

**TEACHER READINESS IN IMPLEMENTING  
THE 2013 CURRICULUM  
(A Qualitative Research at SMP Islam Al-Falah)**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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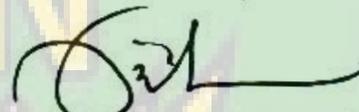
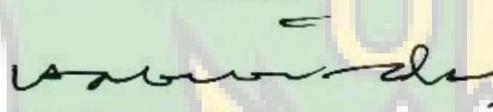
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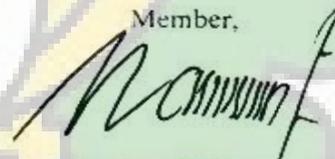
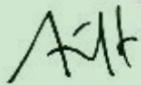


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**Teacher Readiness in Implementing the 2013 Curriculum (A Qualitative  
Research at SMP Islam Al-Falah)**

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.

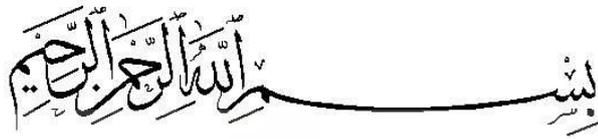
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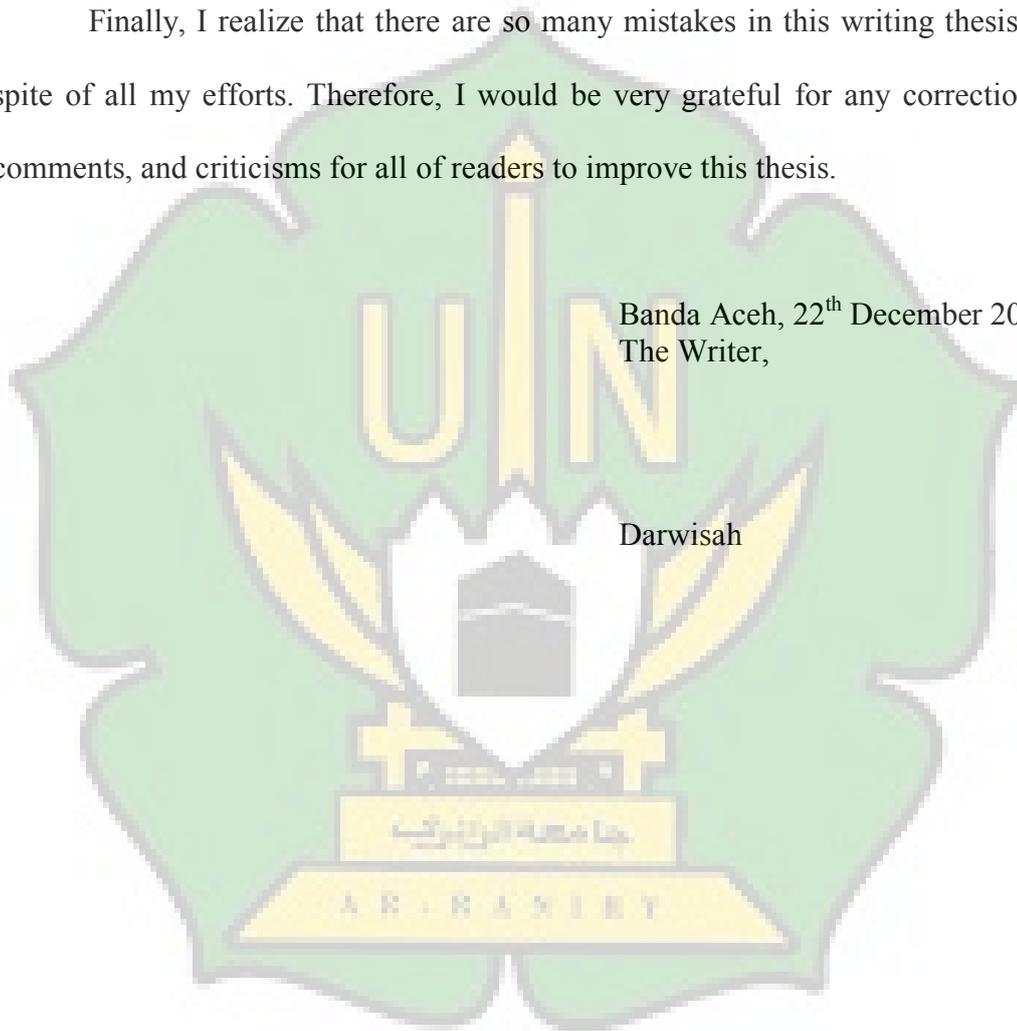
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## ABSTRACT

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The teacher's role is very necessary in the success of 2013 curriculum implementation. If the teachers implement it well, then it will produce a good quality of education as the objective of 2013 curriculum. This study aims to know the implementation of 2013 curriculum by English Teacher related to Planning, Teaching-Learning and Evaluation. This study is a qualitative research; there are four of English teacher and one vice of curriculum of SMP Islam Al-Falah to be participant for this study and the data were collected by interview. This study has two research questions: 1) how is the readiness of English teachers in implementing the 2013 curriculum? 2) What are the teacher's obstacles in implementing the 2013 curriculum? The result of this study showed that the implementation of 2013 curriculum by English teacher on the dimension of planning which related to the lesson plan, the English teacher of SMP Islam Al-Falah has arranged it based on 2013 curriculum, on the dimension of teaching-learning process and evaluation some teacher still use the previous method. Furthermore, some of them have started to apply methods that are appropriate with the 2013 curriculum. Besides, the English teachers also have difficulty on time limitation in implementing the 2013 curriculum.

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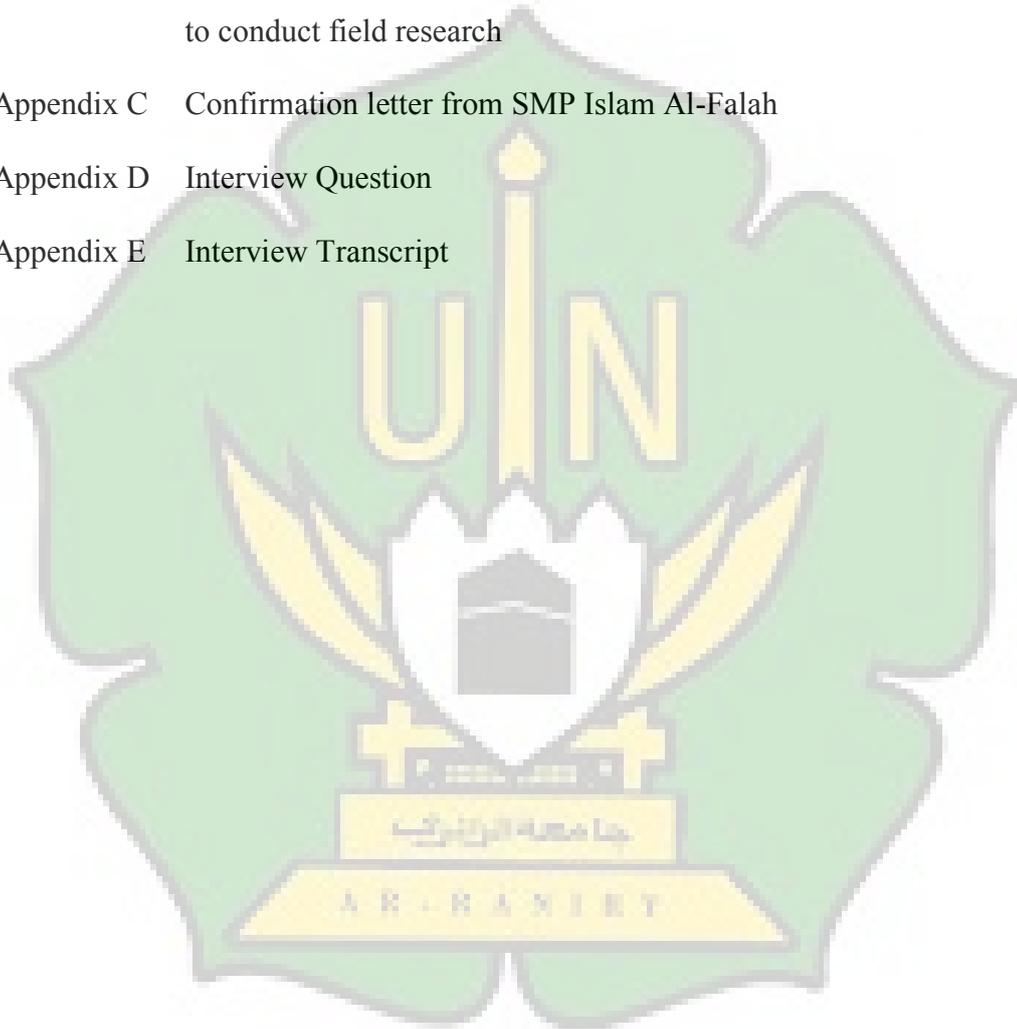
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The curriculum is a basic guide of the teaching-learning process for educators, so every teaching-learning process has to follow the curriculum. The good quality of the graduation depends on the curriculum as the guidance in education. Curriculum change that occurs in Indonesia does not mean without a purpose its aims to improve and increase the quality of education in Indonesia by the development and advancement of science and technology.

