SENIOR HIGH SCHOOL ENGLISH TEACHERS’ PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013

A SARJANA PENDIDIKAN THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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A Sarjana Pendidikan Thesis on

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DEDICATION PAGE

“I am the painter and sculptor of my own life.”

-Y. B. Pigimana-

Dedicated to:

Pigimana’s Big Family
Sukardjo’s Big Family
My Beloved Friends
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 10 September 2015

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ABSTRACT


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


Kata kunci: perception, implementation, assessment, Curriculum 2013
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Fransiska Stefanny Olive Kurniawan
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CHAPTER I
INTRODUCTION

This research investigates the perception of English teachers from three different cities, namely Yogyakarta, South Tangerang, and North Jakarta. In order to make the research become more specific, there are six sections in this chapter. They are research background, research problems, problem limitations, research objectives, research benefits, and definition of terms.

A. Research Background

Apple (1979) in Braslavsky (2005) states that curriculum is originally related to the concept of a course which is followed by a pupil in a teaching institution. The concept of curriculum is used in the English-speaking tradition as an equivalent to the French concept *programmed études*. In fact, the term curriculum is mostly used to refer to the existing contract between the society, the state, and the educational professionals, with regard to the educational experiences that the learners should undergo during a certain phase of their lives.

In Indonesia, a curriculum is designed by the government, under the responsibility of Ministry of Culture and Education (Kementerian Pendidikan dan Kebudayaan), including the syllabus and assessment formats. Curriculum is used to support the educational institutions in the teaching and learning activity. According to *Kementerian Pendidikan dan Kebudayaan* (2014) “curriculum is
one of some elements that gives a contribution to develop the quality of the students in Indonesia” (p. 2). Curriculum is one of the government’s concerns to improve the quality and the educational system. One of the ways to improve the educational system is by developing the curriculum based on the demand of the time.

Curriculum becomes the guideline for the teachers and school’s institution in standardizing the educational system in Indonesia. Since its purpose is to be a guideline during a certain period of the time, the curriculum is developed based on the demands of the time. The latest curriculum which is announced by the Ministry of Education and Culture in 2013 is called Curriculum 2013.

There are many positive sides of Curriculum 2013. First, for the Senior High School students, Curriculum 2013 gives the opportunity to learn about the other subjects from another discipline. According to Global Indonesian Voice (2013), with this new feature, the ministry wants to change the paradigm that the students who take Natural Science Class are smarter than the others. Second, through the scientific approach, Curriculum 2013 gives the students a chance to experience discovery learning. Third, Curriculum 2013 also builds the students’ characteristics and nationalism. Besides, this curriculum also emphasizes on religious values.

However, there are many negative sides of Curriculum 2013. First, this Curriculum spends a high cost budget for the implementation, especially for the training and distributing the textbooks. Meanwhile, there are some teachers who
have not been trained by the government, before implementing Curriculum 2013. Second, many districts are not ready to apply this curriculum. Many teachers are still confused with the implementation of the assessment in Curriculum 2013. Third, the students have a lot of pressure in order to survive with Curriculum 2013, because there are a lot of aspects which are needed to be assessed during a short period of time. Since many educational parties are not ready to implement the Curriculum 2013, multiple doubts are directed to the effectiveness of this curriculum in enhancing the students’ skill.

Teachers and education experts say that they are still in the dark over details about the new guidelines. The subjects are too absurd to teach. Retno Listyarti, the Indonesian Teachers Unions Federation (FSGI) secretary-general emphasizes that the new curriculum, consisting of civic education and religion being integrated with science, was too complicated for teachers. This problem forces the teachers to understand the curriculum by themselves. Moreover, Retno said that with teachers having only a few months to fully grasp the integrated subjects, they had to receive complete information from the Education and Culture Ministry about the new curriculum. So far, what is available for them is an incomplete document of standards and competency for the students (The Jakarta Post, 2013).

Moreover, the teachers face many challenges related to the implementation of Curriculum 2013. According to Seven Pillar Institute (2014), agency theory is in regards to “one party determines the work while another party does the work” (p. 1). Briefly, the teachers are the executors of a curriculum. However, the teachers are also expected to make an effort on the implementation of the curriculum. Besides, the teachers are responsible to give a meaningful learning to the students, despite having the responsibility with administrative requirements.

Besides having a lot of policies, Curriculum 2013 also makes the teachers think creatively in gathering new ideas for the teaching and learning
activity in the classroom. There are many assessment forms which are needed to be filled. Therefore, some teachers are distraught with assessment preparations, rather than making an enjoyable learning activity for the students.

Besides self-agency, there are many factors which can be used to see the way the teachers implement the Curriculum 2013, namely teacher professionalism and pedagogic competence. Kelly, Shulman, Wilson and Tamir in Budiraharjo (2013) state that “literature on the provision of professional teacher development program represents the complexity of education as a highly contested field in terms of morality, ideology, and instrumentality (p. 6)”. Without knowing the needs of professionalism, the needs of education will only lead to faddism.

Meanwhile, Shulman (1987) states that “pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue” (p. 5). Curriculum 2013 expects the teachers to involve the learners building a critical thinking concept. Thus, the function of the teachers is no longer as the learning source. In order to engage the learners in critical thinking methods, the teachers should have the ability to scaffold the materials based on the students’ mastering level.

According to Hoffman (2009), a primary goal of perception is to recover or estimate the objective properties of the physical world. Moreover, Hoffman (2009) also states that “a primary goal of perceptual categorization is to recover or estimate, the objective statistical structure of the physical world” (p. 3.). If the teachers consider that the Curriculum 2013 has a good implementation and they do not find any difficulty in understanding the implementation of Curriculum
2013, they will perceive the implementation of Curriculum 2013 positively. Meanwhile, if the teachers consider that the Curriculum 2013 has a good implementation of assessment, they will not make the administrative requirement, especially assessment forms, as a burden. Eventually, the teachers will perceive the implementation of Curriculum 2013 positively.

