 itu efektif diterapkan di sekolah ini?
7. Menurut bapak/ibu, apa saja kelebihan dan kekurangan K13 berdasarkan pengalaman dalam mengajar?

Picture 3.1. The example of interview question

E. Method of Data Analysis

The data were analyzed qualitatively as proposed by Miles and Huberman (1994, p. 174) that qualitative data analysis consists of three concurrent flows of activity, namely: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

In this step of data analysis is data reduction, it is the process of reducing the data occurring repeatedly. “Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form” Moleong (2006). In this stage, the researcher got the data from interview with the teacher and vice principal. The result interview showed how the teachers’ perception on the implementation 2013 Curriculum. The irrelevant or unnecessary data was discarded.

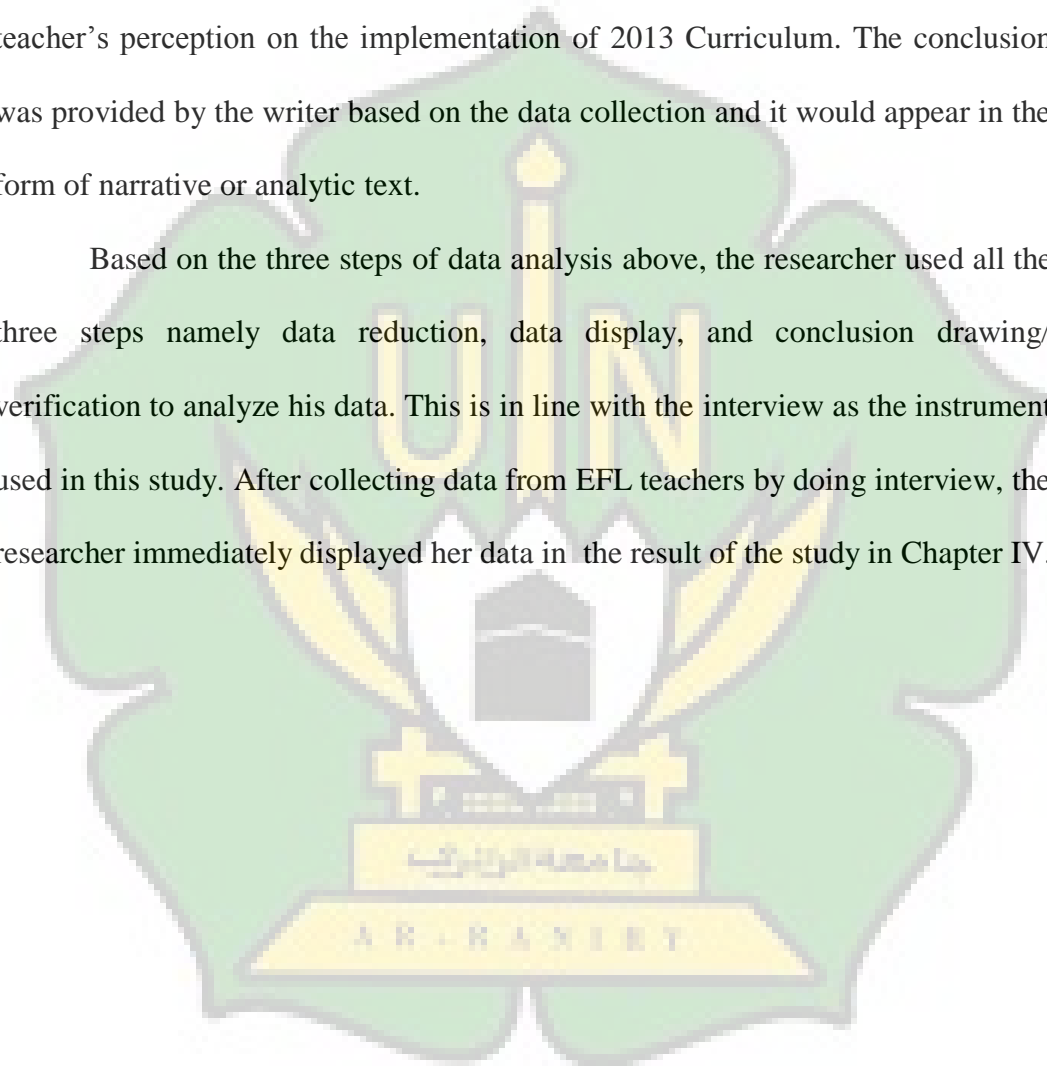
2. Data Display

The technique of data report used in this study was a descriptive analysis. The researcher analyzed the interview recording and concluded narratively. Then the recording were divided and arranged in each section based on the answers from the participants. In interview all expression and responses of participant were written in note. During analyzing time, the researcher listened and read the result several time, because it needed a deeper understanding of respondent’s answer then I described all the findings all related to EFL teachers’ perception on the implementation of 2013 Curriculum.