In implementing the curriculum, the teacher as the implementer of the curriculum plays an important role, because as good as any curriculum designed if the teacher who runs it does not have good abilities or competencies, the curriculum will not run well. The teacher is the most decisive component in the education system as a whole, which must get first and foremost attention because the teacher is always associated with the education system (Mulyasa, 2009).

According to Sariono (2013), the most important factor in the implementation of the 2013 curriculum is the readiness of the implementers of the curriculum themselves. No matter how good the curriculum used, it depends on the readiness of

teachers to implement them (Febriya & Nuryono, 2014). The new curriculum requires teachers to carry out integrative thematic-based learning and learning based on science or scientific approaches, namely learning systems that enable students to be active in learning individually or in groups. The teacher is also required to be able to prepare a learning administration or learning device which in the form of learning planning before carrying out teaching and learning activities. Learning planning is very important because with the existence of learning planning such as syllabus, and the plan for implementing learning will greatly help teachers in allocating time and the provision of learning material can be done in a planned, directed and sustainable manner.

Teachers' competence is the most important component in the implementation of the 2013 curriculum. Ummah (2013) argued that competence is a set of knowledge, skills, and behaviors that teachers should have, internalize, control and realize in carrying out their professional duties shown from their work. Decision of the national education minister Number 045/U/2002 about the core curriculum of higher education states that competence as a set of intelligent and responsible action to perform certain jobs or duties. Thus, teachers' competence can be defined as the whole knowledge, skills, and attitudes that are depicted in intelligent and responsible action in performing the duties as the learning agents.

In order 2013 curriculum to succeed, it must start from the readiness and optimal implementation. The implementation is related to a training program for teachers following the model of the implementation of the 2013 curriculum, the

provision of handbooks for teachers and students, and mentoring the teachers in disseminating the curriculum to be implemented.

In the implementation of the 2013 curriculum, three related dimensions cannot be separated. They are planning, teaching-learning process, and evaluation. The planning will establish the materials will be thought, the media will be choosing, and the methods will be used in the teaching-learning process. In such a way, the evaluation procedures will be used to know the product of the teaching-learning process and students' achievement.

But as the new curriculum is implemented, some teachers are not ready to implement the new curriculum for several reasons such as the distribution of uneven sources of books, so many evaluations in the 2013 curriculum and the students who are not ready for active and independent learning that confuse some teachers in implementing the 2013 curriculum. Therefore, to find out the determinants of the success of the curriculum regarding teacher readiness in implementing the 2013 curriculum in English subjects, it is necessary to carry out an analysis of English teachers' readiness in supporting the implementation of the 2013 curriculum.

As one of boarding school in Aceh Besar that has implemented the 2013 curriculum, SMP Islam Al-Falah support the English teacher in implemented 2013 curriculum. Even though, it does not mean the teachers do not find problems in carrying it out.

## **B. Previous studies**

Based on the problem, the researcher found some previous studies related to this study. Previous study carried by Rusman (2015) about "Curriculum Implementation". This research was conducted in Bandung and the source of the data used was an elementary school teacher. The result showed that the teachers of elementary school in Bandung gave a positive response to 2013 on the three activities curriculum (planning, implementing, and evaluating). The difference between this research and the research carried out by Rusman is the place of his research and the object of his research is elementary school teacher.

Another previous study conducted by Evanita (2013) about "Analysis of Pedagogical Competence and Readiness of Upper Middle School Teachers in Supporting 2013 Curriculum Implementation". This research was conducted in Semarang and the source of the data used was a high school biology teacher of X grade. The result of this research showed that the pedagogical competencies of the X grade Biology teachers in Semarang were in line with the demands of the 2013 curriculum. Besides that, the X grade Biology teachers in Semarang also showed the readiness in implementing the 2013 Curriculum. The difference between this research and the research conducted by Evanita the object of her research is biology teacher and the focus of her research that is analyzing pedagogical competence and readiness of biology teachers.

Another previous study also conducted by Nurkhasanah (2015) about "The Implementation of 2013 Curriculum by the English Teacher and its Barrier". This

research was conducted at SMA N 1 Rembang and the source of the data used was the students of the 10<sup>th</sup> grade. The result of this research showed that the implementation of 2013 curriculum by the English teacher on the three dimensions has the barriers. The barriers of the teaching learning planning affects the other two dimensions. The barriers are finding the right method and the right instrument of authentic assessment.

Considering all the issues stated above, this study is intended to analyze how the teacher readiness in implementing the 2013 curriculum by the English teacher of SMP Islam Al-Falah Start from how the teacher plan and does the English learning process until how the teacher evaluate the students based on 2013 curriculum.

### **C. Research Question**

Based on the statement mentioned in the background of the study, this has its research question as follows:

1. How is the readiness of English teachers in implementing the 2013 curriculum?
2. What are the teacher's obstacles in implementing the 2013 curriculum?

#### **D. Aims of Study**

The aims of this study are stated as follows:

1. To find out the readiness of English teachers in implementing the 2013 curriculum related to the planning, teaching-learning process, and evaluation.
2. To discover the obstacle of English teachers in implementing the 2013 curriculum.

#### **E. Significances of the Study**

The results of this study based on theme Teacher readiness in implementing the 2013 curriculum, it is expected that:

1. For Teachers, this study can be a reference and provide understanding for English teachers in the implementation of the 2013 curriculum so that they are able enough to apply the learning process successfully.
2. For the Researcher, the finding of this study will help the researcher to get more knowledge and information about the 2013 curriculum in education.
3. By reading this research, the readers will get more information about the implementation of the 2013 curriculum and the obstacle in implementing the 2013 curriculum.

## **F. Terminologies**

To avoid misinterpreting and misunderstanding of this research, the writer provides some terms. The terms are:

### **1. Implementing**

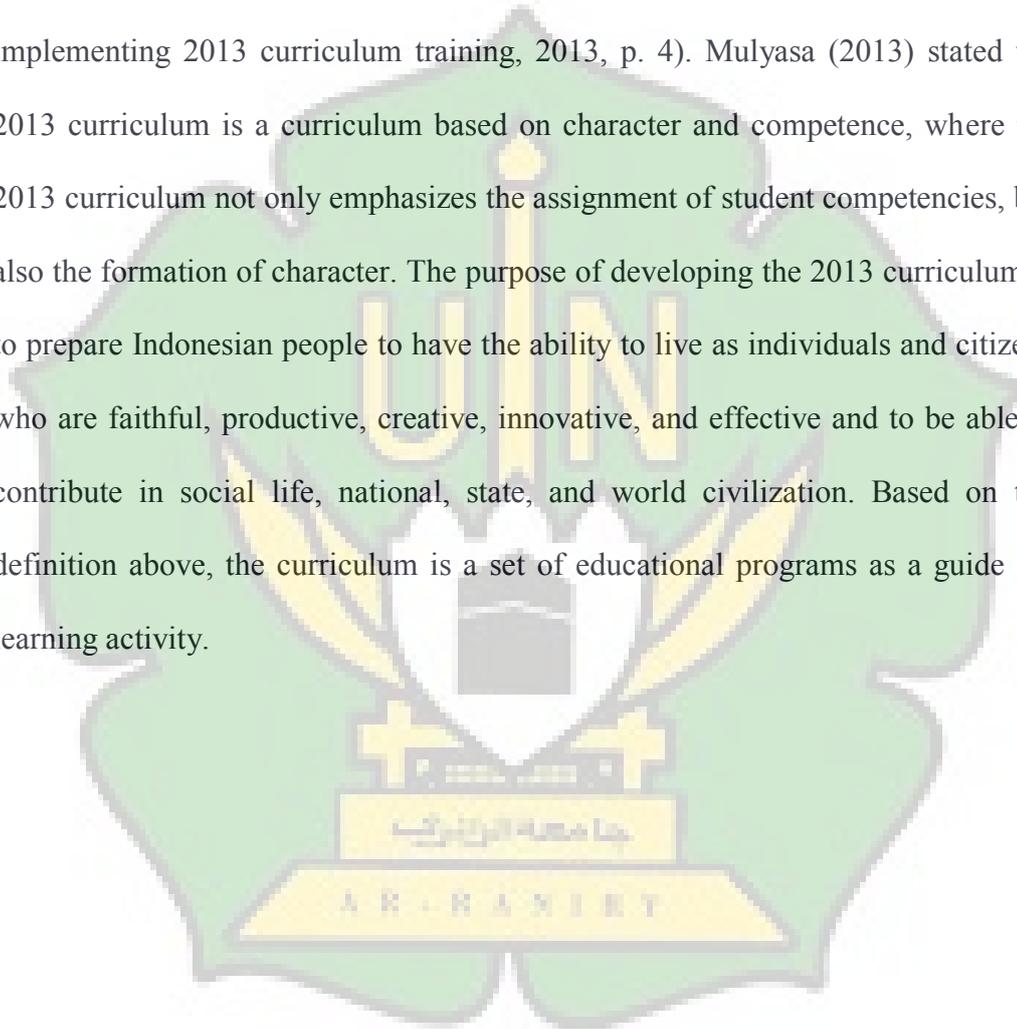
According to Miller and Seller (1985, as cited in Oemar, 2009) mention that in some cases implementation has been identified with the instruction. In other words, the term 'implementation' leads to the activity, the action or the mechanism of a system. The word 'mechanism' means that the implementation is not just an activity, but an activity that is planned and carried out by reference to achieve the objectives of the activity. Therefore, the implementation does not stand alone but it is influenced by the object, in this case, the object is curriculum. It can be concluded that implementation is an activity or practical action that gives effect to change in knowledge, skill, value, and attitude. For the reason, implementing in this study means the teaching-learning process which done by teacher based on the 2013 curriculum.