In this research, assessment means the assessment forms which consist of cognitive, affective, and psychomotor assessment. Based on the researcher’s survey, filling the assessment forms was the most fundamental thing which was found in teachers’ implementation of Curriculum 2013. Therefore, the researcher wanted to figure out the Senior High School English teachers’ perception on the implementation of assessment in Curriculum 2013. Besides, the Senior High School English teachers were chosen because the researcher conducted the survey about the implementation of Curriculum 2013 during the Internship Program Course (Program Pengalaman Lapangan) in one of a private Senior High Schools in Jogyakarta.

Based on this background, the researcher decided to focus on two things in figuring out the Senior High School English teachers’ perception on Curriculum 2013. The first one was the implementation of Curriculum 2013 in general. Meanwhile, the second one was the implementation of assessment in Curriculum 2013. Since there were many problems which were found in the implementation, the researcher wanted to figure out the Senior High School English teachers’ perception in implementing the Curriculum 2013.
B. Research Problems

In this research, the researcher would like to address two questions related to the Senior High School English teacher’s perceptions on the implementation of Curriculum 2013.

1. What is the perception of Senior High School English teachers on the implementation of Curriculum 2013?

2. What is the perception of Senior High School English teachers on the implementation of the assessment in Curriculum 2013?

C. Problems Limitation

This research is limited to the perception of the Senior High School English teachers in implementing the Curriculum 2013. The perception includes the implementation of the Curriculum 2013 in general. Related to the second research problem, the researcher decides to limit the perception on the implementation of the fields of assessment in the Curriculum 2013, and some problems which occurred during the implementation of Curriculum 2013.

Related to the description of data analysis, the researcher will only generalize the participants’ perception without generalizing the variation of opinions from the participants. Although the participants may have different opinions on the implementation, there are two possibilities for the results, whether the participants’ perception is negative or positive. Thus, from the varieties of responses, the researcher can analyze the participants’ perception, either it is positive or negative.
D. Research Objectives

The research objectives of this research are:

1. To find out the Senior High School English teachers’ perception on the implementation of Curriculum 2013.

2. To find out the Senior High School English teachers’ perception on the implementation of the assessment in Curriculum 2013.

E. Research Benefits

The researcher expects that this research will be beneficial to the ELESP students, the researcher, and the government. The researcher hopes that this research can give an understanding to the readers, especially ELESP students as teachers candidates, the researcher, and the government, about the importance of learning from the participants’ experience in implementing Curriculum 2013. Thus, in the future, the curriculum implementation will be improved. The expected contributions are presented as follows.

1. The English Language Education Study Program (ELESP) Students

The researcher expects that the results of this research can give some benefits for the ELESP students. Since the topic of this research is new, this research can bring the reality which happens in the implementation of the Curriculum 2013. The researcher also expects that this research can have an improvement from the other ELESP students.
2. The Researcher

The researcher will also receive some advantages by conducting this research. When the researcher succeeds in answering the research problems, the researcher can see the reality of the Curriculum 2013 implementation, the strength and weakness of Curriculum 2013, differences between the School-based Curriculum and Curriculum 2013, and the teachers’ preparation to implement Curriculum 2013. Later, the result can give some suggestions to the teacher candidates to be more prepared in implementing Curriculum 2013.

3. The Government

The researcher hopes that this research can be a critic for the implementation of the Curriculum 2013. Hence, the government can improve the implementation of Curriculum 2013. Besides, the researcher hopes that the government will maintain the strengths of Curriculum 2013.

F. Definition of terms

The researcher provides the definition of terms as follows:

1. Perception

According to Huffman and Vernoy (1997), perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world. On the other hand, according to Worchel and Shebilske (1998), perception is the process of interpreting something. From the definition above, perception is an action of interpreting something, which is
happened in the psychological mindset in the form of response or opinion. In this research, perception means the opinion of the Senior High School English teachers on the implementation of Curriculum 2013, including the implementation of assessment requirements. The teachers will also give their suggestion about the implementation of the Curriculum 2013 as well.

2. Implementation

Rouse (2007) states that implementation is the carrying out, execution or practice of a plan, a method, or any design for doing something. Implementation is the action that must follow any preliminary thinking in order for something to actually happen. As such, implementation is the action that must follow any preliminary thinking order for something which actually happen. In this research, implementation is a set of activities to plan and execute the Curriculum 2013 into the learning and teaching activity in the school.

3. Assessment

Purwanto (2009) claims that assessment is “the decision making based on the criteria provided” (p. 4). Beside, Priestley (1982) defined that assessment program is a unified approach to assessment for a specific purpose. Therefore, assessment program includes a number of requirements. All of the requirements are designed to assess the students from various aspects.

In this research, the researcher uses the term of assessment for the assessment forms which are included in Curriculum 2013. Based on the
assessment criteria, there are three kinds of assessment in Curriculum 2013, namely cognitive, affective, and psychomotor assessment. Thus, the analysis of assessment in this research includes the teachers’ perception on the implementation of assessment forms in Curriculum 2013.

4. Curriculum 2013

Arifin (2011) states that curriculum is the entire school programs and all of the people which are involved in it. Meanwhile, Kelly (2004) states that curriculum is used for many different kinds of teaching programs and instructions. Based on those definitions, curriculum means a set of teaching program and instruction which is designed to develop the educational system in a country. Besides, a curriculum is being practiced by the entire school programs and all of the parties which are involved in it. Related to this research, Curriculum 2013 is a set of teaching program and instruction, which is designed by the Ministry of Education and Culture in 2013, to develop the educational system, and implemented by the all of the national school in Indonesia.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical description and the theoretical framework. The theoretical description presents the theories related to this research. Meanwhile, the theoretical framework presents some relevant theories which help the researcher to answer the research questions.

A. Theoretical Description

Beside a brief explanation about curriculum in general and curriculum in Indonesia, this section reviews five other theories which are related to this research, namely perception theory, self-agency theory, teacher professionalism, pedagogical content knowledge, and adult learning theory.

