

English Teachers' Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh

THESIS

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By:

Faiz Naufal Matin

231222749



FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF AR-RANIRY
DARUSSALAM-BANDA ACEH

THESIS

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By:

FAIZ NAUFAL MATIN

The Student of English Education Department
Faculty of Education and Teacher Training

Reg. No. 231222749

Approved by:

Main Supervisor



(Habiburrahim, M.Com, M.S, Ph.D)

Co Supervisor



(Erry Zul Akbar, M.Pd)

It has been defended in Sidang Munaqasyah in front of
The Council of Examiners for Working Paper and
has been accepted in Partial Fulfilment of
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on Teacher Education

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Darussalam - Banda Aceh

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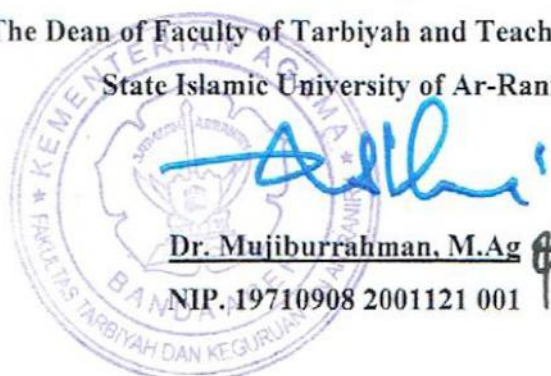
Member,



Qudwatin Nisak M. Isa, M.Pd, M.Ed

Certified by:

▶ The Dean of Faculty of Tarbiyah and Teacher Training *ks*
State Islamic University of Ar-Raniry



Dr. Mujiburrahman, M.Ag

NIP. 19710908 2001121 001

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I believed that this thesis was far from perfect and need to be criticized in order to be useful, especially for the English Language Education Department of UIN Ar-Raniry.

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ABSTRACT

This research entitled “English Teachers’ Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh”. The purpose of this research are to know the effectiveness of KTSP and K13 in teaching learning process based on the teachers' perception and to find out the most comfortable curriculum between KTSP and K13 based on the teachers' perception. This research was conducted at SMAN 8 Banda Aceh where the participants are all of English teachers there. In collecting data, I gave questionnaire to all of English teachers. I also interviewed two English teachers and school principal to get more data deeply. The data gotten were analyzed descriptively. The whole data then were examined with the research questions to facilitate in taking conclusion. The result showed that most teachers faced difficulties in teaching using K13 because they lack of facilities. In other hands, K13 give higher standard competencies than KTSP. The teachers are agreed that the previous curriculum is more effective to be used in SMAN 8 Banda Aceh than the latest curriculum. By considering the research finding, the parties concerned should be carefully in taking decision in the future.

Keywords: *Curriculum, KTSP, K13*

CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is a tool which is needed to achieve education aim. It has a significant contribution in consummating the development process of learner's potency quality. Curriculum directs teachers to teach their students well so that education goals are able to be reached. Curriculum should contain goal, content, lesson material, and procedure. Zaini (2006) said that curriculum is as plans which are made to guide children in learning in school, presented in a prearranged document form, organized by generalization levels, can be actualized in the classroom, can be observed by inspector party and can change behavior. Curriculum is dynamic, it always changes to adapt with the changes and developments happened in society because of the effect of global change, the development of science and technology, and arts and culture. The revision of Indonesia's curriculum is being carried out by government continuously. Curriculum has been developed in Indonesia since 1947 which was called *Rentjana Pembelajaran* (Learning Plan) until educational unit level curriculum (KTSP) in 2006 (Imas & Berli, 2014). In the school year 2014/2015, Curriculum 2013 (K13) was implemented. This curriculum is an improvement of a previous curriculum.

KTSP is an operational curriculum formulated and implemented in each education unit. Mulyasa (in Wahyono, 2013) said that KTSP is an idea about curriculum development placed in the closest position to the learning process, that is school and education units. KTSP is the curriculum that empowers the

subordinate, that is school. This gives impacts to the school's performance in improving the efficiency and effectiveness, especially in improving the quality of learning. Remembering that the learners come from different backgrounds and social levels, school's attention should be devoted to the principle of equity, both in the social, economic, and political. KTSP characteristics can be seen from how schools and education unit can optimize their performance, learning, management, learning resources, professional staff, and also the assessment system.

Curriculum 2013 (K13) has been being started since 2013/2014, according to the circular letter of the Education and Culture Ministry of Indonesia Republic Number: 156928/ MKK.A/KR/2013. This curriculum refers more to the attitude, knowledge and skills competence. The students are hoped to have high manners and discipline. The tendency direction made the curriculum also known as character-based curriculum. Haryati (in Setiyorini, 2013) said that K13 has purpose to encourage learners or students to be better in making observations, asking, reasoning, and communicating (presenting) about what they learn or they know after receiving the lesson material. Kusuma (in Setiyorini, 2012) said that K13 is a continuation and development of competency-based curriculum (KBK) that has some coverage: competence attitudes, knowledge, and skills integrally. The development of K13 is done accordance with the changing demands of various life aspects. Solihin (2014) said that K13 is a learning that emphasizes on the affective aspects or behavior changes. The competences which are wanted to be achieved are impartial competences among the attitudes, skills and knowledge. In addition, the learning process is holistic and fun.

Based on my experience while doing field practice in SMAN 5 Banda Aceh, I found four problems which were experienced by teachers there: (1) Teachers felt that K13 books which were given by government are too shallow, teachers need another source to enrich their material; (2) Total lesson hour of K13 are less than KTSP but it has more subjects than KTSP, teacher faced difficulties in finishing material in limited time; (3) The system of K13 assessment are too complicated, teachers felt difficult; (4) The aim of the the study of K13 which is made by government is inappropriate for students, different from KTSP who the teachers are able to design their own aim of the study based on students ability.

I have read some similar studies related to KTSP and K13 Curriculum wich were conducted by Rahmat Arifin (2014), Asri Puspita Sari (2015) and Kuswati (2009). Rahmat Arifin, in his research *Persepsi Guru Terhadap Implementasi Kurikulum 2013 Bidang Keahlian Teknik Bangunan di SMKN 2 Yogyakarta (2014)*, wanted to know the teachers' perception of the implementation K13 in building technic subject. Rahmad used quantitative research using questionnaire as his instrument. The result showed that teachers' perception of the implementation K13 is very good (94,74%).

The second study, *Persepsi Guru Terhadap Implementasi Kurikulum 2013 Pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti di SMP Negeri Tangerang Selatan (2015)* by Asri Puspita Sari had objectives to know teachers' perception on K13 and to know the process of implementation of K13 in religion and manners subject. Asri used qualitative research using interview as her instrument. Asri found that teachers' perception on K13 is positive, even though the

majority of them do not understand K13 curriculum well. The implementation of K13 is good, but most of teachers still using speech method in teaching.