### **2. Readiness**

Slameto (2010, p.113) mentioned that readiness is the whole condition of a person who makes it ready to respond or answer in a certain way towards a situation. In other words, readiness is the awareness of a person to meet a situation and carry out a planned sequence of action. In this context, this study focused on teacher readiness in implementing the 2013 curriculum. In terms of three aspects, they are planning, teaching-learning process, and evaluation.

### 3. 2013 Curriculum

The 2013 curriculum was developed from the 2006 curriculum (KTSP) based on thinking about future challenges, community perceptions, the development of pedagogical knowledge, and future competencies (guidelines for implementing 2013 curriculum training, 2013, p. 4). Mulyasa (2013) stated the 2013 curriculum is a curriculum based on character and competence, where the 2013 curriculum not only emphasizes the assignment of student competencies, but also the formation of character. The purpose of developing the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and to be able to contribute in social life, national, state, and world civilization. Based on the definition above, the curriculum is a set of educational programs as a guide for learning activity.



## CHAPTER II

### LITERATURE REVIEW

To avoid misinterpreting and misunderstanding of this research, the researcher provides some terms. There are follows:

#### A. Teacher

The teacher is a person who is always emulated and imitated; being a teacher is not easy because the teacher is a profession or position that requires those who need special skills. Said the teacher is no stranger to our ears, said the teacher has many word synonyms such as educators, coaches, instructors, trainers, tutors and so on. Where their job is to educate and teach their students both in formal and informal education. As stated by Djamarah "Teachers in the view of society are people who carry out education in certain places, not necessarily formal institutions.

In the context of Islamic education, Nata claims that the teacher means mu'allim. Mu'allim comes from the basic word 'ilm which means to capture the essence of something. He interpreted the teacher or Mu'allim as the person who mastered the knowledge and was able to develop it and explain its function into life explaining its theoretical and practical dimensions, while also transferring knowledge, internalization, and implementation.

Based on the definition above, the teacher can be interpreted as an adult who works as an educator and teacher for students at school so that students can become a character, knowledgeable, and skilled in applying knowledge. The definition of the teacher shows that the teacher has a duty as an educator and teacher. As an educator, the teacher transfers the value in the hope that the student becomes a person of character. Besides that, the teacher also acts as an educator, in this role the teacher transfers knowledge and skills so that students master various knowledge and can apply it in their daily lives.

#### **B. Teacher Readiness in planning, teaching-learning and evaluation.**

Teacher readiness to implement Curriculum 2013 involves many factors, including commitment, attitude, and motivation in dealing with the change, and definitely comprehension and understanding of the components of the curriculum. According to Print (1993 as cited in, Subdayana, 2015), Common procedures conducted to develop a curriculum involve planning, validation, dissemination, implementation, and evaluation. In term of planning is related to the lesson plan. According to Mailani (2014), the success of a teaching-learning process is very supported by the ability of a teacher in designing and developing a lesson plan. The teacher must arrange the lesson plan based on the rule of The Ministry of National Education-Regulation Number 22 of 2016, the components of the lesson plan on process standards consist of School identity, the identity of subjects or themes / sub-themes, Class/semester, subject matter, time allocation, learning objectives, basic competencies, and indicator, teaching material, learning method,

learning media, learning resources, learning activities and assessment/assessment techniques. In term of teaching-learning, Sudjana (1999), explain that three things must be considered by the teacher in teaching and learning process, the first stage is planning a learning plan, the second is the use of a learning approach, and the third is the teaching principle. In terms of evaluation, to find out whether or not the objectives of learning are achieved, the teacher needs to do an assessment.

### **C. Curriculum**

#### **1. Definition of curriculum**

The term curriculum has various meanings formulated by experts in the field of curriculum development from the past until now. The definition is different from one another, according to the core emphasis and views of the experts concerned. The term curriculum comes from Latin, namely *curricula* which means the distance that must be taken by someone. From the explanation, it can be concluded that the curriculum is the period of education that must be taken by students who aim to obtain a diploma. By taking a curriculum, students can get a diploma. In this case, the diploma is essentially proof, that students have taken the curriculum in the form of a learning plan. In other words, a curriculum is considered a very important bridge to reach the endpoint of a trip and is marked by the acquisition of a certain diploma.

The curriculum can also be interpreted as an educational program provided to teach students. With the program, the students carry out various learning activities, so that changes and developments in student behavior occur, by the

goals of education and learning. In other words, the school provides an environment for students who provide learning opportunities. That is a reason why a curriculum must be arranged in such a way so that the intention can be achieved.

The curriculum is not limited to several subjects but includes everything that can affect the development of students, such as school buildings, media that can be used in the teaching and learning process, libraries and others. Which in the end it can support a curriculum so that an effective learning process is realized. The definition above contains the meaning of the curriculum in several subjects that are in school or *madrasah* that must be taken by students to reach a level or diploma. The curriculum is not only limited to subjects, but the curriculum itself covers all teaching and learning activities of teachers and students in educational institutions.

## **2. The Curriculum Change**

A change is a process to make something or a condition hopefully better. Curriculum change happens with reasons and purposes, certainly to make it more relevant. New things that characterize the 2013 curriculum include four educational standards namely competency standards, content standards, process standards, and standards of assessment. 2013 curriculum is a growing curriculum, opening opportunities for adjustments to be made with developments and needs. In line with that, so many changes are so fast occurring in the implementation of

the 2013 curriculum, starting from the curriculum concept, the books used, to the regulations relating to the 2013 curriculum.

### 3. 2013 Curriculum

Curriculum of 2013 is competency and character-based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School-Based Curriculum 2006. These changes are carried out according to the development needs and the world. Curriculum of 2013 is one of the government's ways to resolve the various problems being faced by the world of education. The 2013 curriculum aims to produce Indonesian people who are: productive, creative, innovative, effective, through strengthen existing attitudes, skills and knowledge integrated.

Former Minister of Education and Culture, Muhammad Nuh stated that the 2013 curriculum was more focused on competencies based on attitudes, knowledge, and skills. So the most basic characteristics of the 2013 curriculum are:

- a. Develop a balance between developing spiritual and social attitudes, curiosity, and creativity, collaboration with intellectual and psychomotor abilities.
- b. Schools are part of the community that provides a planned learning experience where students apply what is learned at school to the community and use the community as a source of learning.

- c. Develop an attitude of knowledge, and skills and apply them in various situations in schools and communities.
- d. Member time is free enough to develop various attitudes, knowledge, and skills.
- e. Competence is expressed in the form of core class competencies which are detailed further in the basic competencies of the subject.

Based on the explanation above, it can be concluded that the implementation of the 2013 curriculum is expected to produce productive, creative and innovative students.

#### **4. The function of 2013 curriculum**

A program that is formulated definitely in it there is a goal to be achieved. Similarly, the development of the 2013 curriculum aims to make this new curriculum better than the previous curriculum. So that it can be a solution to the shortcomings found in the previous curriculum. According to the Ministry of National Education-RegulationNo. 68 of 2013, it was explained that the 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective, and be able to contribute to social life, nation, state, and world civilization.

According to Alexander (as cited in, Oemar, 2009) there are 6 functions of curriculum, named:

a. The Adductive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment.

b. The Integrating Function

Individuals are part of society, so that each individual must has the ability to integrate with the community.

c. The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d. The Productive Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in.

f. The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to

develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

Besides, Ruhimat also explains that the functions of the curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents and the community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, the curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, the curriculum serves as a guide to assist in the implementation of the educational process at school. With the result, it can be concluded that the goal of the 2013 curriculum is to improve the quality of education and advance the life of the Indonesian nation and make the future generation of knowledge and character so that they can compete with their competencies.

## **5. The Implementation of 2013 Curriculum**

Oxford Advanced Learner Dictionary, it is found that the word "implementation" means "an act of putting something into effect". Besides, the meaning of implementation in the term of curriculum, Rusman (2015, as cited in Miller & Seller,1985) define the word implementation with three approaches, namely: a) implementation is defined as an activity; b) implementation means an effort made to enhance the process of interaction between the teacher developers and the teachers themselves; and c) implementation is an entity separated from

curriculum components. Besides, Mulyasa (2006) also explains that implementation is a process of applying concept ideas, policies or innovations in practical actions to have an impact in the form of changes in knowledge, skills and values and attitudes.

Based on the definition above, it can be concluded that implementation is a process of applying the curriculum program in the form of learning activity followed by students so that providing a positive impact on students in the form of changes in knowledge, skills and values and attitudes.