1. Curriculum Definition

Etymologically, the word curriculum comes from Greek “curir”, which means “the runner”. Meanwhile, “curere” means “the running field”. On the other language, French, as an example, curriculum comes from the word “courier” which means “to run”. Thus, curriculum is a distance which is taken by the runner from the starting line until the finish line to achieve the medals in order to be a winner.
Kementrian Pendidikan dan Kebudayaan (2014) states that curriculum is one of the elements which has a contribution in increasing the quality of the students’ progress. On other hand, the society also understands the curriculum as a set of planned subjects which are taught in school as learning guidelines to achieve the learning objectives. The idea of a curriculum has been differentiated across a wide range of meanings. Squires (1990) reveals that one basic view is that curriculum is “what is taught.” Levine (1981) states that narrow view holds that curriculum is the body of courses which presents the knowledge, principles, values, and skills that are the intended consequences of formal education. Meanwhile, Taylor (1950) concludes that the broad view holds that the curriculum will have to be conceived as the name for the total active life of each person in college.

Thus, the schools which accept curriculum as a subject being taught face simpler task than those who accept curriculum as the learners’ experiences, both inside and outside of the school. When the curriculum is only limited as subject taught, the only obligation that the teachers have is to deliver the material. The teachers do not have to think about the students’ understanding or check whether there is any constrains which the students or not.

However, Arifin (2011) states that curriculum is the entire school programs and all of the people which are involved in it. Therefore, the curriculum holds the entire courses which are taken by the students during a certain period of time, namely Primary School (six years), Junior High School (three years), and Senior High School (three years). As a consequence of this belief, curriculum has
four conventional understandings, they are curriculum includes a certain amount of courses, the students are assisted to learn and master all of the courses, the students only learn those courses in the school and the courses are delivered separately, and the final purpose of a curriculum is to get a legal certificate to apply a job after finishing the school.

2. Curriculum in Indonesia

The educational system in Indonesia is under the responsibility of the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan or Mendikbud). Besides having the obligation to do the “nine years compulsory education” (wajib belajar sembilan tahun), Indonesia has experienced nine times of curriculum development. Mulyasa (2005) states that the objective of the educational system in Indonesia is to make the learners interact with their environment. Thus, the main purpose of the educational system in Indonesia is to produce a qualified human resource. In order to produce a qualified human resource that is compatible with the globalization era, the government keeps on developing the curriculum. Beside, curriculum is a guideline for the teachers to do the execution for the learning and teaching activity in the classroom.

a. School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan 2006)

Before the government announced the Curriculum 2013, Indonesia used the SBC (KTSP 2006) which also used school-based management. KTSP stands for Kurikulum Tingkat Satuan Pendidikan. According to Vernez, Karam, and
Marshall (2012), school-based management had been implemented since 2003 in Indonesia. Therefore, the school had the autonomy to manage their operations independently. The teachers also had the independency to make the syllabus, because it was designed based on the students’ need. However, the government saw that this curriculum needed to be improved based on the competency to face the globalization era without leaving the values as Indonesian. Besides, the student was more concerned to be a religious and educated people.

b. Curriculum 2013 (Kurikulum 2013)

The explanation of the Curriculum 2013 will be divided into three parts, namely the objectives, scientific approach, and the fields of assessment.

1) The Objectives of Curriculum 2013

As stated in the Chapter I, the curriculum will always be developed based on the demands of the time. Thus, after Curriculum 1994, there were a lot of ideas of developing the curriculum, such as Kurikulum Berbasis Kompetensi (Competence-Based Standard), Kurikulum Tingkat Satuan Pendidikan (School-Based Curriculum), Curriculum 2013, and many more. Curriculum 2013 included the revision of SBC.

Kementrian Pendidikan dan Kebudayaan (2014) states that Curriculum 2013 was developed based on the competences which were needed as the instrument to lead the students to be a better person, based on some criteria. First, a qualified person who is able to take the demands of the time. Second, an
educated person who is also faithful to God, noble-hearted, knowledgeable, skilled, creative and independent. Third, a democratic and responsible person.

2) Scientific Approach in Curriculum 2013

In the end of the nineteenth century, the scientific approach was implemented into the science of education in America for the first time. The purpose of the implementation was to emphasize the formalistic laboratory method which led the world into scientific facts (Rudolph, 2005). This method is designed to help the teachers in developing the curriculum in order to improve the learning process which is done by dividing the process into some subsequences.

Through scientific approach, Curriculum 2013 tried to apply the observing, questioning, associating, experimenting and creating/networking as the primary teaching and learning activity. With the scientific method, the students were expected to have the passion to dig out the objective truth. Thus, the students will not believe irrational things, becomes curious and not creating prejudice easily, and always be optimistic (Kementrian Pendidikan dan Budaya, 2014: 141). Scientific approach is a mean or mechanism to construct the knowledge based on a scientific method. The learning process must be protected from the non-scientific values. Therefore, the process which includes in non-scientific approach is based on intuition, common sense, prejudice, discovery through trial and error, and the origin of critical thinking (Mendikbud, 2014: 142).

3) The Fields of Assessment in Curriculum 2013

In Indonesia, there are 8 (eight) national standards of education, as stated in the article 35 paragraph (1) Undang-Undang No. 20 Tahun 2003. One of them is Standar Kompetensi Lulusan (Competency Standard of Graduates). According to Kementerian Pendidikan dan Kebudayaan (2014), “The Competency Standard
of Graduates includes the development of attitude, knowledge and skill as parts of the goals of the educational system in Indonesia” (p. 15). Those three competences have different psychological process. Affective competence is obtained through accepting, doing, appreciating, living and practicing. Cognitive competence is obtained through remembering, understanding, applying, analyzing, evaluating, and creating. Psychomotor competence is obtained through observing, questioning, experimenting, comprehending, presenting and creating. Thus, in this research, affective requirements are related to assessment that the teachers should undergo to assess students’ cognitive, psychomotor, and affective competence.