3. Conclusion

This activity was the third step of qualitative analysis. In this point, the conclusion can be interpreted or verified from the data displayed. It means that after analyzing and displaying the data, the writer drew the conclusion about the teacher's perception on the implementation of 2013 Curriculum. The conclusion was provided by the writer based on the data collection and it would appear in the form of narrative or analytic text.

Based on the three steps of data analysis above, the researcher used 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 used in this study. After collecting data from EFL teachers by doing interview, the researcher immediately displayed her data in the result of the study in Chapter IV.



CHAPTER IV

RESULTS AND DISCUSSION

This chapter explains the results and findings obtained in the research that has been carried out in six participants from two in South Aceh namely SMPN 1 Bakongan Timur and MTsN 2 Aceh Selatan. This chapter also explains more about the themes that emerged after the data analysis process was carried out as a result of this research

A. Results

The results of the analysis identified in three themes in this study. These themes were taken from a research question list that the researcher had prepared before. These themes were made by the researcher because the researcher wanted to explain each important point in the form of themes so that readers will be able to understand the entire contents of this research easily. Various themes were obtained related to the implementation of the Curriculum 2013 in SMPN 1 Bakongan Timur and MTsN 2 Aceh Selatan, namely: 1) Implementation of the Curriculum 2013 in South Aceh, 2) The strength and weaknesses of the EFL teachers' Curriculum in the sight of 2013, 3) The expectation of the EFL teacher toward the implementation of the 2013 Curriculum. The following is more detailed explanation of these themes.

Theme 1. The Implementation of the Curriculum 2013 in South Aceh

In this research, each participant had different responses related to the implementation of the Curriculum 2013. some participants explained that the application of the Curriculum 2013 was good and some of them said it was not good. The following is the participant's response:

a. Positive response

Five participants had positive thought of implementation 2013 Curriculum

Participant from SMPN 1Bakongan Timur said that :

“Alhamdulillah, this 2013 Curriculum is very good in the teaching and learning process, because as we know, this Curriculum required students to be more creative and this was very good for developing creative ideas from student” (Y1).

“It is very nice they can work in group by themselves, they can spread out their idea.”(Y2)

Two respondents above argued that the Curriculum 2013 Curriculum was very appropriate in its application at Schools, and in accordance with it purposed in stimulating the performance of students' brains to think more creatively.

“2013 Curriculum is good, because the system is student-oriented, from students by students to students. The teacher here is only as a facilitator, supervising the process, guiding. If something goes wrong we immediately correct it. So it makes students more active, dare to show themselves. So when they later go to the next level they are used to talking in front to present the results of group work and so on. k13 is good from all sides” (Y3).

The participant believed that 2013 Curriculum was good in all aspects, especially in terms of making students more daring to speak, which was very important for them in the future when they are required to present their work in public. Likewise with the teacher, here the teacher has a role as an inspiration and facilitator who only directs the students to have competency in analytical skills.

Participant from MTsN 2 Aceh Selatan said that :

“I though 2013 Curriculum was good, because this was student centered, you could say 75% of students and 25% of teachers and make students more critical in thinking” (M1)

“2013 Curriculum is different from the KTSP Curriculum, because it makes it easier for teachers and children to be more independent” (M3)

Those participants explained that Curriculum 2013 made the students more active in learning process. They asked to be more curious and able to find information on their own learning. Indeed, it was very effective for the students themselves. However, the reality shown that many students found information by themselves and they prefer to get the information of knowledge only from their teacher.

b. Negative Response

Two participants had negative view of 2013 Curriculum implementation one of the participant coming from MTsN 2 Aceh Selatan, she complains that