## **6. The Characteristics of 2013 Curriculum**

According to the Ministry of National Education-Regulation number 35 of 2018 about curriculum 2013 of junior high school / Madrasah Tsanawiyah, curriculum 2013 is designed with the characteristic as follows:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b. Putting the school as part of the community that provide a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
- c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- d. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subject

developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

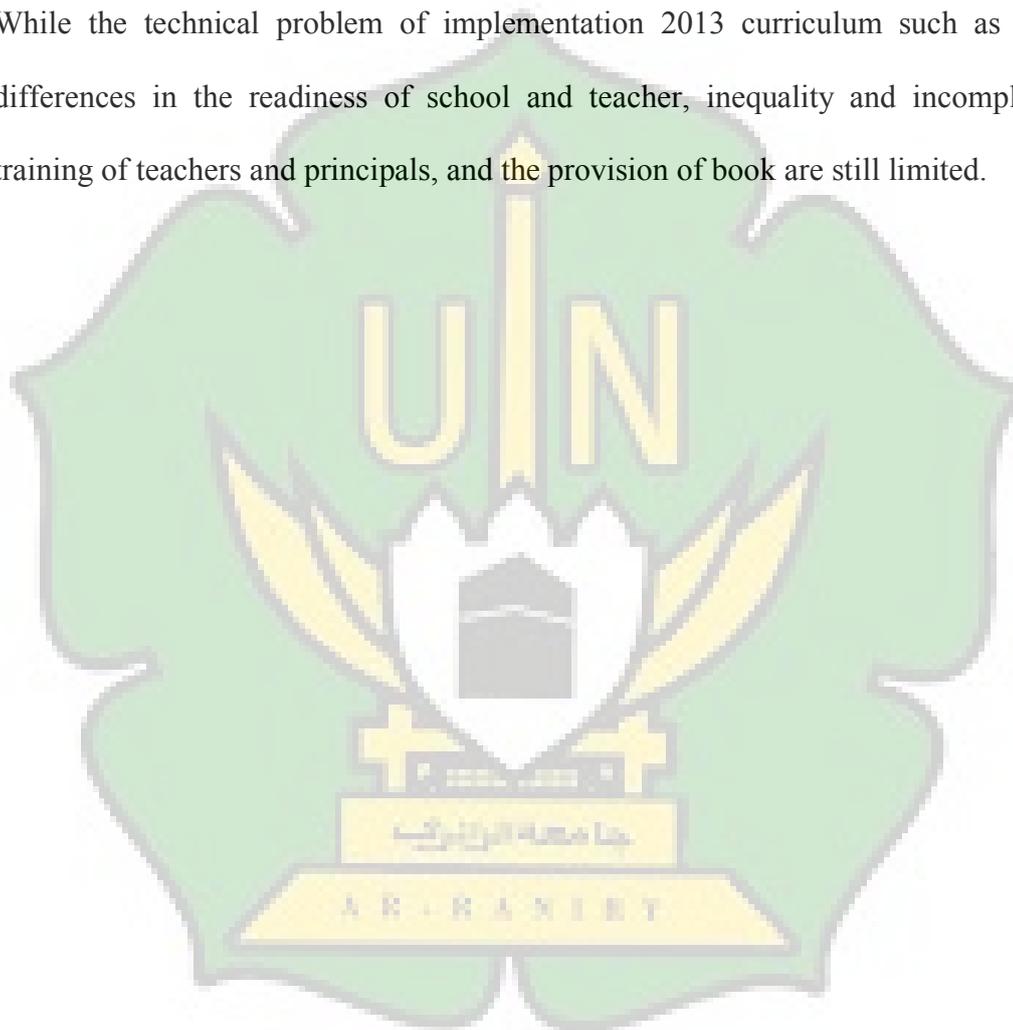
- e. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

### **7. The obstacle in implementing the 2013 curriculum**

The Ministry of Education and Culture states that teaching and learning steps based on the 2013 curriculum have to use the scientific approach that consists of observing, questioning, associating, experimenting, and communicating (Kemendikbud, 2014). Dealing with the purpose above, the teacher face some obstacle in implementing the 2013 curriculum. As stated by Sahirudin (2014) some problem face in implementing the 2013 curriculum, the student lack of motivation, poor attitude toward language learning, big class size, unqualified teacher, and cultural barriers for teachers to adopt new roles of facilitators.

In other side, Maisyaroh ( 2014) mention that the teacher have low capability in understanding the basic framework and curriculum structures, limited time with complicated materials, difficult to develop lesson plan, difficult to apply scientific approach, low capability in applying electronic media like laptop and projectors, low capability on integrating education character into teaching and learning process.

The Ministry of Primary and Secondary Education management number 179342/MPK/KR/2014 about 2013 Curriculum, also explain the obstacle find in implementing the 2013 curriculum included, incompatibility between ideas and curriculum design to incompatibility of ideas with the contents of textbooks. While the technical problem of implementation 2013 curriculum such as the differences in the readiness of school and teacher, inequality and incomplete training of teachers and principals, and the provision of book are still limited.



## CHAPTER III

### RESEARCH METHOD

This chapter is presenting a description of the research method. It covers a research design, population and sample, data collection, and data analysis.

#### A. Research Design

In this research, the researcher used qualitative research. Qualitative research is descriptive and analytical research. According to Koh and Owen (2009, p.219) "qualitative research is a research which based on the assumptions that the problems are solved through observation and description". Arifin (2011) also stated that Qualitative research is a research process carried out naturally by objective conditions in the field without any manipulation. This research method is used because it can help researcher easier to investigate respondents' responses openly.

#### B. Research Participant

In this study, the researcher chooses English Teacher of SMP Islam Al-Falah as a population research. The school has Twenty-seven teachers, one headmaster, and one vice of headmaster, one vice of curriculum, one head of laboratory, one administrative staff and one head of library.

To collect the data, in this study the writer uses purposive sampling where the writer only chooses the sample which is related to this study, they are four English teachers and one vice of curriculum.

### **C. Brief description of the school**

Al-falah is one of Islamic boarding school which is located at Jln Lubuk – Seunelop Lamjampok, Ingin Jaya, Aceh Besar. This boarding school has a good building with complete facilities such as classroom, library, science laboratory, computer laboratory, language laboratory, and dormitory.

SMP Islam Al-Falah is one of the Boarding School that has implemented the 2013 curriculum since 2016, so the school keeps implementing 2013 curriculum based on the order of the Minister of Education and Culture.

### **D. Procedure of data collection**

To get detail information about the data in this study, the researcher employed interviews as a data collection method. By interviewing with the English teachers, the researcher got more information about this study which is related to the planning, teaching-learning process, and evaluation. The research instrument used in the interview is an interview guideline that consists of 10 questions related to teacher readiness in implementing the 2013 curriculum, obstacle, teaching-learning process, and evaluation, the researcher also interview

vice of curriculum to get information about how the 2013 curriculum run at the school. The reason for choosing interviews as the data collection method because it will help the researcher to collect various information about this research openly and also it is useful to complete the data needed.

#### **E. Technique of Data analysis**

To analyze the data in this study the researcher used Miles and Huberman (1994) technique, they suppose that there are three ways of analyzing qualitative research. They are data collection, data display, and conclusion (drawing/verification). Firstly, the data reduction process, the researcher chooses data related to the research focus and remove unneeded data in the research. Secondly, data display process, data display process has been considered an important step during the qualitative data analysis or the writing up stage Burke et al (2005 as cited in Verdinelli & Scagnoli, 2013), in this study the process of data display the researcher present the data in summaries which explain descriptively. Finally, conclusion (drawing/verification), the researcher took the conclusions of all data that had been analyzed and obtaine.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes the data and the result of the study, the researcher presents the data description of how the implementation of 2013 curriculum by English Teachers of SMP Islam Al-Falah, based on the three dimensions of implementation (Planning, Teaching-learning process, and Evaluation). Besides, the researcher uses anonymity as the ethics in the research. Anonymity must be done to improve the security of data processing and it can never be reconstructed to identify individuals (Grinyer, 2002). Therefore, the researcher uses 'T' (Teacher) and 'VC' (Vice of Curriculum) as informant's name code.

#### A. Research Finding

The findings in this study are displayed based on two research questions. The first research question is "How is the readiness of English teachers in implementing the 2013 curriculum?" And the second question is "What are the teacher's obstacles in implementing the 2013 curriculum?" To answer both of the research questions, the researcher interviewed four teachers and the vice of the curriculum. Interview was conducted at SMP Islam Al-Falah, Aceh Besar.

In the interview process, the researcher asks the teacher in Bahasa. The interview questions were proposed to get the information about the data of this

study. The question in this study is generated based on the research question of this study, the first following data would explain about the teacher readiness in implementing the 2013 curriculum, and the second following data would explain about the obstacle in implementing the 2013 curriculum.

## **1. Teacher Readiness in Implementing the 2013 Curriculum**

In implementing the 2013 curriculum three related dimensions cannot be separated, they are planning, teaching-learning process and evaluation.

### **a. Planning**

Planning means the stage of the teacher in providing annual program, semester program, syllabus, and lesson plan. Related to the teacher's readiness in planning, the researcher would like to provide the result of the interview with an English Teacher.

Question: "How is the process of creating learning tools such as annual programs, semester programs, and syllabus and lesson plan?"

Answer:

We have compiled the lesson plan in MGMP, especially English Subject. We did it together with other English teachers from other schools. We decide the assessment, the learning tools used and other materials. [T – 01]

In similar way, [T – 02] also explain that she got the learning tool from MGMP. As she stated:

For the annual program, semester program, and syllabus I get from MGMP, while for lesson plan I make it independently.