3. Perception Theory

This part provides theories of perception.

a. The Nature of Perception

There are many theories from the experts about the theory of perception. According to Huffman and Vernoy (2000), perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world. On the other hand, according to Worchel and Shebilske (1989), perception is the process of interpreting information. Besides, Szilagyi and Wallace (1980) define perception as a process by which individuals attend to incoming stimuli, organize, and interpret such stimuli into message that in turn indicate an appropriate action or behavior. Thus, perception is an action in which someone gives the stimulus and response about something which happens in the reality.
Although some people are facing a similar object, they may have a different perception about it. It is because everyone has their own experience in the past. There are many experts that describe the relation between the people’s experience and perception. Mouly (1973) states that two persons looking at the same phenomenon may see very different things. Wick and Pick (1978) also state that there is a connection between perception and experience. Those theories are also supported by Paradewari (2015). In this research, perception means the variation of opinions from the teachers on the implementation of the Curriculum 2013. In order to give a positive and negative perception, there are six factors which influence someone’s perception.

b. Factors Influencing Perception

According to Gibson, Ivanovich, and Donelly (1985), there are six factors which influence someone in drawing a perception, namely stereotype, selectivity, self-concept, situation, needs, and emotion.

1) Stereotype

Gibson et al. (1985) states that stereotype is someone’s view in a particular member in a group but generalizes all of the members in that group. In other words, stereotype is a few people’s judgment on an issue which represents the whole group’s judgment. If the teachers consider that the Curriculum 2013 has a good implementation and they do not find any difficulty in understanding the implementation of Curriculum 2013, they will perceive the implementation of Curriculum 2013 positively. Meanwhile, if the teachers consider that the
Curriculum 2013 has a good implementation of assessment, they will not make the administrative requirement as a burden. Eventually, the teachers will perceive the implementation of Curriculum 2013 positively.

2) Selectivity

People may select something which they like or not. Therefore, the perception is based on the people who like or dislike the implementation of Curriculum 2013 and the implementation of the assessment in Curriculum 2013. Gibson, Ivanovich, and Donelly (1985) explain that the people tend to ignore the information or cues that might make them feel discomfort. People have various interests, so that they may select what is important to fulfill their needs.

3) Self-concept

The way how an individual sees and feels about themselves is called self-concept. Self-concept also comes from someone’s experience previously (in the past). Gibson et al. (1985) state that people usually themselves as a measurement or benchmark in perceiving others. They will perceive other’s behaviors and differences based on the self-concept.

4) Situation

Situation affects someone's perception, since it influences their feeling and habit in their daily life. The situation which people face also influences perceptual accuracy. Related to this research, if the teachers feel that they work in a rush because of having a lot of demands from the government, then, they will perceive a negative perception on the implementation of Curriculum 2013.

5) Need
Perceptions are significantly influenced by needs and desires (Gibson et al., 1985). Someone’s needs of something influence his/her perception. A willingness to know something’s good demands them to have good perception on it. In order to implement Curriculum 2013, including assessment requirements, the primary needs that the teachers want is the availability of textbooks and government’s training. If those needs are already fulfilled, the teachers will perceive a positive perception on the implementation of Curriculum 2013, including the assessment requirements.

6) Emotion

Gibson, Ivanovich, and Donelly (1985) state that strong emotions often warp perceptions. Someone’s emotion also affects his/her perception. For instance, if someone is happy, she can have a good perception on something. However, it is different from those who are angry. They cannot have a good perception on something. Therefore, people’s emotion determines their perception on something.

The theories above are used to analyze the Senior High School English teachers’ perception on the implementation of Curriculum 2013, including assessment requirements. Besides, the researcher also used some theories to analyze the way teachers implemented the Curriculum 2013, including assessment requirements, by using the theory of self-agency, teacher professionalism, pedagogical content knowledge, and adult learning theory. The researcher wanted to see if there is any relation between the ways of implementing Curriculum 2013 with their perception on it. Besides, by analyzing the way teachers implemented
Curriculum 2013, the researcher wanted to find out some strategies to prevent the teachers from being trapped by the problems which occurred in implementing Curriculum 2013.

4. Self-agency Theory

In the teaching and learning activity, the students are not the only learners in the classroom. The teachers are supposed to keep learning. On the other hand, there are a lot of policies that the teachers have, either from the government or from school. Curriculum 2013 makes the teachers think creatively in gathering new ideas for the teaching and learning activity in the classroom. However, this curriculum also makes the teachers confuse and trap in the administrative requirements, rather than providing a meaningful instruction to students.

Jarvis (2006) reveals that “Education should both seek to use the learners’ expertise and build on their knowledge which can be done through a variety of teaching techniques...” (p. 241). In addition, when the teachers encourage the students, they should also encourage student’s autonomy. In order to be an autonomous learner, the learner needs to be able to understand the curriculum that the teachers are teaching them. They need to be responsible for their own learning and for the learning with whom they interact (Farrel and Jacobs, 2010). Zou (2011) also claims that:

Although students will not reach the same level of autonomy, helping them to raise awareness, to reflect on their own learning experiences, to share such reflections with others and to gain understanding of the factors influencing the learning processes are important for the development of
autonomous learning competence and positive attitudes towards learner autonomy (p. 422)

Kementerian Pendidikan dan Kebudayaan (2014) states that Curriculum 2013 builds the competence of spiritual attitude, competence of behavior, competence of knowledge and competence of skill. In order to build these competences, the students need to be guided by a scaffolding process. “This involves providing support for learners, as they go about constructing their own knowledge” (Farrel & Jacobs, 2010, p. 67).

Concerning to the meaningful instruction towards students, the teachers need to understand the entire environment where they teach and to realize that they teach the students for a better life. The teachers need to realize that they are the agents of education. According to Seven Pillar Institute (2014), agency theory is in regards to “one party determines the work while another party does the work” (p. 1). Briefly, the teachers are the people who are facing the curriculum, but they are also expected to give the effort to the implementation of the curriculum. They are working in accordance with the students’ need at that time without ignoring the curriculum itself because it influences the development of the nation. Without realizing this agency theory, the goals of Curriculum 2013 are going to be hard to reach.

5. Teacher Professionalism

Professionalism is also needed to appear in the process of the learning and teaching activity. In Indonesia, the teacher’s competency consists of four
competences, namely pedagogical competence, personal competence, professional competence, and social competence.