“The materials for the teacher and in the textbook was too specific, the lack of explanation and language was too high, and also the 2013 Curriculum more concerned with the problem of documents (lesson plan, etc.) rather than the problem of achievement” (M3)

The other participant from MTsN 2 Aceh Selatan explained that the Curriculum 2013 was appropriate for people who already have a good English background and also have strong mentality so that they dare to appear and be active when the learning process takes place. The following was the teacher's expression

“Well, English was read and written was different, so children like to be lazy, especially there are some Indonesian languages that still not good

enough, so we as teachers must try more to explain, and this was contrary to the content which contained in the 2013 Curriculum”(M2)

This participant above was a participant who had a different perception from the other participants. This was conveyed by the researcher because of all the participants involved in this study agreed that the implementation of the Curriculum 2013 had a positive perception, but this participant had a negative perception of the Curriculum 2013 implementation. He said that the Curriculum 2013 was only appropriate for students who already sufficient scientific background so that it was easy to implement the 2013 Curriculum. However, the average student in their Schools still did not have the character required by the Curriculum 2013 so that this Curriculum cannot be applied effectively.

Theme 2. The strengths and weaknesses of the Curriculum 2013 in the light of EFL teachers

1. The strengths of the Curriculum 2013 in the light of EFL teachers

Based on the result of interviewed the participant, the participants perceive that there were two classified strengths they knew when implementation of Curriculum 2013 which are supporting students's activeness and teacher creativity.

a. Student's Activeness

Two participants from SMPN 1 Bakongan Timur explained that they saw the strengths of the Curriculum 2013 in terms of the activity and creativity of the students demanded by the 2013 Curriculum.

“The students were more active, so they did not wait for the teacher but immediately found out later it would be delivered in class, more active

because all of us had given authority to students to search for all what they want” (Y2)

The participant described the active students by seeing the students not only waiting for the material to be studied with the teacher, but students could already find it themselves without having to be with the teacher. The teacher only gave the subject matter to students then gave them freedom so that students were free to look for material from various sources.

“Students had been taught to be more independent so they are in college or in social life, in their real life, in their real life they are accustomed to being independent so they were not ashamed anymore”(Y3)

The participant said students in the Curriculum 2013 were more active because participant compared with students who study at the university. He explained that the students at Schools were still embarrassed so that when students continued their education at the university they could not share their opinions actively because they were ashamed to speak. But now the Curriculum 2013 required children to be more active so that if we compare with students at the university it is balanced, students are used to being active and not ashamed anymore.

One participant from MTsN 2 Aceh Selatan also had the same opinion about the strengths of the Curriculum 2013

“Curriculum 2013 was good, very good because it made students more effective, more active, more skilled right? Demanding students to be more creative, and in accordance with current developments in which students may not be lazy anymore just waiting from the teacher” (M2)

The participant explained that the Curriculum 2013 was in line with the development of the globalization era so that students also able to face various challenges that occurred in their lives.

b. Teacher creativity

One of six participants stated the strength of the implementation 2013 Curriculum

“Other advantages also made the teacher more motivated to be more creative both in teaching, in conducting the procurement of infrastructure, was able to balance between his own theory and practice with his students”(Y3)

This participant above argued that in the implementation of the Curriculum 2013a teacher must be creative because in the learning process was not enough to just teach theory. As explained earlier, one of the weaknesses that occurred was that structure and infrastructure are still lacking so that creative teacher is needed who can think of solutions to how to solve the problem.

2. The Weaknesses Of The Curriculum 2013 In The Light Of EFL Teachers

The weakness explained by participants in this study when implementing the Curriculum 2013 are: lack of training, structure and infrastructure, time, unpreparedness of students.

a. Lack of training

Three of six participants states the lack of training in implementation of Curriculum 2013

“The training should be even more, say that the training does not have to go to the city, it was pity to have to leave the child and family right. enough small-scale training held at Schools is allowed”(Y1)

“Well, the 2013 Curriculum was same, we did not know anything, suddenly there was 2013 Curriculum, surprised us. Moreover, when we were in college we did not learn about the 2013 Curriculum, now it was 2013, maybe it was an obstacle, difficulty in applying it” (M2)

“The weaknesses are such as lack of training, because we know that there are many teachers who do not really understand 2013 Curriculum as a whole so that when the Schools required teachers to use 2013 Curriculum in the learning process they cannot do it due to lack of training, right? And even we did not get rations to join training”(M3)

The three participants above had the same opinion which explained that many teachers did not get training on how to implement the Curriculum 2013 itself so that many teachers did not understand the 2013 Curriculum as a whole.

b. Structure and infrastructure

Two participants had problems in terms of structure and infrastructure, namely learning materials were not available, such as books in accordance with the 2013 Curriculum.