In the 2013 curriculum, lesson plans is one of the important things that need to be prepared at the beginning of the actual teaching year, besides annual program and semester program. We also have MGMP activities, it is hoped that all of the teachers can make the lesson plan together, but it is hard for us to seat together on MGMP because we have different schedule on teaching. Somehow we try to make the lesson plan together. [T – 03]

Preparation of annual program, semester program and syllabus from MGMP, but for the lesson plan I usually make it by myself. [T – 04]

Based on the interview result, it can be found that most of the teachers get the annual program, semester program, and syllabus from MGMP; however, for the lesson plan, they make it independently.

In this case, the teacher needs to consider all the things needed to achieve the desired goals, such as the selection of media and learning techniques, the teacher must choose the media that is appropriate with the learning technique. All learning activities that have been prepared by the teacher must be included in the lesson plan.

## b. Teaching-Learning Process

Learning is a process of interaction between student and student and between student and teacher. The readiness in this term is about approach, model and method used by the teacher in the teaching-learning process.

Question: "What strategies, models and methods are often used in the learning process to achieve the desired learning goals?"

Answer:

About model, I use the model recommended by the government, we often use the scientific strategy. Because in K13 we suggested to use scientific strategy. But more often I use discovery learning, inquiry, and cooperative learning. For the student at the first grade, I usually apply role-played technique, because the material discuss about transactional text and interpersonal text. [T- 01]

Frequently in groups or cooperative learning, so in dividing group it depends on students understanding, the students who have a high understanding must be there in each group, the students offered to choose their own group or divided by the teacher. [T - 02]

I use presentations, I gave the students assignments first then they present the results in a group. For controversial material I use debate material, they will certainly be active. Previously I gave them material and then they defended the argument later if they were unable to explain it I explained, I usually divided them in group.[T - 03]

So, one of the learning models that I used during the new curriculum is discovery learning, but this method take a lot of time because the students have to find out about a problem and have to find out the solution.

Whilenot all students can do it, so sometimes it is rather difficult and this method cannot be used in all topics.[T – 04]

Based on the interview result, it can be found that in the teaching-learning process, some teachers still use previous methods such as cooperative learning. Even though, some teachers have started to apply teaching-learning strategies and methods that should be following the approach in 2013 Curriculum that is the scientific approach. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring or experimenting, associating, and communicating.

Related to the method chosen and used in the learning process, when planning a learning activity, a teacher must understand the characteristic of students as well as focus on the competencies to be mastered by the students. Therefore, the teachers are required to know how to choose the appropriate method in teaching.

### **c. Evaluation**

Evaluation is the type of assessment used by the teacher. In this part, the researcher would like to provide some results of an interview with English teacher related to the assessment they use to get information to make judgments or decisions.

Question: "What kind of evaluation model do you use at every class meeting?"

Answer:

The first one is attitude assessment, it is including social attitude and spiritual attitude, the second is knowledge assessment, the last assessment is practice. [T –01]

For example, we learn about narrative text, to find out the grammar usually at the end we have a test, the test can be in form of choices or essays, it also can be a short drama or role-play so they can see to what extent they can apply the material taught and how to role-play.[T – 02]

I usually give a normative test. Such as pre-test and post-test, I gave the multiple choice test. [T – 03]

For evaluations, there are written and oral tests, when I am explaining the discussion; I always ask questions to students. While the assessment instruments are also listed for affective and psychomotor. [T – 04]

The evaluation used in the 2013 curriculum is authentic assessment. Authentic assessment is the evaluation used to assess students' readiness, process, and outcomes of learning as a whole (Kunandar, 2014). On the other hand, authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task in a real situation.

Based on the result of the interview, the teacher still conducts non-authentic assessment as the main approach to evaluate students' learning results, such as pre-test and post-test in the form of multiple-choice or essay. However, some of them have begun to apply authentic assessment.

## 2. The Obstacle in Implementing the 2013 Curriculum

The 2013 curriculum is a curriculum set by the government to replace the 2006 curriculum (KTSP). The 2013 curriculum requires teachers to carry out integrative thematic-based learning and scientific approach-based learning, which is known as observing, asking or reasoning, associating and communicating. These demands make it difficult for some teachers to implement the 2013 curriculum.

Question: "What obstacles do you experience in implementing the 2013 curriculum in the learning process?"

Answer:

We had a very limited time to discuss all material with 2013 curriculum. We also face some obstacle in evaluation. [T – 01]

The obstacle is in instrument, the teacher need to find a solution so that not only observing, also in social attitude including the process of observation and self-assessment, it's difficult. We have to make it according to the MGMP. Besides, we also got problem with time constraints. [T– 02]

It is hard to develop the students' ability if they have to follow the instructions in the teacher handbook. Because every students have different ability. [T – 03]

The student found the obstacle when they have to change the teaching learning process model, from teachers' centered become students' centered. It is because some of the students still have low ability in English, but mastering the new curriculum is also an inhibiting factor. [T – 04]

Related to the obstacle the researcher not only interviews the English teacher but also vice of curriculum.

Question: "Are there any obstacles in implementing the 2013 curriculum?  
And how is the solution to respond to these obstacles?"

Answer:

Because this is a new curriculum, still under revision and there is no standard which is always changing there must be a problem, the book is sometimes too late, and there is also a revised edition, so there is no certainty how the book is. The solution to respond these obstacles is by providing training for all teachers in the school, so that *insyaallah*, the school can resolve these obstacles. In addition, teachers must also actively seek information related to the implementation of the 2013 curriculum which is usually done at MGMP.[VC-01]

From the results of the interview, it can be concluded that several things become the obstacles for teachers in implementing the 2013 curriculum, such as in the evaluation, curriculum change, also limited time that set in the 2013 curriculum. Vice of curriculum also admitted that one of the obstacles in implementing the 2013 curriculum is the lack of material used to support the 2013 curriculum, such as book limitation. Even though, all of the English teachers acknowledged that they often participate in trainings on the 2013 curriculum such as in MGMP and PPG. Therefore, it can be said that some of them utilized the knowledge obtained from this training as their strategy in overcoming the obstacles to implement the 2013 curriculum.

## **B. Discussion**

After analyzing all research instruments systematically and accurately, it was necessary to discuss the result of the study. The aim was to find out the answer to the research question. The explanation for each research question is as

follows: The first research question was "How is the readiness of English teacher in implementing the 2013 curriculum?"The interview result showed that the efforts of the teacher in implementing the 2013 curriculum in the dimension of planning are good enough. It can be seen from the components of lesson plan which are arranged based on The Ministry of National Education-Regulation Number 22 of 2016 about process standards, the components in the lesson plan consists of school identity, class/semester, subject matter, time allocation, learning objectives, basic competencies, and indicators, teaching material, learning methods, learning media, learning resources, learning activities and assessment. The logical learning sequence of scientific approach (5M) is also written in it.

From the lesson plan, it can be said the English teacher of SMP Islam Al-Falah has arranged it based on almost all the principles of lesson plan arrangement mentioned in The Ministry of National Education-Regulation Number 22 of 2016. The principles will be formed in the teaching-learning process and evaluation. Therefore, teaching-learning planning is a big influence on the learning process and evaluation.

In terms of teaching-learning process, the activities of learning process that created by the teacher in the class should have the characteristics as mentioned in The Ministry of National Education-Regulation Number 22 of 2016, they are the development of attitude, knowledge, and skill. All three developments have different acquisition processes. Attitudes are obtained through the activities of receiving, running, appreciating, experiencing and practicing. Knowledge is