Yang dimaksud dengan kompetensi pedagogik adalah kemampuan mengelola pembelajaran peserta didik, yang dimaksud dengan kompetensi kepribadian adalah kemampuan kepribadian yang mantap, berakhilak mulia, arif, dan berwibawa serta menjadi teladan peserta didik, yang dimaksud dengan kompetensi profesional adalah kemampuan penguasaan materi pelajaran secara luas dan mendalam, yang dimaksud dengan kompetensi sosial adalah kemampuan guru untuk berkomunikasi dan berinteraksi secara efektif dan efisien dengan peserta didik, sesama guru, orangtua/wali peserta didik, dan masyarakat sekitar (Undang-Undang No. 14 Tahun 2005 Pasal 10 ayat 1).

Kelly, Shulman, Wilson and Tamir in Budiraharjo (2013) stated that “literature on the provision of professional teacher development program represents the complexity of education as a highly contested field in terms of morality, ideology, and instrumentality” (p. 6). Substantive understanding about the bigger contexts of education is certainly of paramount importance. Substantive understanding includes the understanding of factual knowledge, concepts, laws and theories. As a social field, education is filled with a set of values, norms, rules, and regulation upon which the field members establish communications, relations, and share power. Multiple truths emerge from different standpoints, various theoretical frameworks, and ideologies among the field members.

It is important that the teachers have a professional competence. Beside, the teachers are required to be knowledgeable to different perspectives in order to attend their own theoretical frameworks and ideologies and keep being critical on their own biases. Without substantial understanding, the purpose of education will only lead to faddism.
6. Pedagogical Content Knowledge

According to Shulman (1987) “pedagogical content knowledge is the category which is most likely to distinguish the understanding of the content specialist from that of the pedagogue” (p. 6). It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and ability of learners, and presented for the instruction.

Curriculum 2013 expected the teachers to involve the learners building a critical thinking concept. Thus, the function of the teachers is no longer as the learning source. In order to engage the learners in critical thinking methods, the teachers should have the ability to scaffold the materials based on the students’ mastering level to make the learners find the answer or solutions of the problems in the classroom easily.

7. Adult Learning Theory

Transformative learning theory as an adult learning theory was firstly developed by Mezirow (1978) and later developed by Mezirow and his associates in 1991 and 2000. As Mezirow (2006) noted, with more than 150 dissertations using this theory as a theoretical framework, this theory has become the most extensively used among any other adult learning theories, exceeded andragogy and self-directed learning (Merriam, 2001), and produced a variety of alternative conceptions beyond Mezirow’s original conception, including “spirituality, positionality, emancipatory learning, and neurobiology” (Taylor, 2008, p. 7).
Mezirow (2002) states that “...adult learning emphasize contextual understanding, critical reflection on assumptions, and validating meaning by assessing reasons” (p. 3). These principles, then turn out into their beliefs. In addition to doing these principles, Mezirow (2000) also concludes that “...the more reflective and open we are to the perspectives of others, the richer our imagination of alternative contexts of understanding will be” (p. 20). Thus, if the teachers are open to others’ suggestion and feedback, they will improve the teaching performance. Besides improving the teaching performance, the teachers will also enrich their understanding upon many issues related to the development of education.

B. Theoretical Framework

This framework focuses on the Senior High School English teachers’ perception on the implementation of Curriculum 2013 in general. Besides, this framework is also focused on the Senior High School English teachers’ perception on the implementation of the assessment in Curriculum 2013. Thus, the theories above are the background in explaining the results later.

In order to answer the first research problem, the researcher uses perception theory and curriculum definition. After displaying the data into paragraphs, the researcher analyzes the teacher’s opinion on the implementation of Curriculum 2013. The analysis of the participants’ opinion will be a mean to figure out their perception on the implementation of Curriculum 2013. Then, the researcher uses perception theory to strengthen the researcher’s analysis.
Meanwhile, in order to answer the second research problem, the researcher uses perception theory and fields of assessment in Curriculum 2013. After the participants give their opinions on the implementation of the assessment in Curriculum 2013, the researcher analyzes the teachers’ perception on the implementation of assessment in Curriculum 2013. Then, the analysis of the participants’ perception on the implementation of the assessment in Curriculum 2013 is strengthened by the perception theory.

Besides, the other theories are used to see the teachers’ way of implementing Curriculum 2013, and also related to the implementation of assessment. Self-agency is used to see the teachers’ ability to make a good implementation of Curriculum 2013, despite having some challenges in the learning and teaching process, especially in dealing with administrative requirements. Teacher professionalism is used to see the teachers’ mastery level in mastering the materials which are given in Curriculum 2013. Pedagogical content knowledge is used to analyze the depth of the teachers’ mastery level in understanding Curriculum 2013. In order to figure out the teachers’ pedagogical competence, the researcher analyzes the way the teacher conducts the classroom by implementing the scientific approach. Meanwhile, adult learning theory is used to analyze the participants’ willingness to open for the others’ perspectives in improving their knowledge in understanding Curriculum 2013 and their teaching performance.
CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the explanation of (A) Research Method, (B) Research Participants, (C) Research Setting, (D) Instrument and Data Gathering Techniques, (E) Data Analysis Techniques and (F) Research Procedures.

A. Research Method

This research used the qualitative approach. Ary, Jacobs, Sorensen, and Razavieh (2002) state that qualitative inquires seek to interpret human actions, institutions, events, customs, and the like, and in so doing construct a “reading”, or portrayal, of what is being studied (p. 423). One of the functions of qualitative inquiry is used to figure out perception. In order to gather the data, the researcher interviewed four Senior High School English teachers to get their perception on the Curriculum 2013 implementation and assessment.

This research is descriptive qualitative research, since the researcher provides the result and findings in a descriptive form. Sugiyono in Ufie (2013) states that, “Penelitian deskriptif kualitatif adalah metode penelitian yang berlandaskan pada filsafat postpositivisme yang biasanya digunakan untuk meneliti pada kondisi objektif yang alamiah di mana peneliti berperan sebagai instrumen kunci.” Emerson, Fretz, and Shaw in Sandelowski (2000) argue that descriptions always depend on the perceptions, inclinations, sensitivities, and
sensibilities of the describer. The researcher seeks to describe an experience or selected event in what they will describe, and in the process of featuring certain aspects of it, begin to transform that experience or event.