“As the teacher only gave the theme, such as the student have to find the material for the assignment, and it needed wi-fi network, unfortunately the signal is does not work as well, so it would become an obstacle for the students”(Y1)

The participant expressed the opinion that the teacher still did not dare to give assignments to students because the teacher was confused about where students could get answers if there was no internet access available at the Schools. So internet access was also very much needed so that the learning process can run well.

The other opinion coming from MTsN 2 Aceh Selatan :

“The problem was the material still hard to found, so it was obstacle”(M2)
The problem faced by the participants was learning materials that have not yet been provided. He explained that the problem faced at that time was that participants he were not given enough and proper books to be used as teaching materials so the participants were confused where he had to take the material to be taught and not make students miss material. But to overcome this problem the participant used the internet network to access learning materials to be explained to students.

c. Time

One participant viewed that the weakness of 2013 Curriculum

“The time of the material was very small and it did not correspond to the content that must be delivered a lot” (M2)

One weakness that teachers faced in implementing the Curriculum 2013 were an unclear time changing. There were a number of lessons in Schools that were added to the amount of time and some were reduced. Circumstances like this made the learning process not work well because there were several lessons that required more time so that the results achieved the target. But if that time was reduced it will make students unable to understand the entire contents of the material.

d. Unpreparedness

The other weaknesses of the implementation 2013 Curriculum also stated by one of the participant.

“it was quite surprising for the change of k13, even though it still in the process of being studied, suddenly there was new Curriculum. but what to do, even kids are very aware of these changes”(Y1)

This participant explained that not all students were able to accept the demands of the Curriculum 2013 where students had to search for their own learning material without having to wait from their teacher. If students were able to learn independently, this will become strength in the implementation of the 2103 Curriculum. However, if students were not able to do so, this was weakness faced in the implementation of the 2013 Curriculum.

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

Each participant had their own hoped for the implementation of the Curriculum 2013 and all those hopes have the goal for education development in the future , while the expectations among others are: training, structure and infrastructure, and Curriculum replacement.

a. Training

All participants in the research hoped that the training would be carried out thoroughly so that all teachers both honorary and civil servants had the same opportunity to get training. The following are arguments from three participants from SMPN 1 Bakongan Timur.

“First of all, we need more training, right? If we did not update it, we will forget it by ourselves, right? There should be further training” (Y1)

“Off course, we hope that the government will do the training, so the teachers know how to practice student well and they will work better with the Curriculum, they need to know and to have a practice”(Y2)

“my hope to the education office, do not let go of hands after implementing 2013 Curriculum, try to oversee the spaciousness so routinely, it does not mean that once a week, at least once every three months check with , if it considered oh this Schools still considered to lack understanding of teachers about 2013 Curriculum, try to be given training so”(Y3)

Those participants had the same expectation of the 2013 Curriculum, namely lack of training. Three of them hoped that there would be more attention from the department, so they would often check with the Schools and provide training as often as possible.

Three participants from MTsN 2 Aceh Selatan also had the same hope regarding the implementation of the 2013 Curriculum, the following were their expectation.

“We here training was very minimal, the training wanted evenly available for all teachers, especially for honorarium teachers and those who are senior”(M1)

“I hope that if 2013 Curriculum still applied, it can be adjusted to the abilities of the teacher and students. For teachers, especially with the holding of training”(M3)

Two participants also have the same expectations as come from MTsN 2 South Aceh namely training. But the participants of MTsN 2 emphasized that the training carried out must be routine and evenly distributed to all teachers. This was important because the teachers who get training were not the same teacher but

different teachers so that all the teachers who teach in the Schools get their turn to take part in the training.

b. Structure and Infrastructure

There were three participant had the same expectation of 2013 Curriculum

“For facilities and infrastructure, if at Schools we still lack support, especially for the provision of wifi. so if we want to give the students a task that requires googling, it became difficult. continue to provide magazines or newspapers so lack of provision, sometimes children have to make clipping or what it is, it becomes difficult”(Y1)

“For the laboratory for listening lessons we have to beat, most often bring our own laptop or even infocus that is provided at Schools. so if they really need to hear music or hear pronunciation from native language, I bring my own loudspeaker”(Y3)

The participants hoped that the structure and infrastructure in must be adequate especially for internet access. Because according to them the provision of adequate media will add enthusiasm to student learning.