The last is Kuswati with *Persepsi Guru Tentang Implementasi Pembelajaran Kurikulum Tingkat Satuan Pendidikan (KTSP) di SMA Negeri Se-Kota Semarang (2008)*. The objective of Kuswati study is to know and to analyze teachers' knowledge on KTSP. Kuswati used mixed-methodology where interview and questionnaire as the instrument. The result showed that teachers' knowledge on KTSP is very good (93,55%). There, teachers are optimistically using KTSP.

Based on the analysis above, I interested to know what curriculum is teachers prefer; what curriculum is more effective based on their perception. To have the answer, I want to make a research about **“English Teachers’ Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh”**.

B. Research Question

a) What are teachers’ perceptions about the effectiveness of KTSP and K13 curriculum in teaching and learning process?

C. Between curriculum KTSP and K13, which curriculum is the most comfortable to be used in teaching and learning process?

C. The Purpose of The Study

- To know the effectiveness of KTSP and K13 curriculum in teaching learning process in SMAN 8 Banda Aceh.

- D. To find out what is the most comfortable curriculum between KTSP and K13 that were experienced by English teachers on teaching process.

D. Significance of The Study

The significances that are hoped to be achieved by conducting this research are:

1. This study would be useful as an input for English teachers about KTSP and K13 curriculum, especially in SMAN 8 Banda Aceh.
2. This study would be useful as an input for English teachers to make an effective and quality learning class based on the curriculum.
3. This study would be useful as an evaluation for another researcher who wants to continue the research deeper about English Teachers' Perception on KTSP and K13 Curriculum.

E. Terminology

1. Perception

The word perception came from the word Latin: perception, the meaning is the ability to understand or notice something easily (Meriam Webster). Gibson dan Donely (in Kuswati, 2009:11), said that perception is the process of giving meaning to the environment by an individual. In this research, perception means the reaction of the teachers in receiving and operating K13 or KTSP curriculum.

2. Teacher

Chapter 1 verse 14th year 2005 about Teacher and Lecturer mentions that teachers are professional educators whose main tasks are educating, teaching, leading, directing, training, scoring, and evaluating the early age, elementary, and secondary students in formal education. In this research, teacher means people who use and implement KTSP and K13 curriculum in learning teaching process.

3. KTSP curriculum

KTSP is an operational curriculum which is drafted, developed, and implemented by each educational unit that is agreeable with the standards of competence and basic competences developed the National Education Standards (Indriani, n.d.). In this research, KTSP means the curriculum made by government that officially used by SMAN 8 Banda Aceh before replaced by K13 curriculum.

4. K13 curriculum

Curriculum 2013 is a curriculum that focus on the understanding, skill, and character education, in which students are required to understand the material, active in the process of discussions and presentations and also have high manners and discipline (Erick, 2014). In this research, K13 curriculum means the latest curriculum made by government that officially have been being used by the teachers of SMAN 8 Banda Aceh until now.

CHAPTER II

LITERATURE REVIEW

A. Curriculum

1. History

Along the journey of the Indonesia education, curriculum become the most helpful tool that guides teachers in teaching. There are ten kinds of curriculum that have been applied in Indonesia (Alhamuddin, n.d., p. 2). All of them are always compatible with the era development.

Rentjana Pembelajaran were implemented in 1950. It contains two main points: (1) A list of subjects and teaching hours; (2) The outlines of teaching. The curriculum was more emphasis on the formation of Indonesian character that are free, sovereign and equal with other nations on the earth. The orientation *Rentjana Pembelajaran* 1947 did not emphasize mind education, the focuses are on: character education and the realization of having state and society. The subject matter associated with daily events, attention on the arts and physical education.

In 1952 Indonesia's curriculum were improved that was named *Rentjana Pelajaran Terurai*. This curriculum has led to a national education system. The most prominent feature of the curriculum is the content should associate with daily life. Syllabus of studies have shown that a teacher only teaches one subject.

In 1964, curriculum was improved and named *Rentjana Pendidikan* 1964. The main ideas of *curriculum in 1964* that characterize the curriculum is the government has a desire to make people get academic knowledge as provision for the primary school level, so that the learning is focused on Pancawardhana program,

those are moral development, intelligence, emotional/artistic, craft, and physic. Basic education is more emphasis on knowledge and practical functional activity.

In 1968, curriculum changed to *Curriculum 1968* that had purposed to state that education is emphasized in an attempt to establish a real Pancasila human which is strong and healthy body, enhance intelligence and physical skills, morals, manners, and religious beliefs. The curriculum emphasized at learning materials organization approach: Pancasila coaching group, the basic knowledge and special skills. The material content is theoretical, did not associate with the factual issues in the field. Educational contents were directed at enhancing the intelligence and skills and also developing healthy physic and strong.

Curriculum 1975 emphasized at the goal making education more effective and efficient. Methods, materials, and teaching purposes were specified in Prosedur Pengembangan Sistem Instruksional (Procedures for Instructional Systems Development), which is known by the term "learning unit". Each unit of lessons broken down into: general instructional purposes (TIU), specific instructional objectives (ICT), the subject content, lesson instrument, learning activities, and evaluation.

Curriculum 1984 brings skill process approach. The position of the students placed as a subject of study. From observing something, grouping, to discuss, to report. This model is called Student Active Leaming (SAL).

In 1994, curriculum is changed to *Curriculum 1994 and Suplemen Curriculum 1999*. The curriculum was the result of an effort to integrate previous curriculum, especially curriculum 1975 and 1984. The 1994 curriculum made as

enhancements of the curriculum in 1984 and implemented accordance with Law no. 2 year 1989 on National Education System. This resulted in lesson time dividing system, that is by changing semester system to the quarter system. A quarter system which divides a year to three phases is expected to provide opportunities for students to be able to receive the subject content more.

Kurikulum Berbasis Kompetensi (*competency-based education*) or KBK was introduced in 2004. It contains three main elements, namely: the selection of appropriate competencies; the specification of indicators evaluation to determine the successful achievement of competence; and the development of learning. KBK is no longer questioned the learning process, the learning process is viewed as a teacher's authority area, the most important is learners achieve the expected competencies.

In the curriculum of 2006, named Kurikulum Tingkat Satuan Pendidikan (KTSP), the central government sets standards and basic competencies, whereas in this case the school teachers are required to be able to develop in the form of a syllabus and assessment, accordance with the conditions of the school and the region. Preparation of the curriculum is the responsibility of the school under the guidance and monitoring of regional education offices and local area.

The last curriculum that have been being used is *Curriculum 2013 (K13)*. The main theme of the K13 is to produce productive, creative, innovative, and affective Indonesian through observation of attitudes, skills and integrated knowledge. To achieve this, in the curriculum implementation teachers are required professionally designing an effective and meaningful learning, organizing learning,

choosing the right learning approach, determining learning procedure and the establishment of effective competencies, as well as establish criteria for success.