It is obvious from the statement that phenomena is central to qualitative research, in which the scientific approach and method are conducted to prove the preliminary assumptions towards the phenomena. In order to make the assumptions and interpretation becomes reliable and scientifically approved, qualitative researchers need to refer to prior works and theories. One of the benefits of conducting a qualitative research, according to Yin (2009), is that it gives to the researchers a more comprehensive understanding toward complex social phenomena without tendency of impoverish the rich information or data into numbers.

B. Research Participants

This research was conducted by interviewing four Senior High School English teachers who are teaching in different private schools. Currently the participants were teaching in three different cities. Two of them were teaching in Yogyakarta, while the others were teaching in South Tangerang and North Jakarta.

Meanwhile, the participants were selected purposively. According to Ary, Jacobs, and Sorensen (2010), in purposive sampling, sample elements judged to be typical, or representative, are chosen from the population. In purposive
sampling, the researcher chose the participants based on certain criteria. In this research, the researcher made three criteria as follows:

1. The participants are Senior High School teachers.
2. The participants are teaching English.
3. The participant had implemented or is implementing the Curriculum 2013.

In this research, two participants are teaching in Yogyakarta. One of the teachers is teaching in South Tangerang. Meanwhile, the other one is teaching in North Jakarta. It was expected that the researcher would understand and comprehend the perception of the Senior High School English teachers from various cities on the implementation of Curriculum 2013 in four different schools.

C. Research Setting

The interview was conducted in February 13th, 2015 to July 17th, 2015. There are four participants in this research. As stated previously, they are teaching in four different schools. Although they are from three different cities, the interview was conducted in Jogjakarta. When the researcher wanted to make an appointment to interview those participants, the researcher texted the participants. After receiving their reply, the researcher went to their house in Jogjakarta, and conducted the interview there.
D. Research Bias

On the other hand, the results of this research may have a research bias because the participants came from different cities and schools. These different backgrounds may influence their opinions about the curriculum implementation. However, Curriculum 2013 was implemented by all of the national schools in all educational level. As long as the researcher did not generalize the opinions to the curriculum implementation, the researcher could avoid from the bias.

E. Instruments and Data Gathering Technique

The researcher gathered the data by interviewing some Senior High School English teachers from different schools, who had already implemented, or is still implementing Curriculum 2013. The purpose of the interview is to know the teachers’ perception on the implementation of the Curriculum 2013. According to Ary, Jacobs, and Sorensen (2010), in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing data. In order to conduct the research instrument, the researcher used human as research instrument as the main instrument. The concept of human as the research instrument is to emphasize the unique role that qualitative researchers play in their inquiry. Because qualitative research studies human experiences and situations, the researcher needed a flexible instrument to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment. It is believed that only a human instrument is capable of this task.
By using human as the main instrument, the researcher has the flexibility to figure out human perception.

The data gathering or data collection was an open-ended interview. Ary, Jacobs and Sorensen (2010) state that interview is one of the most widely used and basic methods for obtaining qualitative data. Interview was used to gather data from people about opinions, beliefs, experiences people have and the meaning they made, rather than testing hypothesis and feelings about situations in their own words.

The advantage of conducting interviews is that interviews provide data that cannot be obtained through observation. The background of the participants, or in Seidman (1991) term is called the context, is urgent in conducting interviews. The urgency of recognizing the context of interviews is that it provides access to the context of the participants’ behavior and, thus, provides a way for researchers to understand the meaning of that behavior (Seidman, 1991, pp. 3-4).

Another advantage of conducting interviews is that interviews are powerful way to gain insight into educational issues through understanding the experience of the individuals whose lives constitute education (Seidman, 1991). Understanding the experiences of individuals is the strength of an interview as a method of qualitative research, mainly because those experiences are conducted through stories during the interviews. Telling stories, according to Seidman (1991) is essentially a meaning-making process in which people select details of their experiences from their stream of consciousness. Henceforth, conducting
interviews give the researchers a chance to get deep and refine information by which they can develop their argumentation upon rich resources.

Before conducting the interview, the researcher wrote down several questions to be used in interviewing the participants. Therefore, the interview which was used by the researcher was a semi-structured interview, in which the researcher prepared some questions to be asked to the participants. Meanwhile, there would be several questions which were made spontaneously, in the middle of the interview. The researcher used semi-structured interview to gain various answer from the participants. Merriam (2009) stated that “semi-structured interview was guided by a list of questions or issues to be explored, so that this format allowed the researcher to respond to the situation at hand, to the several point of views of the respondent, and to new ideas on the topic” (p. 90). Furthermore, the use of semi structured interview was useful for obtaining information to test a specific hypothesis that the researcher had in mind (Frankel, Wallen, Hyn, 2015, p. 449).

F. Data Analysis Techniques

Ary, Jacobs, and Sorensen (2002) state that the analysis of qualitative data includes the process of organizing and summarizing, interpreting, and reporting. The first process is analyzing. The first step in analyzing the data was organizing the data. In this step, the researcher made the interview transcripts. The process of organizing the data was started by reducing the data, based on Ary, Jacobs, and Razavieh’s (2000) theory, namely the coding process. The interview
transcripts were categorized based on the theories in the review of literature, without making additional information to represent some categories of those theories. Below is the example of the interview transcript.

Figure 3.1 Example on How the Researcher Categorized the Interview Transcript

Second, summarizing begins with making some statements about relationships and themes in the data (Ary, Jacobs, & Razavieh 2002). Second, the researcher interpreted the data. According to Ary et al. (2002), interpreting is an inductive process where the researcher generalized the data based on the connections and common aspects among the categories and patterns. According to Ary et al. (2002), in qualitative research, there are no statistical tests of significance to facilitate interpretation of qualitative data. Besides, interpreting is a process that proceeds without set of rules, but it is supported by the data. Third, the researcher reported the results.
G. Research Procedure

This part shows the procedure of conducting the research from the beginning until the report of the data. The procedure will explained on each point:

1. The researcher found four possible participants to be interviewed.

2. The researcher asked teachers’ permission to be the participants of this research.

3. The researcher interviewed the participants about their perception on Curriculum 2013 implementation deeply.

4. The respondents agreed with what the researcher had written.

5. After the researcher had all the data needed, the researcher started analyzing the data.

6. The researcher consulted the data with the thesis advisor.
CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents the research results and the discussion based on the findings. There are two parts in this chapter. The first part is the research result. Meanwhile, the second part is the discussion.