Another expectation coming from MTsN 2 Aceh Selatan

“If my expectation for the implementation of this 2013 Curriculum, we really hoped that adequate facilities and infrastructure, for example computers are reproduced again, because right now the 2013 Curriculum exams must use a computer, because the computer in the lab is not enough, so we teachers took the initiative to bring a personal laptop so that the exam running smoothly. Our hope is that the addition of other books, especially books for religious studies, is still lacking”(M1)

The participant explained that the government should have prepared all the facilities needed when the Curriculum 2013 program was implemented such as all supporting facilities. If the teacher ran the Curriculum 2013 program without enough facilities the learning process was not smoothly.

c. Curriculum Replacement

From six participant there was one participant who disagree with the implementation of 2013 Curriculum

“With all our limitations in Schools, whether we saw in terms of teacher or student unpreparedness in the application of this 2013 Curriculum. If I personally want this 2013 Curriculum replaced with a better Curriculum or the previous Curriculum”(M2)

The different perception came from one of participant MTsN 2 Aceh Selatan participants hope that the Curriculum 2013 will be replaced with a new Curriculum. This participant have such expectations because he taught that the Curriculum 2013 was not good due to this Curriculum was not appropriate to be implemented in their Schools due to unpreparedness the Schools, teachers and students. He hopes that will have the changing Curriculum

B. Discussion

In this section, the researcher described the findings of the research results that the researcher has obtained in the field. The researcher will explain the results of the study by comparing various kinds of previous research and theories related to this study to complement and strengthen the discussion of the results of this study.

1. *Interpretation of Research and Discussion Results*

This study classified three themes which included several sub-themes with certain meaningful categories. These themes were identified based on the research

objectives. The following was detailed discussion of each of the themes in this study.

Theme 1. How is the implementation of the Curriculum 2013 in Junior High Schools in South Aceh

Five people from six participation explained that the implementation of the Curriculum 2013 at the Schools was good. This was indicated by their explanation which explained about students who were more active, creative and independent due to demands from the 2013 Curriculum. Students also felt more pleased or happy with the Curriculum 2013 system because they were given freedom in expressing their ideas. In addition, the structure and infrastructure available in some subjects were sufficient even though there were some that not complete yet. Curriculum 2013 is an improvement of the previous Curriculum so that it has several advantages. The advantages can be seen from the point of view of internal factors that students were expected to be able to have the attitude, knowledge, creativity, and skilled competence to compete in the international world. According to Kurniasih and Sani (2013), there were several important things from the change or refinement of the Curriculum, including student activeness, holistic assessment, character education, a competency that is appropriate to the needs, and a good evaluation system. One of the other participants explained that the implementation of the Curriculum 2013 had not run smoothly because of students who still had minimum basic knowledge of English, so they were unable to learn independently and still needed encouragement and guidance from the teacher as a whole.

Theme 2. What Are the Strength and Weaknesses of the Curriculum 2013 in the Sight of EFL Teachers' in Junior High Schools in South Aceh

Based on the research, the researcher found there were several strength and weaknesses of 2013 Curriculum in the sight EFL teachers' perception. The first strength that activeness and independence of students increases. This is because in the Curriculum 2013 has scientific learning. This is another form of approach that was oriented towards the activeness of students in learning. In the learning process, students always need to be encouraged to communicate ideas, creations and findings to other students, teachers or other part. All the contractions that occurred during the learning process make it possible to improve students' understanding through discussion, asking questions, and explaining each other.

The second strengths were teacher creativity, in the Curriculum 2013 teachers were required to be more creative in teaching both in terms of educational methods and how to present language so that students felt happy and comfortable. This is related to Wahyuni's opinion (n.d), which is the implementation of the Curriculum, which is able to see the changes that always occur. It was able to place students as an important component in the learning system in Schools because it was the subject of learning processes and activities. The creative teachers were not only good at making decisions and dominating classes, but he or she understood how to design a teaching style that involves students in making decisions so that students are active, varied and creative in each learning session.