2. Definition

Curriculum is a tool to achieve the education goals, and also as a guideline in the implementation of learning in all types and levels of education. The curriculum is appropriate with the State philosophy that is Pancasila and the Constitution of 1945 that describes the way of nation life. Education and curriculum in Indonesia starts since from the kindergarten until the college, either formal or informal should be directed and adapted with the vision, mission, and national education goals which is set out in the National Education Law Number 20 year 2003.

UNESCO IBE (2013) mentioned many definitions of curriculum, those are:

- 1) The curriculum is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning. (UNESCO IBE, 2011).
- 2) The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated (Scottish, 2009).

- 3) The curriculum is a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses. (Australian Thesaurus of Education Descriptors).
- 4) The curriculum is the “inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. (CEDEFOP, 2011).
- 5) The curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (textbooks and new technologies), evaluation and teachers’ profiles. (Braslavsky 2003).

Kurinasih and Sani (in Zen, 2014) define that curriculum as:

- 1) The curriculum as an idea comes from a Latin word roots *Curra*-Source that describes the curriculum as "subject deeds" and experiences that experienced by children until become adults in order to be successful class in adult society.
- 2) The curriculum is learning plans.
- 3) The curriculum is the whole experience of the child under the supervision of teachers.
- 4) The curriculum consists of the way used to achieve or implement the objectives which are given by the school.

From the definitions described above, curriculum can be concluded as a tool used as references in achieving the successful of learning, especially learning objectives within education itself. Curriculum is dynamic, it means the curriculum itself must undergo the changes and developments accordance with the changes and development of the times, science and technology, intelligence levels of learners, culture, value system and people needs. Indonesia Republic Regulation number 20 year 2003 about National Education System chapter 10 paragraph 36 verse 1 stated that curriculum development is done accordance with national standard of education to achieve the goal of national education. Therefore, curriculum must be monitored and evaluated for improvements and enhancements. Curriculum improvement is done continuously so it will not be outdated.

3. Education Unit Level Curriculum (KTSP)

a. Definition

KTSP is an operational curriculum formulated and implemented in each education unit. KTSP consists of education objectives of education unit level, structure and content of education unit level curriculum, education calendar and syllabus (Jumaidi). Mulyasa (in Wahyono, 2013) said that KTSP is an idea about curriculum development placed in the closest position to the learning process, that is school and education units.

Sanjaya (in Mualimin, 2012) said that KTSP is interpreted as some things that are related to the meaning of the operational curriculum: First, as the operational curriculum, its development will not be apart from the provisions which have drafted by the government nationally. Second, as an operational curriculum, KTSP care of to characteristic of regionalism in accordance with constitution number 20 In 2003, verse 2, that curriculum at all levels and types of education are developed with the principle of diversification accordance with the education unit, local potential, and learners. Third, as the operational curriculum, the local developers of curriculum have the flexibility in developing curriculum into lesson units, for example in developing strategies and methods of learning, in determining learning media, evaluating, determining the number of meetings and when a subject should be studied so the basic competencies determined can be achieved.

b. Goal

Mulyasa (in Wahyono, 2013) said that the general goal of implementation of KTSP is to empower education unit's independence and through the granting of authority (autonomy) to educational institutions or education units and encouraging schools to conduct participatory decision in making curriculum development. In particular, the goal of KTSP are:

1. Improving the quality of education through school's self-reliance and initiative in developing curriculum, manage and empower the resources available.
2. Increasing awareness of the school and community in curriculum development through making decision jointly.
3. Improve the healthy quality competence between the education unit.

In other word, KTSP has two goals, general and special goal. The general goal of the curriculum is to create teachers' self-reliance through curriculum development system change from centralized to decentralized. The particular goal of KTSP is to improve the quality of education jointly between school and community; and improve the healthy competence between the education unit. Both general and special goal refers to national education goals.

c. Method

There are three method used in KTSP (adapted from Isman, 2012)

a) Exploration Activities

Exploration activities are activities undertaken students / learners to gain new experience under the guidance of teachers. In exploration activities, teachers conduct the following activities:

- Involving learners seek broader and deeper information about a topic/theme of material that will be studied;
- Using a variety of learning approaches, instructional media, and other learning resources;
- Facilitating the interaction between all students and between students and teachers, environmental, and other learning resources;
- Involving learners actively in any learning activities;
- Facilitate learners to experiment in the laboratory, studio, or field.

b) Elaboration Activities

Elaboration activities on learning process is the activity of students/learners in completing tasks to master a competency diligently and carefully under the guidance of teachers. In the elaboration activities, the teachers do the following things.

- Familiarizing students to read and write a variety of specific tasks;
- Facilitating learners through the provision of tasks, discussions, and others showing with new ideas both orally and in writing;
- Providing an opportunity to think, analyze, solve problems, and act without fear;
- Facilitating learners in a cooperative and collaborative learning;
- Facilitating learners to compete in a healthy way to improve learning achievement;
- Facilitating learners to make reports of exploration conducted both orally or writing, individually or groups;
- Facilitating learners to present individual and group work;
- Facilitate learners to do exhibitions, tournaments, festivals, as well as products produced;
- Facilitating learners to engage in activities that foster pride and self-confidence of learners.

c) Confirm Activity

Confirmation activity in learning is an activity done by teachers together with the students in affirmation, approval or justification of the results of exploration and elaboration. In confirmation of activities, teachers conduct the following activities.

- Giving positive feedback and reinforcement in the form of oral, written, signed, and gifts to the success of learners,

- Confirm the results of exploration and elaboration of learners through a variety of sources,
- Facilitating learners to reflect in order to gain a learning experience that has been done,
- Facilitating learners to gain meaningful experience in achieving the basic competencies;
- Becoming as an interviewee and facilitator in answering the questions of students who face difficulties using standardized language correctly;
- Helping solving problem;
- Providing a reference so that learners can check the results of exploration;
- Providing information for further exploration;
- Provide motivation to learners who lack or have not actively participated.

d. Material

KTSP focuses on the mastering contextual knowledge which is suitable with environmental areas respectively. In KTSP, subject is designed to stand alone with its own basic competence that causes subject approach become different with others. The stand-alone subject impact to the number of subjects that is become excessive. The structure and content of the KTSP in the content standard includes five groups of subjects as follows (Adriani, 2015):

- Group of religious and noble moral subject
- Group of citizenship and personality subject
- Group of science and technology subject

- Group of aesthetics subject
- Group of physical, sports and health subject

e. Evaluation

KTSP assessing students' knowledge and skill. Learning completeness of every indicator which was set in a basic competence is from 0-100%. The Ideal criteria of completeness for each indicator is 75%. Education units must determine a minimum completeness learning criteria (KKM) by considering the average of students' ability and the ability of supporting resources in the organizing learning. Education units are expected to improve the learning completeness criteria continuously to achieve the ideal learning completeness criteria.