In the research result, the researcher gives a description of the participants’ opinion about the implementation of Curriculum 2013, including the implementation of assessment requirements in Curriculum 2013. Then, in the discussion, the researcher divided the analysis into four sections. The first section is the Senior High School English teachers’ perception on the implementation of the Curriculum 2013. The second section is the Senior High School English teachers’ perception on the implementation of the assessment in Curriculum 2013. The third section is some additional factors which influenced the Senior High School English teachers in implementing Curriculum 2013. The fourth section is some strategies to prevent the Senior High School English teachers from being trapped by the problems which occurred in implementing Curriculum 2013.

The data of this research is based on the interview of four English teachers from different Senior High Schools. Currently, the first and second participants are teaching in Yogyakarta. The third participant is teaching in South Tangerang. The fourth participant is teaching in North Jakarta.
A. Research Results

This part consists of the results from the interview between the researcher and the participants. In this part, the researcher did not provide the analysis of the participants’ perception. Thus, this part only consists of a description of the participants’ perception based on the interview verbatim and horizontalization. There are two sections in this part. The first section describes the Senior High School English teachers’ perception on the implementation of Curriculum 2013. Meanwhile, the second section describes the Senior High School English teachers’ perception on the implementation of the assessment in Curriculum 2013.

1. Senior High School English Teachers’ Perception on the Implementation of Curriculum 2013

The first participant of this research was AR. AR stated that Curriculum 2013 as a curriculum which was strongly emphasized on the affective side of the students. He also stated that the assessments forms in this curriculum were dominated by the affective assessment. Curriculum 2013 was trying to change the learning paradigm. The students were required to be active, because the focus of teaching and learning activity was student-centered.

In my opinion, Curriculum 2013 wanted to emphasize the affective aspect of the students. Meanwhile, the previous curriculum only focused on developing students’ cognitive and psychomotor aspect. However, in Curriculum 2013, the government seemed tried to emphasize the students’ affective skill, or in Curriculum 2013, it was called affective aspect. On the other hand, one thing which was different from the previous curriculum was that this curriculum (C13) wanted to change the learning paradigm. -#AR

(...Menurut saya pribadi, Kurikulum 2013 itu, sebenarnya sisi yang mau ditekankan adalah afektif anak gimana. Kalau di kurikulum sebelumnya...
According to AR, scientific approach was not applicable to language learning, including English. On the other hand, AR stated that Curriculum 2013 had a good purpose. However, the implementation of this curriculum seemed to be in a rush. The government had not provided any sufficient textbook which was consisted of the materials for the students. The teacher had to find the materials by themselves. Besides, the teachers did not have the same understanding about the scientific approach. Moreover, the national examination system was not ready yet. It affected AR’s readiness to implement this curriculum. Because of those reasons, AR admitted that he was not ready to implement this curriculum.

In Curriculum 2013, the most contradicting thing was the learning method. The learning method (scientific approach) was not applicable for Language learning. Actually, the goal of Curriculum 2013 was good. However, there were many things which were missing in the preparation, in my opinion. The time allocation for the preparation was too short and the implementation was too sudden, in my opinion. Meanwhile, the textbook was not ready to be distributed. The concept of this curriculum was not ready. Moreover, the National Examination system was also not ready, but the government had already assigned the school to implement this curriculum. (...kalau kurikulum 2013, satu hal yang sangat bertentangan adalah metode pembelajaran yang tidak cocok untuk diaplikasikan di pembelajaran bahasa. Memang sebenarnya baik, kurikulum 2013 tuh baik, namun kurang persiapan kalau menurut saya. Persiapan kurang lama dan terkesan lebih mendadak pelaksanaanya untuk dilaksanakan untuk dijalankan apalagi dengan buku-buku yang belum siap lalu pemikiran yang belum siap lalu sampai ke ujian nasionalnya belum siap tapi sudah dilaksanakan,...)

In Curriculum 2013, every teacher required to use the scientific approach which is consisted of observing, questioning, experimenting, associating, and
networking. Meanwhile, AR wanted a freedom in using the teaching methods in the classroom. The reason behind this disagreement was because AR had not understood the application of scientific approach in Curriculum 2013. In order to overcome the lack of understanding, AR often shared the problems with the other teachers.

In Curriculum 2013, the students had to be autonomous. In this case, AR had some tricks to improve the student's autonomy. One of the examples was by giving a group project. AR stated that through this project, the passive students could be more motivated. After implementing Curriculum 2013, AR preferred the KTSP 2006 to Curriculum 2013.

Next, the second participant was YA. Although Curriculum 2013 had a good purpose for the future education, YA perceived that Curriculum 2013 was very burdensome for the teachers with many assessment forms. The implementation of the assessment was too complicated, based on YA’s perception. In contrast to AR, YA perceived that Curriculum 2013 was applicable to English learning. However, in terms of material, there was no significant difference between Curriculum 2013 with the previous curriculum.

In my opinion, the implementation of Curriculum 13 was too complicated. So, the teachers were being lack of time in designing a challenging material for the students. However, there was no problem found in the materials itself. The materials were similar to the previous curriculum. The problem was that the assessment format was too complicated. The scientific approach was applicable for English learning, but it was too complicated, especially when it dealt with the assessment requirements.-#YA

From all of the assessment forms in Curriculum 2013, filling the assessment forms was the most burdensome thing for YA. Considering that Curriculum 2013 had many assessment formats to be done, YA still preferred the 2006 Curriculum (KTSP) to Curriculum 2013. Although in Curriculum 2013 learning grammar was not the main focus in the material, YA still took some time to teach grammar to the students. YA assumed that English teaching would not be complete if the students did not understand grammar. Besides, in terms of readiness, YA was not ready to implement this curriculum. The effort that she gave to prepare herself in implementing this curriculum was because of the obligation from the government.