The weaknesses in the implementation of the Curriculum 2013 were almost the same as the problems faced by participants when implementing the

2013 Curriculum, included the lack of training for teachers so that many teachers did not understand the Curriculum 2013 which causes a decline in the quality of education in our area. In some , learning structure and infrastructure may be have completed. However, in one of the that the researcher had chosen as a sample, they still lacked structures and infrastructures, especially books or kind of media in supporting their learning process that were in accordance with the Curriculum 2013 so that the teachers had to find their own sources from various The last problem was the lack of students' understanding of what the Curriculum 2013 was and also the basic material they have so that they have difficulty when given independent assignments.

The lack of structure and infrastructure that support the continuity of learning made teachers less enthusiastic in carrying out their duties due to the limitations of learning media. Although there were some subjects that already have the structure and infrastructure, according to some participants, it is argued that if we want to get maximum results, it would be better if the structure and infrastructure are equipped not only to some subjects.

The weakness faced by the next participant was the unpreparedness of students towards the changes in the new Curriculum. As we know that the learning method often used at Schools is a lecture method where students usually just sit and listen to the material from the explanations given by the teacher in front of the class. So that when the implementation of the Curriculum 2013 was implemented, many students were unable to accept the Curriculum change because they were familiar with the previous method. Apart from being used to it,

they also lacked the confidence to be active in class because they have not often appeared before the class so far.

Theme 3. What Are The Expectations Of The EFL Teacher Toward The Implementation Curriculum 2013 In Junior High Schools In South Aceh

Every teacher has their own expectations for the good of education in our country as well as the expectations of six participants in this study. One of the most prominent and expected expectations of all participants was to have comprehensive and adequate training so that all teachers receive training and know how to apply the Curriculum 2013 properly and correctly. In addition, some participants also hoped that the learning structure and infrastructure would be equipped to support more effective and efficient learning, especially the completeness of the books because in one of the in the study sample still did not get a pocketbook from the government.

One of the participant from six participants hoped for the replacement of the 2013 Curriculum. He argued that the quality of the Curriculum 2013 had been missed if we compared the quality of the Curriculum used at the international level. This participant only hoped that the quality of education in Indonesia must be customized with the quality of education. This was related to the findings of the research

One of the ways to achieve that expectation, we can replace the Curriculum 2013 with a better Curriculum as used in the country the education sector must hold special training on the 2013 Curriculum regularly in order to achieve the objectives of the 2013 Curriculum. This is related to the findings of

the research as conducted by Darwih (2015), who explained that many teachers have received research or workshops on the Curriculum 2013 but they still have their own opinions on the Curriculum 2013 based on the experience they face. The other one hope that the number of hours in English subjects should not be reduced because this would hamper the learning process. If this still happens, the teacher would not be able to complete the students' understanding of the material as a whole and also has negative impact for the student rank.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This chapter provides the result summary of the data analysis and also some suggestion for proposed study and recommended future work for related research

1. The implementation of Curriculum 2013 have been implemented after it launched in . Here, the teachers give positive and negative responses. The positive responses are about the Curriculum of 2013 will make the students more active in learning process and it can help the teacher in building and guiding students. Meanwhile, negative responses are the lack of training, structure and infrastructure.
2. The implementation of the Curriculum 2013 carried out by teachers in the learning process has several strengths and weaknesses. The strengths of this Curriculum 2013 according to some teachers were in the learning outcomes demanded by the Curriculum where students become more independent and active. These weaknesses are found in the Curriculum 2013 system which according to some teachers still did not understand the Curriculum 2013 system due to a lack of teacher training. From these weaknesses, teachers have their own hopes that the Curriculum 2013 will be better in the future. Beside to the weaknesses above, the teacher also explained that they had several problems in implementing the 2013 Curriculum, problems in the

application of the Curriculum 2013 include; the availability of inadequate facilities and infrastructure, especially learning books

3. 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 supporting students-centered and teacher creativity. 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, include; lack of training, structure and infrastructure, and time
4. 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. Firstly, their hope was that teacher could be more ready in implementing and adapting with the Curriculum 2013. Finally, there would be another revision of the Curriculum 2013.

