

ABSTRACT

Kurniawan, F. S. O. (2015). *Senior High School English Teachers' Perception on the Implementation of Curriculum 2013*. Yogyakarta: Sanata Dharma University.

The curriculum implementation is supposed to be the realization of a vision, mission, and goal of the national educational system. The latest curriculum which was announced by the Ministry of Culture and Education in 2013 was called Curriculum 2013. There were a lot of problems which occurred in the implementation of this curriculum. Since this curriculum had many positive and negative sides, there were various perceptions from the Senior High School English teachers on the implementation of Curriculum 2013, especially in terms of assessment.

There are two research problems in this research. (1). What is Senior High School English teachers' perception to the implementation of Curriculum 2013? (2). What is Senior High School English teachers' perception to the implementation of the assessment in Curriculum 2013?

This research used qualitative approach. The participants of this research were four Senior High School English teachers from various schools. This research used interview as a data gathering technique. The interview for the first three participants was done after the implementation of Curriculum 2013. Meanwhile, the interview for the fourth participant was done during the implementation of Curriculum 2013, since the school is still implementing Curriculum 2013.

It could be concluded that the Senior High School English teachers had a negative perception on the implementation of Curriculum 2013. First, the implementation of Curriculum 2013 seemed to be in a rush. Second, the participants were not ready to implement Curriculum 2013. Third, the implementation of Curriculum 2013 was lack of preparation. Fourth, the applications for Core Competences and Basic Competences in Curriculum 2013 were unclear. Fifth, Curriculum 2013 did not provide enough time to make a more challenging material for the students. Sixth, Curriculum 2013 made the students chose their discipline in early grade. Besides, there was also a negative perception on the implementation of the assessment in Curriculum 2013. First, the participant had a problem in distinguishing between cognitive and psychomotor assessment. Second, the assessment requirements were very burdensome. Third, the time allocation to implement the all of the assessment requirements was too short. Fourth, the affective assessment format was subjective. Fifth, the system to fill up the assessment forms was time consuming.

Keywords: *perception, implementation, assessment, Curriculum 2013*

ABSTRAK

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Pengimplementasian kurikulum seharusnya menjadi perwujudan visi, misi, dan tujuan dari sistem pendidikan nasional. Kurikulum yang paling baru, yang dibuat oleh Kementerian Pendidikan dan Kebudayaan pada tahun 2013 disebut Kurikulum 2013. Di samping itu, banyak masalah yang muncul dalam penerapan Kurikulum 2013. Oleh karena kurikulum ini memiliki segi positif dan negatif, muncul berbagai persepsi guru mata pelajaran Bahasa Inggris dari Sekolah Menengah Atas mengenai implementasi Kurikulum 2013 ini, khususnya dari segi penilaian.

Dalam penelitian ini, ada dua rumusan masalah. 1. Apa persepsi guru mengenai implementasi Kurikulum 2013? 2. Apa persepsi guru mengenai penerapan aspek penilaian dalam Kurikulum 2013?

Penelitian ini menggunakan pendekatan kualitatif. Partisipan dalam penelitian ini diambil dari empat guru Bahasa Inggris yang mengajar di SMA yang berbeda. Penelitian ini menggunakan wawancara sebagai instrumen penelitian. Wawancara yang dilakukan terhadap tiga partisipan pertama dilakukan setelah ketiga guru selesai menerapkan Kurikulum 2013. Sedangkan, wawancara yang dilakukan terhadap partisipan keempat dilakukan di saat guru tersebut sedang menerapkan Kurikulum 2013, karena sekolah tempat beliau mengajar masih menerapkan Kurikulum 2013.

Dari hasil analisis, dapat disimpulkan bahwa guru mata pelajaran Bahasa Inggris SMA memiliki persepsi negatif terhadap pelaksanaan Kurikulum 2013. Pertama, pelaksanaan Kurikulum 2013 terkesan terburu-buru. Kedua, para partisipan merasa tidak siap untuk menerapkan Kurikulum 2013. Ketiga, pelaksanaan Kurikulum 2013 terkesan kurangnya persiapan. Keempat, aplikasi untuk Kompetensi Inti dan Kompetensi Dasar di Kurikulum 2013 tidak jelas. Kelima, Kurikulum 2013 tidak memberikan cukup waktu bagi guru untuk membuat materi yang lebih menantang bagi siswa. Keenam, Kurikulum 2013 membuat siswa memilih disiplin kelas terlalu dini. Selain itu, ada juga persepsi negatif terhadap pelaksanaan penilaian di Kurikulum 2013. Pertama, partisipan mengalami kesulitan dalam membedakan antara penilaian kognitif dan psikomotor. Kedua, persyaratan penilaian yang sangat memberatkan. Ketiga, alokasi waktu untuk melaksanakan semua persyaratan penilaian terlalu pendek. Keempat, format penilaian afektif terkesan subjektif. Kelima, sistem untuk mengisi formulir penilaian memakan banyak waktu.

Kata kunci: perception, implementation, assessment, Curriculum 2013