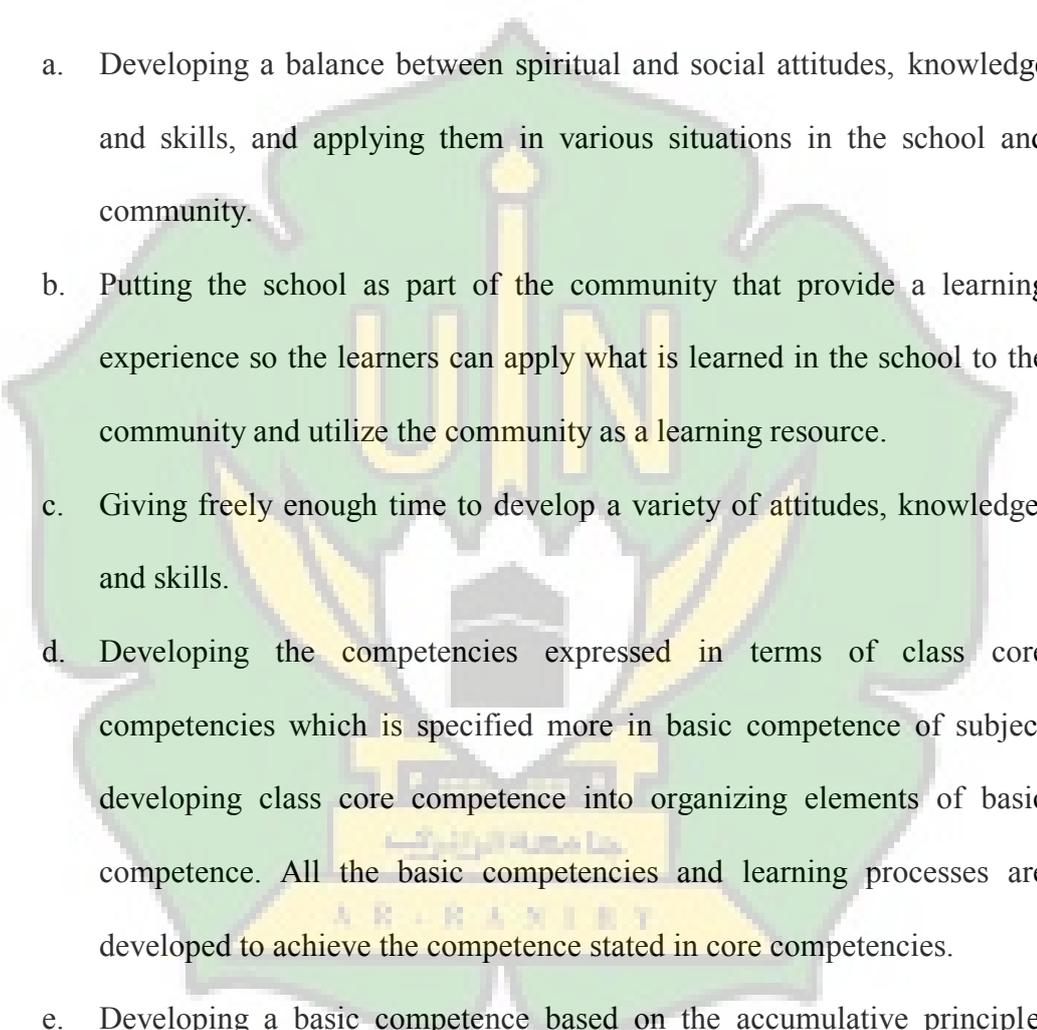
gained through the activities of remembering, understanding, applying, analyzing, and evaluating. Skills are obtained through observing, asking, trying, reasoning, and creating. Therefore, the teaching-learning process is almost completely based on the lesson plan. The teacher also does what she should do in the classroom, such as monitoring, explaining difficult new words, correcting the students' wrong pronunciation, and reminding about the tenses pattern. Although it is not intensive, the teacher has developed the students' attitude, knowledge, and skills competency through giving advice.

In term of evaluation, everything which is planned on the dimension of planning by the English teacher has a big influence on the success of English learning evaluation based on the 2013 curriculum. As mentioned in The Ministry of National Education-Regulation Number 22 of 2016, evaluation is conducted through authentic assessment which takes the readiness of students, the process, and learning outcomes as a whole. Assessment of the three components will illustrate the capacity, style, and learning acquisition of students who can produce instructional effects on aspects of knowledge and attitudes.

Based on the result, the implementation of the 2013 curriculum has similarity as explain by Print (1993, as cited in, Subdayana, 2015) common procedures conducted to develop a curriculum involve planning, validation, dissemination, implementation, and evaluation.

Besides, the implementation of 2013 curriculum related to the three dimensions of planning, teaching-learning process, and evaluation are in

accordance as mentioned in the 2013 curriculum characteristics, as explain by the Ministry of National Education-Regulation number 35 of 2018 about curriculum 2013 of junior high school / Madrasah Tsanawiyah, curriculum 2013 is designed with the characteristic as follows:

- 
- The image contains a large, semi-transparent watermark of the logo for UIN Ar-Raniry. The logo is a green shield-shaped emblem with a yellow sun-like symbol at the top center. Below the sun, the letters 'UIN' are written in a large, yellow, stylized font. Underneath 'UIN', there is a white silhouette of a mosque with a dome and minarets. At the bottom of the shield, the text 'AR-RANIRY' is written in a yellow, sans-serif font. The entire logo is set against a light green background.
- a. Developing a balance between spiritual and social attitudes, knowledge and skills, and applying them in various situations in the school and community.
  - b. Putting the school as part of the community that provide a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
  - c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
  - d. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subject developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
  - e. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

Next, the second research question was "What are the teacher's obstacles in implementing the 2013 curriculum?" The interview results showed that teachers

had several obstacles in implementing the 2013 curriculum the majority of them said that the component of the curriculum such as evaluation, core activity was one of their obstacles. To overcome those obstacles, they argued that they must understand all the curricula that were still used today in Aceh. Moreover, the activities held in MGMP and PPG would help the teacher to understand how to implement the 2013 curriculum correctly.

Based on the result of interview, the obstacle in implementing the 2013 curriculum was similar to Maisyaroh (2014), reveal that some obstacle faced by teacher in implementing the 2013 curriculum are the teacher have low capability in understanding the basic framework and curriculum structures, limited time with complicated materials, difficult to develop lesson plan, difficult to apply scientific approach, low capability in applying electronic media like laptop and projectors, low capability on integrating education character into teaching and learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This chapter presents the conclusion of the study. The conclusion is presented based on the data which have been analyzed in the previous chapter. From all the data analysis about the implementation of the 2013 curriculum by the English Teacher of SMP Islam Al-Falah, it can be concluded that:

In terms of teaching-learning planning, overall the teacher has been able to arrange the lesson plan in accordance as mention in Permendikbud of the 2013 curriculum and syllabus. In the teaching-learning process, some teachers still use previous method such as cooperative learning; however, some of them have started to apply methods that are appropriate with the 2013 curriculum, which is a scientific approach. In the evaluation process, some teachers still use non-authentic assessment such as pre-test and post-test, but some of them have started to apply authentic assessment.

## **B. Suggestion**

After conducting the research on the implementation of the 2013 curriculum, the researcher provides some suggestion and hopefully it is can be useful for:

### **1. The Teacher**

The teacher has an important role in the implementation of the 2013 curriculum. The success or failure of a curriculum is determined by the teacher. The most important thing for the successful implementation of a curriculum is the teaching-learning strategy. Therefore, the real guidance in training is very important to improve teacher competency.

### **2. The researcher**

This research is expected to be used as a reference for next researcher in researching the implementation of the 2013 curriculum. Because the more develop a country; the more education system will improve.

### **3. The school**

To overcome teachers' difficulties in implementing the 2013 curriculum, all curriculums should be taught or introduced to the teacher and the school must improve the training on the 2013 curriculum. Therefore, teachers are not confused and have difficulty in implementing the 2013 curriculum.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**  
 Nomor : B-6094/UN.08/FTK/KP.07.6/05/2019

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

**DEKAN FAKULTAS TARBIIYAH 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-435/UN.08/FTK/KP.07.6/01/2018** 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 31 Desember 2018
- MEMUTUSKAN**
- Menetapkan  
 PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-435/UN.08/FTK/KP.07.6/01/2018** tanggal 14 Januari 2019
- KEDUA : Menunjuk Saudara:
- |                                   |                            |
|-----------------------------------|----------------------------|
| 1. Habiburrahim, M.Com.,M.S.,Ph.D | Sebagai Pembimbing Pertama |
| 2. Azizah, M. Pd                  | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- |               |  |
|---------------|--|
| Nama          | : Darwisah   |
| NIM           | : 140203272  |
| Program Studi | : Pendidikan Bahasa Inggris                                      |
| Judul Skripsi | : <b>Teachers' Readiness in Implementing the 2013 Curriculum</b> |
- 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: 21 Mei 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;



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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : B-14752/Un.08/FTK.1/TL.00/10/2019

Banda Aceh, 10 October 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** : DARWISAH  
**N I M** : 140203272  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : XI  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh  
**A l a m a t** : Jl. Al-Huda No. 61 Kp. Laksana Kec. Kuta Alam Banda Aceh

Untuk mengumpulkan data pada:

**SMP Islam Al-Falah Abu Lam ue Aceh Besar**

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

**Teachers' Readiness in Implementing the 2013 Curriculum**

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

An. Dekan,  
 Wakil Dekan Bidang Akademik  
 Kelembagaan,



Kode 6137



**PEMERINTAH KABUPATEN ACEH BESAR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMPS ISLAM AL – FALAH LAMJAMPOK  
YAYASAN ABU LAM U**

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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**  
**Nomor : 422/1475/2019**

Berdasarkan surat Izin untuk mengumpulkan data menyusun skripsi dari UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan dengan Nomor : B-14752/Un.08/FTK.1/TL.00/10/2019 tanggal 10 Oktober 2019 , Kepala Sekolah Menengah Pertama (SMP) Swasta Islam Al-Falah Lamjampok Kecamatan Ingin Jaya Aceh Besar dengan ini menerangkan bahwa:

Nama	: DARWISAH
NIM	: 140203272
Prodi/ Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Alamat	: Jl. Al-Huda No.61 Kp. Laksana Kec. Kuta Alam Banda Aceh

Bahwa benar yang namanya tersebut di atas telah melakukan penelitian dan mengumpulkan data pada sekolah kami untuk keperluan menyusun skripsi, yang berjudul:

**“Teachers’ Readiness in Implementing the 2013 Curriculum“**

Demikian surat keterangan ini kami buat, agar dapat dipergunakan seperlunya.