B. Suggestion

Researcher realizes that this research still has many infirmity the researcher really hope for suggestions from all parties so that this thesis will be better. In addition, this thesis also a lot of information relating to the implementation of the Curriculum 2013 in South Aceh has not written in detail. Therefore, this research can still be continued and developed again in further research. The following are some suggestions from the researcher for further research that have the same title or problem as this thesis:

1. The researcher suggests to the government who take responsible for the education department to monitor each Schools and provide what the Schools needs related the implementation of 2013.
2. One of the teacher from MTsN 2 South Aceh suggested that the application of the Curriculum be adjusted to the situation of the local



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 2803/UN.08/FTK/KP.07.6/02/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN 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-5177/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;
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 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;
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- Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 26 April 2018
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** :
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- KEDUA** :
- Menunjuk Saudara:
- | | |
|--|----------------------------|
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| 2. Khairiah Syahabuddin, M.Hsc. Esl.,
M.TESOL, Ph.D | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Nisa Ulfia
- NIM : 150203068
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : **EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Junior High School in South Aceh)**
- KETIGA** :
- Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2019 tanggal 5 Desember 2018;
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- Surat keputusan ini berlaku sampai akhir semester Ganjil 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: 25 Februari 2019
An. Rektor
Dekan

Muhammad Rezali



Nomor : B-16091/Un.08/FTK.1/TL.00/11/2019

Banda Aceh, 11 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun 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 : NISA ULFIA
N I M : 150203068
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. Lingkar Kampus Lr. Tgk. Dibrang II

Untuk mengumpulkan data pada:

SMPN 1 Bakongan dan MTsn 2 Aceh Selatan

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

**EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Junior
High School in South Aceh)**

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH SELATAN
MADRASAH TSANAWIYAH NEGERI 2 ACEH SELATAN
Jl Masjid Suak Bakong Telp: (0656)8003013 E-mail :mtansuakbakongsb@gmail.com
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Nomor : B-175/Mts. 01.04/Pp.00.5/11/2019
Lampiran :
Hal : Izin Pengumpulan Data

Suak Bakong, 15 November 2019

Kepada Yth,
Dekan Fakultas Tarbiyah dan Kaguruan (FTK)
Banda Aceh
Di

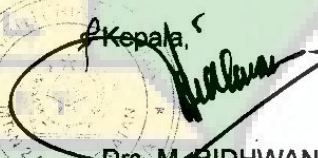
Darussalam Banda Aceh

Dengan Hormat.

1. Berdasarkan Surat Dekan Fakultas Tarbiyah dan Kaguruan (FTK) Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh Nomor B-16091/Un.08/FTK.1/TL.00/11/2019.

Perihal Mohon bantuan dan keizinan Mengumpulkan Data Menyusun Skripsi.

2. Sehubungan dengan Surat tersebut diatas, memberikan Izin kepada :
Nama : Nisa Ulfia
Nim : 150203068
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013 (A Study at Junior high school in south Aceh) Kabupaten Aceh Selatan).
3. Untuk maksud tersebut, pada prinsipnya kami memberikan izin kepada tersebut yang namanya diatas untuk mengumpulkan data, sejauh yang bersangkutan memahami dan mematuhi aturan sekolah yang ada serta setelah selesai penyusunan Skripsi menyerahkan satu karya tulisnya kepada pihak sekolah sebagai arsip.
4. Demikian Surat ini kami sampaikan atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.


Drs. M. RIDHWAN
Nip. 197012311994031014



PEMERINTAH KABUPATEN ACEH SELATAN
DINAS PENDIDIKAN KEBUDAYAAN
SMP NEGERI 1 BAKONGAN TIMUR

Jln Said Cut No. 5 Seubadeh – Bakongan Timur Kode Pos 23775

Seubadeh, 14 November 2019

Nomor : 422/ 40 / 2019
Lampiran : -
Hal : Izin Pengumpulan Data

Kepada Yth,
Dekan Fakultas Tarbiyah dan
Keguruan (FTK) Banda Aceh
Di
Darussalam Banda Aceh

Dengan Hormat,

1. Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri (UIN) Ar- Raniry Banda Aceh Nomor B-16091/Un.08/FTK.1/TL.00/11/2019.

Perihal Mohon bantuan dan Keizinan Mengumpulkan Data Menyusun Skripsi.