4. Curriculum 2013 (K13)

a. Definition

Curriculum 2013 (K13) is the implementation of the Constitution number 32 year 2013. The curriculum is the continuation and improvement of the Competency-Based Curriculum (KBK) and Education Unit Level Curriculum (KTSP). This curriculum refers more to the attitude, knowledge and skills competence. The students are hoped to have high manners and discipline. The tendency direction made the curriculum also known as character-based curriculum.

Haryati (in Setiyorini, 2013) said that K13 is a competency-based curriculum designed to anticipate the competencies needs of 21st century. K13 has purpose to encourage learners or students to be better in making observations,

asking, reasoning, and communicating (presenting) about what they learn or they know after receiving the lesson material. Kusuma (in Setiyorini, 2012) said that K13 is a continuation and development of competency-based curriculum (KBK) which were initiated in 2004 that has some coverage: competence attitudes, knowledge, and skills integrally. The development of the K13 is done accordance with the changing demands of various life aspects. Solihin (2014) said that K13 is a learning that emphasizes on the affective aspects or behavior changes. The competences which is wanted to be achieved are impartial competences among the attitudes, skills and knowledge. In addition, the learning process are holistic and fun.

b. Goal

Curriculum 2013 (K13) is the improvement of the KTSP. It has aims to prepare the Indonesian people to have the ability to live as an individual and citizen who devout, productive, creative, innovative, and affective that also able to contribute with the society, nation, state, and world civilization. Mulyasa in (Arifin, 2014) said that the objective of the curriculum change is to continue the development of the competency-based curriculum that has been initiated in 2004 with the attitude, knowledge, and skills competence in an integrated manner.

c. Method

The learning process must touch three domains, namely the attitude, knowledge and skills. To get them all, K13 uses five step (Dahlad, 2015), those are:

a) Observation

Observation method accentuate a meaningfulness learning process. Observation uses the senses possessed by the students to see an object. Method of observation is useful for the fulfillment of the curiosity of learners. During the learning process, learners can make observations using two ways, those are:

- Structured observations. In structured observation, the phenomenon of subject, object, situation which is wanted to be observed by the students is planned systematically under the guidance of teachers.
- Unstructured observation. In unstructured observation, there is no specified about what must be observed by the learners. Within this framework, students make summaries, notes, records, or remember the things that have been observed.

b) Asking

An effective teacher can inspire students to improve and develop the realm of attitudes, skills and knowledge. When the teacher asked, at the same time the teacher guide the students. With asking activity, the teacher is expected:

- Generating curiosity, interest, and concern about a theme learners/learning materials.
- Encouraging and inspiring learners to actively learn and develop questions from and for himself.
- Generating learners' skills in speaking, asking questions and giving answers logically, systematically, using good and true language.

- Encouraging the participation of learners in discussing, arguing, developing thinking skills, and drawing conclusions.
- Developing an open attitude to give and receive opinions or ideas, enriching vocabulary, and also developing social tolerance in gregarious.

c) Association

The term association in the K13 is a logical and systematic thinking on empirical facts which can be observed to get the conclusion in knowledge form. The focus point in this activity is to make learners become more active rather than the teachers. In this activity, students do:

- Performing analysis, compare, and define data relationships.
- Making assumptions.
- Summing up the results of the analysis

d) Experiment

To obtain a real and authentic learning result, learners have to try or experiment, especially for appropriate materials or substances. In science subjects, for example, learners must understand the concepts of science and its relationship to daily life. Learners must have the skills to develop knowledge about the environment, and able to use scientific methods and scientific attitude to solve the problems faced in daily life. To make the activities run well, it should:

- Teacher formulate the objective of the experiment.
- Teacher and students prepare the tool used.

- Teacher consider the place and time.
- Teachers provide work steps as a guideline in conducting.
- Teachers discuss the issues that will be used as an experiment.
- The teacher gives the working paper to the students.
- Students do the experiments with the guidance of teachers.
- Teachers collect and evaluate student work, and discussed it.

e) Communication

In communicating, learners are expected to communicate the results of the work that has been prepared well together in groups or individually. In this activity the teacher provide clarification so that learners know whether the answer is correct or need to be repaired. The activities can be directed as a confirmation activity. Moreover, at this stage also include the concluding and presenting activities.

d. Material

In the 2013 curriculum, all subjects are taught with the same approach (scientific). Students are invited to observe, associate, ask questions and experiment. Every subjects are interrelated and mutually supporting all learning competencies such as attitudes, skills and knowledge (Nurfuadah, 2014). In other word, subjects are designed related to one another and have a basic competence which is based on the core competencies of each class. The print book for learning is provided by the government.

e. Evaluation

Standard assessment of K13 refers to Permendikbud Number 66 of 2013 concerning the standard of education assessment that is the assessment criteria of mechanism, procedure, and instrument. Sunarti and Selli (in Zen, 2013) said that K13 assessment is more emphasis on an authentic assessment. The authentic term is the synonym of original, real, valid or reliable.

For the student assessment, K13 focuses on three things: attitude (honesty, politeness, discipline, etc), skills (lots of practice/school project tasks), and scientific knowledge. On the ground level (elementary), the curriculum is more focused on the formation of attitudes and life skills. At the higher level, the scientific mastery is further enhanced. Learning completeness indicator is determined by the government (Bastiawan, 2013). The range of the score is shown in the table below.

Table 2.1. Evaluation Score Table

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	
C+	2,33	2,33	C
C	2	2	
C-	1,66	1,66	
D+	1,33	1,33	K
D	1	1	

- a) For the KD and KI-3 KI-4, a learner is said unfinished when showing the indicator value <2.66 from formative test results.
- b) For the KD-3 and KI KI-4, a learner is said has completed studied when showing the indicator value of 2.66 formative test results.
- c) For KD at KI-1 and KI-2, the completeness of a learner is conducted with looking to the attitude of the KI-1 and KI-2 for the entire lesson, that is, if the profile attitude of learners in general are in good category (B) by standards set education units concerned.

B. Teachers' Perception

Curriculum as the primary guide of the education certainly faces many pros and cons from the implementer, that is teacher. In KTSP, teacher felt that there is no conformity between what teacher teach and what will be assess. The School freedom restricted with the National Examination evaluation is the evidence that education is still centralized. Graduation, not decided by the schools autonomously, but is determined by the central government. It then makes the KTSP need to be corrected (Tinta Guru, 2013). Karnadi (in Erlangga, 2007) said that the application of KTSP has implications for the increasing burden for teachers. The application presupposes teachers to be able make the curriculum for each subject, whereas, during this time the teacher had used to follow the curriculum set by the government. It means government gives the goal that must be gained by teachers, but without a complete guidance.