## APPENDICES

### Appendix D

#### Interview Question

##### A. Interview Question with English Teachers'

1. How is your readiness in implementing the 2013 curriculum?
2. Regarding competency standards, syllabus and handbooks in the 2013 curriculum are regulated by the government and teachers only carry out learning activities. What is your opinion on government policy?
3. The government provides teacher handbooks and student textbooks in the 2013 curriculum, how do you develop learning materials from books provided by the government?
3. How is the process of preparing learning tools such as annual program, semester program, syllabus, and lesson plan?
5. Are there any difficulties in developing lesson plan in accordance with the new regulation of the government?
6. What strategies, models and methods are often using in learning activity to achieve the learning goals?
7. What obstacle do you experienced in the process of preparing lesson plans and providing media in accordance with the 2013 curriculum?
8. What kind of apperception or pre-test model is usually used in the initial learning activities?

9. What obstacle do you experienced in implementing the 2013 curriculum in the learning process?

10. What kind of evaluation model do you often use in every class meeting?

### **B. Interview Question With Vice of Curriculum**

1. When did the SMP Islam Al-Falah implement the 2013 curriculum?

2. How is the teachers' readiness in implementing the 2013 curriculum, especially English teachers?

3. Are there any obstacles in implementing the 2013 curriculum? And what is the solution to solve these obstacles?

4. What is your opinion about learning English in SMP Islam Al-Falah since the curriculum was implemented in 2013?

5. What facilities are provided as supporting media for the successful implementation of the 2013 curriculum in learning English in SMP Islam Al-Falah?

6. After implementing the 2013 curriculum, how is the learning outcome of English subjects in SMP Islam Al-Falah?

7. How is the achievement of the 2013 curriculum target specifically in VII grade of SMP Islam Al-Falah?

8. What is your opinion on the implementation of the 2013 curriculum by English teachers in VII grade so far?

## Appendix E

### Interview Transcript

#### Teacher 1

##### **1. How is your readiness in implementing the 2013 curriculum?**

*NLN: Talking about readiness, I have often participated in training 2013 Curriculum which was held in Takengon, in PPG Lamlagang, then in Baitussalam. so every year at the beginning of the year we are recommended be able to provide a complete teaching administration such as effective week, semester programs, annual programs, minimum completeness criteria, KI and KD analysis, then lesson plan that is in accordance with 2013 curriculum.*

##### **2. Regarding competency standards, syllabus and handbooks in the 2013 curriculum are regulated by the government and teachers only carry out learning activities. What is your opinion on government policy?**

*NLN: in my opinion, it is good, because we have been given a specific reference by the government for teaching. so we just need to follow the government rules to achieve the target of teaching learning process.*

##### **3. The government provides teacher handbooks and student textbooks in the 2013 curriculum, how do you develop learning materials from books provided by the government?**

*NLN: The governments only provide one teacher's book and student's book. The teacher must have a lot of ways to develop the learning material, it is*

*not only fixated on handbook. We can take the material from other sources such as in internet, we only have to adjust the material.*

**4. How is the process of preparing learning tools such as annual programs, syllabus, semester programs and lesson plans?**

*NLN:We have compiled the lesson plan in MGMP, especially English Subject. We did it together with other English teachers from other schools. We decide the assessment, the learning tools used and other materials.*

**5. How is the process of preparing learning tools such as annual programs, syllabus, semester programs and lesson plans?**

*NLN:Because this is a new curriculum still being revised and improved, the obstacle is in the lesson plan which is still changing.*

**6. what strategies, models and methods are often use in learning activity to achieve the learning goals?**

*NLN:About model, I use the model recommended by the government, we often use the scientific strategy. Because in K13 we suggested to use scientific strategy. But more often I use discovery learning, inquiry, and cooperative learning. For the student at the first grade, I usually apply role-played technique, because the material discuss about transactional text and interpersonal text.*

**7. What obstacle do you experienced in the process of preparing lesson plans and providing media in accordance with the 2013 curriculum?**

NLN: *The obstacle is the lesson plan which often changes, so every year the teacher must change it.*

**8. What kind of apperception or pre-test model is usually used in the initial learning activities?**

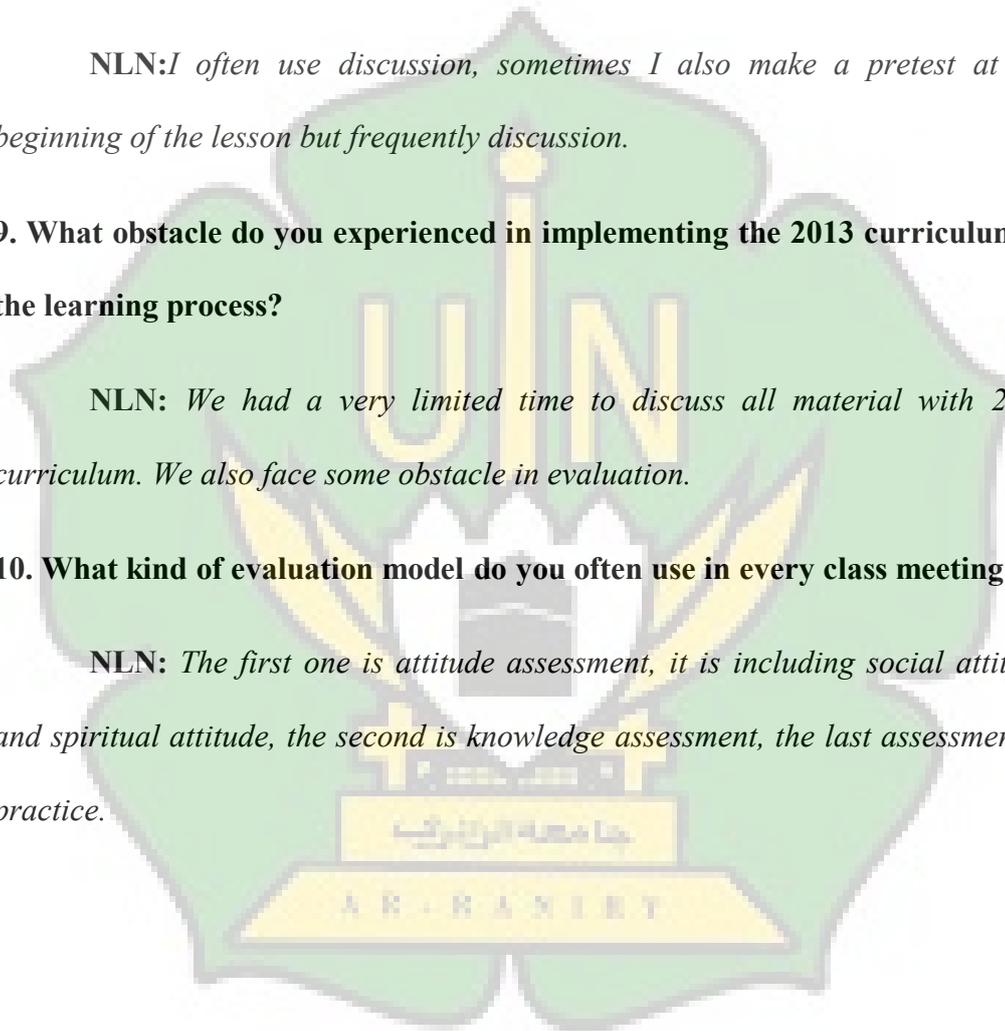
NLN: *I often use discussion, sometimes I also make a pretest at the beginning of the lesson but frequently discussion.*

**9. What obstacle do you experienced in implementing the 2013 curriculum in the learning process?**

NLN: *We had a very limited time to discuss all material with 2013 curriculum. We also face some obstacle in evaluation.*

**10. What kind of evaluation model do you often use in every class meeting?**

NLN: *The first one is attitude assessment, it is including social attitude and spiritual attitude, the second is knowledge assessment, the last assessment is practice.*



**Teacher 2****1. How is your readiness in implementing the 2013 curriculum?**

**ER:** *The new curriculum is different from the previous curriculum, such as in the evaluation, and the learning method as well, for the implementation of the curriculum itself we must really understand, so we usually have training on the 2013 curriculum, usually at MGMP*

**2. Regarding competency standards, syllabus and handbooks in the 2013 curriculum are regulated by the government and teachers only carry out learning activities. What is your opinion on government policy?**

**ER:** *In my opinion, with regulations like this the teacher feels helped and no longer needs to make the need to make a syllabus, but teachers are still given the freedom to develop it as in making lesson plans, annual program and semester program, so that it can be adjusted to the conditions and development of the school*

**3. The government provides teacher handbooks and student textbooks in the 2013 curriculum, how do you develop learning materials from books provided by the government?**

**ER:** *I agree with the government policy, because it was clear standards about KI and KD, but teachers are still given the freedom to use other learning resources that are depend on the conditions of each school. There is no textbook for teachers and students, so teachers have to look for other material, the teacher can use other book which is still in accordance with the KI and KD that have been*

*determined. In developing learning, the student can download the relevant material from the internet, or can be obtained from books in the library.*

**4. How is the process of preparing learning tools such as annual programs, syllabus, semester programs and lesson plans?**

*ER: For the annual program, semester program, and syllabus I get from MGMP, while for lesson plan I make it independently.*

**5. Are there any difficulties in developing lesson plan in accordance with the new regulations of the government?**

*ER: one of the difficulty is in lesson plan format which is often changing, sometimes I copy the lesson plan from other teachers but I modify it in accordance with current regulations.*