2. Sehubungan dengan Surat tersebut diatas memberikan izin kepada :

Nama : NISA ULFIA
NIM : 150203068
Program Study : Pendidikan Bahasa Inggris
Judul skripsi EFL TEACHERS' PERCEPTION ON THE IMLEMENTATION OF CURRICULUM 2013
(A Study at Junior high school in south Aceh) Kabupaten Aceh Selatan

3. Untuk Maksud tersebut, pada prinsipnya kami memberikan izin kepada tersebut yang Namanya diatas untuk mengumpulkan data, sejauh yang bersangkutan memahami dan Mematuhi aturan sekolah yang ada serta setelah selesai penyusunan skripsi menyerahkan Satu karya tulisnya kepada pihak sekolah sebagai arsip.
4. Demikian Surat ini kami sampaikan atas perhatian dan kerja sama yang baik kami ucapkan Terima kasih.



Kepala Sekolah

MUKHLIS, S.Pd.Fis

NIP. 1971403031995011001

EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013

(A study at Junior High School in South Aceh)

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

Benefit of this study: feel free to answer all these questions. Don't worry! There will be not 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 :

A. Guru

1. Siapa nama bapak/ibu?
2. Berapakah umur bapak/ibu?
3. Diamana alamat tinggal bapak/ibu?
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 bapak/ibu tempuh?
8. Apakah bapak/ibu pernah mengikuti atau mendapatkan pelatihan khusus tentang K13?
9. Sejak kapan sekolah ini menerapkan K13?
10. Apa pendapat bapak/ibu mengenai K13?
11. Apa saja permasalahan yang bapak/ibu hadapi dalam mengimplementasikan K13?
12. Bagaimana cara bapak/ibu menghadapi kesulitan dalam melaksanakan 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 dalam mengajar?
15. Apa harapan bapak/ibu terhadap implementasi K13 ini?

16. Apa saja manfaat yang bapak/ibu dapatkan setelah K13 diterapkan?
17. Bagaimana harapan bapak/ibu terhadap penerapan K13?
18. Apa saran bapak/ibu terhadap K13?
19. Kurikulum seperti apa yang bapak/ibu harapkan dimasa depan?

B. Waka kurikulum

1. Bagaimana pendapat Bapak/Ibu mengenai pembelajaran bahasa inggris di sekolah ini semenjak kurikulum 2013 diterapkan?
2. Kurikulum 2013 memberikan beberapa dampak terhadap mata pelajaran bahasa inggris seperti perubahan jumlah jam belajar per minggu serta adanya kelompok mata pelajaran wajib dan peminatan. Bagaimana pendapat Bapak/Ibu mengenai hal tersebut?
3. Fasilitas apa saja yang disediakan sebagai media pendukung keberhasilan penerapan kurikulum 2013 dalam pembelajaran bahasa inggris di sekolah ini?
4. Apa saja yang menjadi pertimbangan untuk menentukan KKM mata pelajaran bahasa inggris di sekolah ini?
5. Apakah sarana dan prasarana sudah mencukupi dalam penerapan kurikulum 2013 dalam pembelajaran bahasa inggris di sekolah ini?
6. Kendala apa yang di alami sekolah dalam penerapan kurikulum 2013 serta apa solusi yang diberikan?
7. Kesulitan apa yang di alami sekolah dalam penerapan kurikulum 2013 serta apa solusi yang diberikan?
8. Apa harapan bapak/ibu terhadap k13?
9. Bagaimana saran bapak/ibu terhadap pembentukan kurikulum dimasa depan?

AUTOBIOGRAPHY

1. Name : Nisa Ulfia
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3. Place/ Date of Birth : Seubadeh/ January 7th,1997
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesian/ Acehnese
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8. Address : Seubadeh, Kec. Bakongan Timur
9. Occupation : Student
10. Parents
 - a. Father : Alm. Yusrizal
 - b. Mother : Saniah, S.Pd
 - c. Occupation : Civil Servant
11. Educational Background
 - a. Elementary School : SDN 1 Seubadeh, ke. Bakongan Timur
 - b. Junior High School : MTsS Darul Aitami
 - c. Senior High School : MAs Darul Aitami
 - d. University : UIN Ar-Raniry

Banda Aceh, Desember 11th 2019

Nisa Ulfia