Same as KTSP, K13 also faces many teachers' opinion. Molle (2014) said that K13 is lack of balance between the orientation of the learning process with the results in curriculum. The balance is difficult to achieve because of the policy on the national exam (UN) was also imposed. UN is only able to drive educational orientation on results and it did not pay attention to the process of learning efforts. This will result in the exclusion of the subjects which are not tested in the UN. In fact, the subjects of non-UN also able to provide a major contribution to achieve the goals of education. It means K13 does not access the learning process which focuses on character building even it is a salient aspect that always promote by the government. The impact is the objectives of the curriculum will be not gained.

Darmaningtyas (2013) said that the majors/specialization in high school which begins when the students enrolled in the first grade raises new issues regarding the requirements of the election managerial departments/interest. Especially when the new students choose a certain group of major/specialization, such as only groups of math and science course. The principals and teachers in high school should be careful in accommodating the interests of prospective students to not frequent displacement of the department/interest because the student may move to other interest class easily. The impact is the management of the school will be complicated.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, I apply mixed-method approach study to find out English Teachers' Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh. Aliaga and Gunderson (in skillsyouneed, n.d.) said that quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). I tried to find teachers' perception on KTSP and K13 curriculum by using questionnaire. In addition, to complete the research and to answer the second question of the study, I implement qualitative approach to know what curriculum is the most comfortable one to be used. In this case, I conduct an interview to teachers. According to Moleong (2008), qualitative research is a research that have aim to holistically understand the phenomenom experienced by the research subject such as behavior, perception, motivation, act, and many more; descriptively using words and language in a special context which is natural and using scientific method. Damico and Tetnowski as cited in Mackey and Gass (2005), said that qualitative researchers aim to study individuals and even in their natural settings.

B. Participants

According to Creswell (2008) as cited in Putri (2015), research participants refer to the subjects who are believed to have an ability to provide the researcher rich information which is related to research questions. Participants took part in this research consisted of a school principal and five English teachers who are teaching at SMAN 8 Banda Aceh.

SMAN 8 Banda Aceh was established at 2000. It is located in Jl. Tgk. Chik Dipineung Raya, Kel. Kota Baru, Kec. Kuta Alam, Banda Aceh. The school was headed by Bakhtiar, S.Pd as a school principal. The school has 24 classes, 5 laboratories, and 1 library. There are 58 teachers who active teaching in SMAN 8 Banda Aceh. Only five teachers who teach English were taken to as participants in this research.

C. The Technique of Data Collection

The data for this research will be collected by using observation and interview.

1. Questionnaire

Questionnaire is a written instrument which give statements/questions that used in order to get information from respondent (Arikunto, 2006). In this research questionnaire is used to get information about English Teachers Perception on KTSP and K13 Curriculum in SMAN 8 Banda Aceh. Here, I use Likert Scale style. Betram (n.d.) said that Likert Scale is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a

statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale.

2. Interview

Interview is a technique which uses verbal conversation between two people to collect relevant information for the purpose of research. According to Johnson (n.d.). Mackey and Gass (2005) make the point that interview lets the researcher examine phenomena which cannot be observed plainly. Moreover, as interview is an interactive technique of data collection, the researcher could obtain additional data in case of the prior data is unclear, incomplete, unrelated, or too general. This method is used to get the information deeper about English teachers' perception on KTSP and K13 curriculum in SMAN 8 Banda Aceh.

D. Data Analysis.

Data analysis is needed to know the result of a research. In this research, I analyze the data using:

1. Data analysis of Questionnaire

The first step of collecting data was questionnaire that distributed to the teachers to investigate their perception on KTSP and K13 curriculum.

To analyze the result of the questionnaire, writer used the percentage system with the formula as follow:

$$p = f : n \times 100 \%$$

Explanation: p = Percentage
 f = Frequency of Respondents
 n = Number of Participants
 100 % = Constant Value

2. Data analysis of interview

The interview results of the English teachers' perception on KTSP and K13 curriculum in SMAN 8 Banda Aceh will be analyzed through three steps according to Miles and Huberman (Adiputra, 2011):

1) Data Reduction

In this step, the data of interview results will be classified, directed, and discarded (unimportant data). The data will be simplified then.

2) Data Presentation

Data presentation is an activity when a set of information get structured, that give a conclusion. In this step, I will arrange the data I get to easily take conclusion.

3) Taking Conclusion

The data reduction will be organized in this step. Here, I will analyze the data and searching the meaning of the sentences which are said by the respondents, so the whole data will be clear. Then, the conclusions are taken.

The findings of the interview then would be presented in narrative explanation that represent the answers of each participant. I would narrate them in

a brief way that depicts the English teachers' perception on KTSP and K13 curriculum in SMAN 8 Banda Aceh.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter I discuss the research result that obtained from the collecting data process. The first discussion is the result of questionnaire. The data served in the numbers and it is explained descriptively. The second discussion is the result of interview where the result is also explained descriptively.

A. Analysis Data

1. Results of Questionnaire Analysis

The questionnaire was distributed to 5 respondents who are English teachers of SMAN 8 Banda Aceh. There are 20 statements in the questionnaire using Indonesian language. The data illustrate English teachers' perceptions on KTSP and K13 curriculum. To analyze the data of the questionnaire, I used percentage formula as follow:

$$p = \frac{f}{n} \times 100\%$$

Explanation:

p : percentage

f : frequency

n : number of sample

100 % : constant value

The analysis of the data obtained through questionnaire would be described as in the following:

a). Curriculum

Table 4.1. Curriculum Directs Teachers in Teaching

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	1	4	0	0	0	5
Percentage	20%	80%	0%	0%	0%	100%

For the first statement, 1 respondent out of 5 respondents chose strongly agree and 4 respondents voted agree. This means respondents agreed that curriculum directs teachers in teaching. All of the English teachers in SMAN 8 Banda Aceh believe that curriculum guides them in teaching. The teachers realize that curriculum is very helpful by telling them what material should be taught to the students.

Table 4.2. Curriculum Does Not Limit Teachers to be Creative and Innovative

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	1	2	2	0	5
Percentage	0%	20%	40%	40%	0%	100%

For the second item, 1 respondent or 20% voted agree. Next, 2 respondent or 40% of them chose neutral and 2 respondent or 40% chose disagree. According to the range of level items, it shows that in range of negative score, neutral - disagree is the highest chosen. In sum, for the second statement, curriculum limits teachers

to be creative and innovative, and more than half respondents agreed with it. In other words, the teachers deem that curriculum make them confuse by limiting teachers in developing their teaching style. The curriculum gives them much constraints such as learning material, learning steps, and also time that limit them to be creative and innovative.

Table 4.3. Curriculum is Suitable with the Development of Education in Indonesia

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

For the third statement, 2 respondents or 40% chose neutral, 3 respondents (60%) chose disagree. It clearly shows that the respondents disagreed with the third statement. Teachers felt that curriculum made is not suitable with Indonesia condition.

Table 4.4. Government Has Given Curriculum Training to the Teachers Evenly

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	3	2	0	5
Percentage	0%	0%	60%	40%	0%	100%

For the fourth item, 3 respondents or 60% chose neutral option, and 40% or 2 respondents chose disagree. According to the table, it can be concluded that most respondents disagreed with the statement. The teachers felt that curriculum training were rarely made by government. In addition, teachers admit that not all of them were invited to the training.