**6. What strategies, models and methods are often use in learning activity to achieve the learning goals?**

*ER: Frequently in groups or cooperative learning, so in dividing group it depends on students understanding, the students who have a high understanding must be there in each group, the students offered to choose their own group or divided by the teacher.*

**7. What obstacle do you experienced in the process of preparing lesson plans and providing media in accordance with the 2013 curriculum?**

*ER: For materials actually, I browse it in internet. I adjust and refine it to the needs of students, because sometimes there is a vocabulary or material that*

*is too high or difficult for students. Because to make 1 lesson plan one night is not enough it will take time, because we have to design and we have to think about the method we want to apply in learning.*

**8. What kind of apperception or pre-test model is usually used in the initial learning activities?**

**ER:** *Usually Question and Answer, such as reviewing material that has been obtained, sometimes I immediately write on the board write matching homework at the beginning of the learning process can also be, later it can be seen from the answers whether there are still not understood or not.*

**9. What obstacle do you experienced in implementing the 2013 curriculum in the learning process?**

**ER:** *The obstacle is in instrument, the teacher need to find a solution so that not only observing, also in social attitude including the process of observation and self-assessment, it's difficult. We have to make it according to the MGMP. Besides, we also got problem with time constraints.*

**10. What kind of evaluation model do you often use in every class meeting?**

**ER:** *For example, we learn about narrative text, to find out the grammar usually at the end we have a test, the test can be in form of choices or essays, it also can be a short drama or role-play so they can see to what extent they can apply the material taught and how to role-play.*

**Teacher 3**

**1. How is your readiness in implementing the 2013 curriculum?**

*JMD: It does not matter, if the old curriculum changes to the current curriculum, because this new curriculum will make children better and more active, but in my opinion it can be realized immediately because there must be some changes in the new curriculum so it must be certain need process and time.*

**2. Regarding competency standards, syllabus and handbooks in the 2013 curriculum are regulated by the government and teachers only carry out learning activities. What is your opinion on government policy?**

*JMD: I agree with government regulations, so do not need to make syllabus because syllabus used for all schools is the same, the teacher only needs to make lesson plans that are in accordance with the existing syllabus. But for teacher handbooks, teachers are still given the freedom to use books as learning resources because it is not enough to just rely on books from the government, teachers are also given freedom in developing syllabus such as in making lesson plans, annual program and semester program, so that they can be adapted to school conditions*

**3. The government provides teacher handbooks and student textbooks in the 2013 curriculum, how do you develop learning materials from books provided by the government?**

*JMD: In developing learning materials I used several source books not only books that were provided by the government. For student, they can download the relevant material from the internet, or can get other books in the library.*

*Besides, the student can also directly practice from the KD that has been set. the cognitive, affective and psychomotor aspects of students are all achieved.*

**4. How is the process of preparing learning tools such as annual programs, syllabus, semester programs and lesson plans?**

*JMD: In the 2013 curriculum, lesson plans is one of the important things that need to be prepared at the beginning of the actual teaching year, besides annual program and semester program. We also have MGMP activities, it is hoped that all of the teachers can make the lesson plan together, but it is hard for us to seat together on MGMP because we have different schedule on teaching. Somehow we try to make the lesson plan together.*

**5. Are there any difficulties in developing lesson plan in accordance with the new regulations of the government?**

*JMD: Not so difficult, because there are already procedures for compiling a lesson plan in accordance with the new Permendikbud, but sometimes I adjust and see from other teacher lesson plan as a comparison to a lesson plan in accordance with the current Permendikbud regulations.*

**6. What strategies, models and methods are often use in learning activity to achieve the learning goals?**

*JMD: I use presentations, I gave the students assignments first then they present the results in a group. For controversial material I use debate material, they will certainly be active. Previously I gave them material and then they defended the argument later if they were unable to explain it I explained, I usually divided them in group.*

**7. What obstacle do you experienced in the process of preparing lesson plans and providing media in accordance with the 2013 curriculum?**

*JMD: The first obstacle is lack of understanding about the preparation of RPP, secondly, the curriculum changes that we often use before the new curriculum are not in KTSP so in this KTSP we already know what we should do while K13 is still new and certain there are some changes in it of course we have to understand more first*

**8. What kind of apperception or pre-test model is usually used in the initial learning activities?**

*JMD: Usually at the beginning of the learning review the material previously taught, I ask one by one about the material, by that way we can see their understanding*

**9. What obstacle do you experienced in implementing the 2013 curriculum in the learning process?**

*JMD: It is hard to develop the students' ability if they have to follow the instructions in the teacher handbook. Because every students have different ability.*

**10. What kind of evaluation model do you often use in every class meeting?**

*JMD: I usually give a normative test. Such as pre-test and post-test, and I gave the multiple choice test.*

**Teacher 4****1. How is your readiness in implementing the 2013 curriculum?**

*MF: To implement this new curriculum we have to really master it, so to get more information about the 2013 curriculum, I often join a training of 2013 curriculum which held in MGMP*

**2. Regarding competency standards, syllabus and handbooks in the 2013 curriculum are regulated by the government and teachers only carry out learning activities. What is your opinion on government policy?**

*MF: I Agree, because everything is clear and organized even to the steps of learning already explain so the teacher just follow the rule.*

**3. The government provides teacher handbooks and student textbooks in the 2013 curriculum, how do you develop learning materials from books provided by the government?**

*MF: Related to the material, such as books provided by the government, teachers must also be able to provide their own material. Usually I use printed or photocopied materials, sometime I also use audio, it depends on the learning material, do not just focus on the handbook so that students do not get bored.*

**4. How is the process of preparing learning tools such as annual programs, syllabus, semester programs and lesson plans?**

*MF: Preparation of annual program, semester program and syllabus from MGMP, but for the lesson plan I usually make it by myself.*

**5. Are there any difficulties in developing lesson plan in accordance with the new regulations of the government?**

*MF: The obstacles in preparing lesson plan are core competencies, because all core competencies are focus on knowledge, attitudes and skills. But it is also good because if KTSP is more dominant on knowledge, the 2013 curriculum evaluates overall knowledge, attitude and skills.*

**6. What strategies, models and methods are often use in learning activity to achieve the learning goals?**

*MF: So, one of the learning models that I used during the new curriculum is discovery learning, but this method take a lot of time because the students have to find out about a problem and have to find out the solution. While not all students can do it, so sometimes it is rather difficult and this method cannot be used in all topics.*

**7. What obstacle do you experienced in the process of preparing lesson plans and providing media in accordance with the 2013 curriculum?**

*MF: The obstacle is on learning process, from teacher centered to student centered because not all students have high ability but also mastery of the new curriculum is also an inhibiting factor.*

**8. What kind of apperception or pre-test model is usually used in the initial learning activities?**

**MF:** *For evaluations there is a written test, there is an oral test (question and answer) when I'm delivering material, I always ask questions to students. Whereas the assessment instruments are also listed for affective and psychomotor assessments.*

**9. What obstacle do you experienced in implementing the 2013 curriculum in the learning process?**

**MF:** *The student found the obstacle when they have to change the teaching learning process model, from teachers' centered become students' centered. It is because some of the students still have low ability in English, but mastering the new curriculum is also an inhibiting factor.*

**10. What kind of evaluation model do you often use in every class meeting?**

**MF:** *I usually give a normative test. Such as pre-test and post-test, I gave the multiple choice test.*

**Vice of Curriculum:**

**1. When did the SMP Islam Al-falah implement the 2013 curriculum?**

**NM:** *we implement the 2013 curriculum step by step, in 2016 is VII grade, then in 2017, 2018 VIII and IX grade.*

**2. How is the teachers' readiness in implementing the 2013 curriculum, especially English teachers?**

*NM: The teacher have to complete all the administration equipment, also teaching learning tool. for this time this time the teacher often join a training of 2013 curriculum to support the implementation of 2013 curriculum*

**3. Are there any obstacles in implementing the 2013 curriculum? And what is the solution to solve these obstacles?**

*NM: Because this is a new curriculum, still revised and there is no standard which is always change, it is one of a problem, the book is sometimes too late, and there is also a revised edition, so there is no certainty how the book is. The solution to respond these obstacles is by providing training for all teachers in the school, so that insyaallah, the school can resolve these obstacles. In addition, teachers must also actively seek information related to the implementation of the 2013 curriculum which is usually done at MGMP.*

**4. What is your opinion about learning English in SMP Islam Al-Falah since the curriculum was implemented in 2013?**

*NM: it will be better than before, because this is boarding school might be a little different from regular school.*

**5. What facilities are provided as supporting media for the successful implementation of the 2013 curriculum in learning English in SMP Islam Al-falah?**

*NM: Besides books, there are also CD, tapes, and projector. It depend on teaching process.*

**6. After implementing the 2013 curriculum, how is the learning outcome of English subjects in SMP Islam Al-falah?**

*NM: In term of evaluation, not all of students are complete, but there are also some remedial, because the different of understanding, so we give the material again and then repair it again.*

**7. How is the achievement of the 2013 curriculum target specifically in VII grade of SMP Islam Al-falah?**

*NM: To achieve the curriculum target of around 75%*

**8. What is your opinion on the implementation of the 2013 curriculum by English teachers in VII grade so far?**

*NM: So far the development has been better, has increased. The teacher has applied the learning method by using the Scientific 5 (M) approach.*