Table 4.5. Curriculum Guide Given by Government Is Very Clear to be Understood

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

For the fifth item, 2 respondents (40%) choose neutral option. For disagree 60% or 3 respondent chose it. The result shows that majority of respondents disagreed with the fifth statement. It means that the teachers did not understanding the curriculum comprehensively. The statement is in line with the result of fourth statement that said teachers were rarely invited to the curriculum training.

Table 4.6. The Frequently Change of Curriculum in Indonesia Affects the Education Atmosphere that Impacts on the Learning Quality

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	4	1	0	0	0	5
Percentage	80%	20%	0%	0%	0%	100%

For the sixth item, the strongly agree option is chosen by 4 respondents (80%), meanwhile 1 respondent (20%) chose agree. In sum, for the sixth statement result, 5 respondents are positively agreed with it. In other words, teachers agreed that curriculum change make an unstable condition to the learning quality. When every teachers and students has comforted with a curriculum, the government changes it. The impact is every teachers and students must “reset” their pleasant to be comfort with the new curriculum.

Table 4.7. The Aim of KTSP is Easy to be Achieved by Students

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

For the seventh item, Neutral was chosen by 2 (40%) of 5 respondents. For disagree option, 3 respondents (60%) choose it. In short, this statement is disagreed according to the majority option of the respondents. The teachers felt that KTSP's aim is hard to be achieved. They believe that the aim of KTSP is too high to be achieved by their students.

Table 4.8. The Goal of KTSP Competency is not Difficult to be Applied by Teachers

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	1	2	2	0	5
Percentage	0%	20%	40%	40%	0%	100%

This statement show that most of respondents chose disagreed. Agree option was chosen by 1 respondent. 2 respondents chose neutral. The rest, 2 respondents chose disagree. For this statement, most of teachers felt that the KTSP competency is hard to be applied. Students ability and school condition is the main reason why it is hard to be applied.

Table 4.9. The Implementation of KTSP in Teaching Learning Process is in Procedure

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	2	1	2	0	5
Percentage	0%	40%	20%	40%	0%	100%

For the ninth statement, 2 of 5 respondents chose agree and 1 respondent chose neutral. In other hand, disagree option is chosen by 2 respondents. According to the table, the result of this statements is neutral. In this statements, teachers have two perspectives about the learning process. Two teachers admitted that their teaching learning process are in procedure. They taught as written in their lesson plan. The students' pursuance allows them to teach well. The teachers have power to reign their students as they want. The rest of the teacher face difficulties to teach

in procedure. The poor obedient and ability of the students made the teachers hard to teach in procedure.

Table 4.10. Learning Material of English Subject in KTSP is Appropriate Enough with the Ability and Needs of the SMAN 8 Banda Aceh Students

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

The result shown in the table shows that 2 respondents chose neutral. For disagree option, 3 respondents chose the option. In short, more than half respondents disagreed with the statement. Teachers are disagreed that learning material of English subject in KTSP is appropriate enough with the ability and needs of the SMAN 8 Banda Aceh students.

Table 4.11. The Evaluation Process of KTSP is Easy and Uncomplicated in its Implementation

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	2	1	2	0	5
Percentage	0%	40%	20%	40%	0%	100%

The eleventh statement, respondents who agreed are 2 respondents (40%) and 1 respondent (20%) chose neutral. In other hands, disagreed option is chosen by 2 respondents (40%). In conclusion, the statement is neutral. There are two perspective of the teachers here. First, teacher felt that KTSP evaluation is easy. The simple scoring parameter is the answer why they agreed with the answer. Second, the teachers felt it uneasy.

Table 4.12. By Using KTSP, the Result Achieved by Students is Suitable with the Teachers' Goal

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	3	2	0	5
Percentage	0%	0%	60%	40%	0%	100%

This statement item showed that 3 respondents chose neutral while 2 respondents chose neutral. It shows that most respondents disagree with the twelfth statement.

Table 4.13. The KTSP Curriculum is Suitable Enough to be Applied in SMAN 8 Banda Aceh

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	1	2	2	0	5
Percentage	0%	20%	40%	40%	0%	100%

The thirteenth statement shows that 20% or 1 respondent choses agree, and 2 respondents (40%) chose neutral. In other hands, disagree is chosen by 2 respondents (40%). The number is representative of disagree with the statement. In other words, teachers agreed that the KTSP is not enough suitable to be used in SMAN 8 Banda Aceh. The poor of school condition, facility and students' ability is the main reason.

Table 4.14. The Aim of K13 is Easy to be Achieved by Students

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

The number of neutral option is chosen by 2 respondents, and 3 respondents chose disagree. More than half respondents put the choice in negative list of optional that means respondents disagree with the statement. The English Teachers of SMAN 8 Banda Aceh felt that the aim is too high for their students.

Table 4.15. The Goal of K13 Competency is not Difficult to be Applied by Teachers

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	1	4	0	5
Percentage	0%	0%	20%	80%	0%	100%

The neutral option in fifteenth statement shows number 20% that means only 1 respondent chose the option. In contrast, 4 respondents (80%) choose disagree. It clearly shows that negative option is mostly chosen by respondents. Teachers believe that K13 competency is hard to be applied because they lack of facility. Their ideas were limited by facility condition.

Table 4.16. The Implementation of K13 in Teaching Learning Process is in Procedure

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

The sixteenth statement showed 2 respondents chose neutral, and more than half respondents (60%) chose disagree. In sum, most of respondents disagree with this statement. In this statement, teacher felt very hard to associate their lesson plan with the students' condition where most of them do not master English well.

Table 4.17. Learning Material of English Subject in K13 is Appropriate Enough with the Ability and Needs of the SMAN 8 Banda Aceh Students

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	2	1	2	0	5
Percentage	0%	40%	20%	40%	0%	100%

This statement shows that 1 of 5 respondents chose neutral, where two respondents (40%) agree and the rest (40%) disagree with the statement. The balance range is shown in the table that means that this statement is neutral. The duality of teachers' perception shows that their students in some case are suitable with material where in some case the material are not suitable with them.

Table 4.18. The Evaluation Process of K13 is easy and Uncomplicated in its Implementation

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	1	4	0	5
Percentage	0%	0%	20%	80%	0%	100%

The table shows that the percent number of neutral is 20% (1 respondent) and disagree option is 80% (4 respondents). It means most of respondents disagree with this statement. The table shows that teachers felt complicated with the K13 evaluation process.

Table 4.19. By Using K13, the Result Achieved by Students is Suitable with the Teachers' Goal

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	2	3	0	5
Percentage	0%	0%	40%	60%	0%	100%

In nineteenth statement, the result shows that 2 respondents chose neutral. In other hands, 3 respondents chose disagree. In conclusion, the respondents disagreed with the nineteenth statement. In addition, teachers felt that they failed using K13 to achieve the goal.

Table 4.20. The K13 Curriculum is Suitable Enough to be Applied in SMAN 8 Banda Aceh

Option	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Frequency	0	0	3	2	0	5
Percentage	0%	0%	60%	40%	0%	100%

This table shows that majority of respondents chose neutral (60%). In contrast, 2 of 5 respondents chose disagree. It shows that most of respondents disagree with the statement. Teachers believe that K13 is not suitable to be used in SMAN 8 Banda Aceh. In line with previous statements, teachers look like uncomfortable with the K13.

2. Analysis of Interview Results

To get deep information, I did interviews. The subject of this interview were two English teacher of SMAN 8 Banda Aceh. There are ten questions were asked to the subject. The criteria consist of goal, method, material, and evaluation. The result of the interviews is served in the paragraphs below. IM and SU (teachers' initial) said that they have taken curriculum training more than once. IM said that he has taken curriculum training twice for KTSP and none for K13. In other hands,

SU has one training for KTSP and one training for K13. The trainings were made by education department.

According to the IM, the goal of KTSP and K13 was not totally achieved. He has same reason why the goals of the curriculum were not achieved. He said that it is difficult to adjust the goal of the curriculum with the school condition where the facility is not adequate. In line with IM, SU also said that the goal of KTSP and K13 was not one hundred percent accomplished. The lack of students' ability is the main reason why the goals hard to be achieved beside the insufficient facility.

It is easy to teach using KTSP method in SMAN 8 Banda Aceh according to IM's statement. It is because the method did not restrain teachers. For K13, IM said that the method is not difficult enough to be used. What make it difficult is too much steps that should be done. Different with IM, SU state that both KTSP and K13 is little hard to be used. SU said that KTSP and K13 will be easy if the students follow teachers' instruction.

IM said that the material of KTSP is not easy and also not difficult to be taught. It depends on students' ability. Meanwhile, IM state that the material of K13 is easy to be taught because the material is contextual. In other hands, SU said the material of KTSP is not easy to be taught. Most of the material is something that never be seen by students. SU added that K13 is also difficult to be taught. She argued that the material of K13 is not suitable with students' ability.

In KTSP evaluation, IM did not face difficulty in assessing his students. In other hands, SU faced difficulty in determining minimum completeness learning

criteria (KKM). In K13, both IM and SU faced difficulties in assessing their students because the procedure is complicated.

I also interviewed school principal to get more information about KTSP and K13 curriculum which are applied in SMAN 8 Banda Aceh. The questions asked were to see which curriculum is better to be used in the school. The interview was about 15 minutes. The paragraphs below describe the interview result.

From the BT (school principal initial), I got information that he has never made a curriculum training in SMAN 8 Banda Aceh. The training is always made by education department, so the school does not need to hold it. He also said that, in this school K13 is more effective than KTSP because K13 not only assessing students' knowledge, but also their attitude. It is suitable enough with the condition of SMAN 8 students who have different character with each other.

The goals of both KTSP and K13 based on BT statement were generally achieved. The goal was achieved even the government did not facilitate the school completely. On the curriculum implementation, both KTSP and K13, the school always perform it appropriate with government's instructions. During the KTSP and K13 used in SMAN 8 Banda Aceh, BT found that no teacher faced difficulty in assessing their students.

B. Discussion

It is important to discuss the answer I got with the research question I made in chapter one. There are two research question I made. First, “What are teachers’ perceptions about the effectiveness of KTSP and K13 curriculum in teaching and learning process?”. Second, “Between curriculum KTSP and K13, which curriculum is the most comfortable to be used in teaching and learning process?”.

For the first question, based on the English teachers of SMAN 8 Banda Aceh response on questionnaire and interview, overall I got that KTSP is more effective than K13. In can be seen in Table 4.13 which shows that teacher agreed KTSP curriculum is suitable enough to be applied in SMAN 8 Banda Aceh. As a comparison, we can use Table 4.20 which shows most of teachers deny that K13 is effective to be used in SMAN 8 Banda Aceh. The interview data shows that the negative statements of K13 that has said by IM and SU is higher than KTSP. There is only K13 material which gain positive review from teachers. As addition, it can be seen at Table 4.17.

For the second question, the data said that KTSP is more comfortable to be used in teaching and learning process. This can be seen at Table 4.9 where most of teachers has succesfully taught by following its procedure. It is corroborated by IM statements which said that teaching using KTSP is easier than using K13 which has too much step to do. It can be concluded that KTSP curriculum is comfortable to be used in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on my research's result, I conclude:

1. Most of English teachers in SMAN 8 Banda Aceh are not ready yet to use K13 curriculum which has more demands than KTSP curriculum. Too many procedure is the main reason why they face difficulties using K13 curriculum in teaching-learning process.
2. KTSP is more effective to be used in SMAN 8 Banda Aceh than K13 curriculum by considering school and students condition.

B. Suggestion

After doing research, I suggest some suggestion according to the result of the study as follow:

1. As stakeholder and policy maker, Education Ministry should maintain, manage and facilitate the system of curriculum that is applied right now. It must conduct the curriculum training frequently. As an education center, Education Ministry should also evaluate the schools to get data about the development of curriculum application. The data gained then should be used as a consideration in taking decision in the future.

2. Teacher should be more creative, attractive, and innovative to adapt with the curriculum change to make their students still excited and interested in learning process. Teachers should change their perception on curriculum change by assume that as teaching challenge not as a load.

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Angket:

English Teachers Perception on KTSP and K13 Curriculum in SMAN 8

Banda Aceh

A. Pengantar

Questionnaire ini merupakan alat untuk mengumpulkan data dalam penelitian ini. Pengisian angket ini murni untuk membantu saya untuk mengumpulkan informasi yang selanjutnya akan digunakan sebagai acuan dalam penyelesaian tugas akhir yaitu skripsi. Dalam mengisi angket ini, Bapak/Ibu diharapkan mengisi pernyataan-pernyataan tersebut secara jujur sesuai dengan apa yang sudah Anda alami dan tanpa mengikuti jawaban dari teman Bapak/Ibu. Atas kesediaan dan kerjasama Bapak/Ibu, saya mengucapkan terima kasih.

B. Petunjuk Pengisian

1. Tulislah data identitas secara lengkap.
2. Bacalah semua pernyataan dan pilihlah salah satu jawaban sesuai dengan penilaian Bapak/Ibu
3. Berilah tanda check list (☐) pada angka yang Bapak/Ibu anggap paling mendekati atau sesuai dengan penilaian Bapak/Ibu tentang pernyataan yang ada. Dimana angka tersebut memiliki rentang dari sangat positif sampai dengan sangat negatif.
4. Sebelum Bapak/Ibu mengembalikannya kepada saya, periksalah kembali kuesioner apakah semua pertanyaan telah dijawab. Tidak ada jawaban yang benar atau salah dalam angket ini, jawaban yang jujur sangat diharapkan.

C. Data Respondent

Nama _____ :

D. Keterangan

Skor **5** untuk **Strongly agree** atau sangat setuju

Skor **4** untuk **Agree** atau setuju

Skor **3** untuk **Neither** atau ragu-ragu

Skor **2** untuk **Disagree** atau sangat tidak setuju

Skor **1** untuk **Strongly disagree** atau sangat tidak setuju

English Teachers Perception on KTSP and K13 Curriculum

No	Statements	Options				
		Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
	<p style="text-align: center;">D.</p> <p style="text-align: center;">E. Kurikulum</p> <p style="text-align: center;">F.</p>					
1	<p>G. Kurikulum mengarahkan guru dalam memberikan pengajaran</p> <p>H.</p>					
2	<p>I. Kurikulum tidak membatasi guru untuk menjadi kreatif dan inovatif</p> <p>J.</p>					
3	<p>K. Kurikulum telah sesuai dengan perkembangan pendidikan di seluruh pelosok Indonesia</p> <p>L.</p>					
4	<p>M. Pemerintah sudah memberikan pelatihan kurikulum kepada guru secara merata</p> <p>N.</p>					
5	<p>O. Panduan kurikulum untuk guru yang diberikan oleh pemerintah sangat jelas dan mudah dipahami</p> <p>P.</p>					
6	<p>Q. Seringnya terjadi perubahan kurikulum di Indonesia mempengaruhi suasana pendidikan di Indonesia</p>					

	yang berimbas pada kualitas pembelajaran					
	<p style="text-align: center;">R.</p> <p style="text-align: center;">S. Kurikulum Tingkat Satuan Pendidikan (KTSP)</p> <p style="text-align: center;">T.</p>					
7	U. Tujuan kompetensi dari KTSP mudah untuk dicapai oleh siswa V.					
8	W. Tujuan kompetensi dari KTSP tidak sulit diterapkan oleh guru X.					
9	Penerapan KTSP selama ini dalam proses belajar mengajar sudah sesuai prosedur					
10	Materi pelajaran Bahasa Inggris pada KTSP sangat sesuai dengan kemampuan dan kebutuhan siswa SMAN 8 Banda Aceh					
11	Proses evaluasi KTSP mudah dan tidak membingungkan dalam pelaksanaannya					
12	Dengan menggunakan KTSP, hasil yang dicapai oleh siswa sudah sesuai dengan target yang diinginkan oleh guru					

13	KTSP sangat sesuai untuk diterapkan di SMAN 8 Banda Aceh					
	Kurikulum 2013 (K13)					
14	Y. Tujuan kompetensi dari K13 mudah untuk dicapai oleh siswa Z.					
15	AA. Tujuan kompetensi dari K13 tidak sulit diterapkan oleh guru BB.					
16	Penerapan K13 selama ini dalam proses belajar mengajar sudah sesuai prosedur					
17	Materi pelajaran Bahasa Inggris pada K13 sangat sesuai dengan kemampuan dan kebutuhan siswa SMAN 8 Banda Aceh					
18	Proses evaluasi K13 mudah dan tidak membingungkan dalam pelaksanaannya					

19	Dengan menggunakan K13 hasil yang dicapai oleh siswa sudah sesuai dengan target yang diinginkan oleh guru					
20	K13 sangat sesuai untuk diterapkan di SMAN 8 Banda Aceh					

Pertanyaan wawancara untuk Guru

1. Pernahkah Bapak/Ibu mengikuti pelatihan KTSP? Jika iya, berapa kali?
2. Pernahkah Bapak/Ibu mengikuti pelatihan K13? Jika iya, berapa kali?
3. Selama Bapak/Ibu mengajar dengan KTSP, tercapaiah tujuan dari KTSP?
4. Apakah mudah mengajar sesuai dengan metode KTSP?
5. Apakah mudah mengajarkan materi KTSP kepada siswa SMAN 8 Banda Aceh?
6. Dalam mengevaluasi sesuai tuntutan KTSP, adakah kesulitan yang Bapak/Ibu hadapi?
7. Selama Bapak/Ibu mengajar dengan K13, tercapaiah tujuan dari K13?
8. Apakah mudah mengajar sesuai dengan metode K13?
9. Apakah mudah mengajarkan materi K13 kepada siswa SMAN 8 Banda Aceh?
10. Dalam mengevaluasi sesuai tuntutan K13, adakah kesulitan yang Bapak/Ibu hadapi?

Pertanyaan wawancara untuk Kepala Sekolah

1. Pernahkah Bapak mengadakan pelatihan kurikulum bagi guru SMAN 8 Banda Aceh?
2. Selama Bapak menjabat, sejauh ini antara KTSP dan K13, manakah yang lebih efektif diterapkan menurut pendapat Bapak?
3. Secara umum, tercapaikah tujuan dari KTSP di SMAN 8 Banda Aceh?
4. Secara umum, tercapaikah tujuan dari K13 di SMAN 8 Banda Aceh?
5. Apakah penerapan KTSP di SMAN 8 Banda Aceh sudah sesuai prosedur dari pemerintah?
6. Apakah penerapan K13 di SMAN 8 Banda Aceh sudah sesuai prosedur dari pemerintah?
7. Selama kurikulum KTSP digunakan di SMAN 8 Banda Aceh, adakah fasilitas-fasilitas pendukung yang diberikan oleh pemerintah?
8. Selama kurikulum K13 digunakan di SMAN 8 Banda Aceh, adakah fasilitas-fasilitas pendukung yang diberikan oleh pemerintah?
9. Apakah masih ada guru yang belum mengerti mengenai cara mengevaluasi sesuai tuntutan KTSP?
10. Apakah masih ada guru yang belum mengerti mengenai cara mengevaluasi sesuai tuntutan K13?

AUTOBIOGRAPHY

1. Name : Faiz Naufal Matin
2. Place / Date of Birth : Banda Aceh, 10 May 1994
3. Religion : Islam
4. Sex : Male
5. Nationality/Ethnic : Indonesian/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Keumuneng Raya, No. 20, Sektor Timur,
Darussalam, Banda Aceh
9. E-mail : faiznaufalmatin@gmail.com
10. Parents' Name
 - a. Father : Imran
 - b. Mother : Bintang Zaura
 - c. Occupation : Civil Servant
11. Address : Jl. Keumuneng Raya, No. 20, Sektor Timur,
Darussalam, Banda Aceh
12. Educational Background
 - a. Elementary School : SDN 82 Banda Aceh (graduated: 2006)
 - b. Junior High School : MTsS Jeumala Amal (graduated: 2009)
 - c. Senior High School : SMKN 1 Banda Aceh (graduated: 2012)
 - d. University : UIN Ar-Raniry (graduated: 2017)

Banda Aceh, 8 May 2017

The Researcher,

Faiz Naufal Matin