Meanwhile, the third participant of this research was DI. DI stated that Curriculum 2013 was able to facilitate the children in building their characteristics. DI believed that everyone had different talents and potential. Each student was born with a different intelligence. Therefore, the materials which were given to the students should be adjusted to the students’ potential. In other words, a good curriculum was expected to help the students in digging out their potential.

Similar to the previous participants, DI perceived that Curriculum 2013 was a good curriculum. However, the weakness of the implementation was in terms of preparation. The preparation to implement this curriculum seemed to be in a rush. It was seen from the unavailability of textbooks for students. DI and the other teachers at his school had to find additional books and materials by
themselves. DI also agreed with the format of the assessments in Curriculum 2013.

Actually, Curriculum 2013 had a good purpose. This curriculum wanted to emphasize on character building. However, the preparation was poor. There was no textbook in one semester, although the curriculum had already been implemented. So, the teachers were looking for the sources by themselves.-#DI

(...kalo kurikulum 2013 sebenarnya ada penambahan karakter ya, itu bagus sih sebenarnya terus-terang, cuma masih dalam tahap persiapan, persiapannya belum mantep jadi kemungkinan perangkatnya belum siap buku. Satu semester udah mulai tapi ngga ada bukunya jadi masih cari-cari...)

Moreover DI stated that the instructor from the government seemed did not master the Curriculum 2013. Before implementing Curriculum 2013, DI was trained by different instructors from MGMP (Musyawarah Guru Mata Pelajaran). Unfortunately, the explanations of the lesson plan which were provided by each instructor were different. Besides, because DI only had a limited time to adjust with this curriculum, DI stated that he was not ready to implement this curriculum.

If the government had already provided complete tools to implement this curriculum, namely textbook from government and publisher, the teacher would execute the curriculum well (however, what was happened in the reality was not as well as DI’s expectation). Actually, the administrative requirements were part of our obligations. If the curriculum always changed frequently, it became very burdensome.-#DI

(...kalo menjalankan sih siap saja asal ada perangkat, dalam artian, buku dari pemerintah ada, buku dari penerbit ada, ya kita tinggal jalankan Sebenarnya gini, kalau untuk administrasi ya, itu... sebenarnya kan wajib, kalau kurikulumnya ganti-ganti terus itu malah jadi terbebani karena ya kita kan harus menyesuaikan...)

The fourth participant was AN. Based on AN’s opinion, Curriculum 2013 was not only aimed to make the students develop their cognitive and psychomotor skill, but also affective skill. According to AN, Curriculum 2013 had
some strengths and weaknesses. The strength of Curriculum 2013 was that the students were trained to be able to construct the knowledge independently. Students’ independency was reflected from the stages in the scientific approach. According to AN, every stage in the scientific approach summed up the elements of discovery learning, in which the students took place as the main actor in the learning process.

However, AN also stated that Curriculum 2013 had some weaknesses. During the implementation of scientific approach, there was a sense of inner fears from AN about the findings which the students obtained at the end of their learning process. Sometimes, AN worried if the students were too often required to find their own knowledge (discovery learning), the students would have a different understanding about the material. Therefore, in order to solve it, AN always guided the students and gave a conclusion at the end of the lesson. Thus, the students would have the same understanding.

The weakness of Curriculum 2013 was that if the students were given the freedom to find the solution by themselves continuously, the learning process seemed to be incomplete (because the students would have different understanding). Actually, it was good to let the students discuss with their friends. So, at first, I let the students to have the discovery learning. Then, I tried to complete their findings in the conclusion. (#AN (...kekuranganya itu kalo kita terus-terusan begitu anak ga mantep juga belajarnya kok nemuin sendiri kesimpulannya aku mantepin di kesimpulannya. Memang bagusnya anak nemuin sendiri dulu, mereka diskusi dulu, nemuin dulu, nanti di kesimpulannya dimantepin...)

Technically, based on AN’s opinion, the implementation of Curriculum 2013 seemed to be in a rush. As a teacher who was assigned to teach in a pilot project school, AN was surprised when she had to implement Curriculum 2013 for the first time. At that time, the government assigned the school where AN
taught as one of the schools which have the obligation to implement Curriculum 2013, started from July, 2013. In the same month, AN was trained by the instructor from MGMP. Shortly afterwards, when the school year began, the teachers and students must be ready to implement Curriculum 2013. Because of the limitation of the time, the school foundation divided the portion for training based on the location of the school. Unfortunately, the quota for English teacher’s training was not given to the school where AN taught. Therefore, AN only attended the introduction about Curriculum 2013 from MGMP and from the instructor who was invited by the school.

2. Senior High School English Teachers’ Perception on the Assessment in Curriculum 2013

According to AR, Curriculum 2013 required the students to use logic to solve a problem. Therefore, AR always tried to avoid multiple choice questions. Although correcting essay questions took a long time, AR preferred essay question to multiple choices. AR found that multiple choice questions could not check the students’ understanding thoroughly.

In the affective assessment, the teachers had to assess the students individually. In other words, the teacher had to know the students, one by one. In English, the teacher only got one meeting per week with the students. AR stated that there was not any problem in memorizing the students. All of the assessment formats which were required in Curriculum 2013 had already been applied by AR. When the school implemented Curriculum 2013, AR only handled one class.
Thus, dealing with the assessment formats was less burdensome for AR. On the other hand, the other English teacher in that school, who taught English for the rest of the classes, felt that the assessment formats were very burdensome.

The most fundamental thing which had many complaints from the teachers was affective assessment, in which the teacher had to know their students individually. Personally, I did not have any difficulty in dealing with affective assessment, but it was not because I understand the system. It was because I only taught one class, last year (when the C 13 was implemented in his school). However, the other English teacher, who taught in more than one class, found the difficulties when she dealt with affective assessment because she had to memorize hundreds of students in a short period of time. The time allocation was too short. The teacher spent too much time to observe the students, rather than focusing on the materials. -#AR

(...untuk aspek penilaian terutama aspek sikap yang banyak complaint kaya sikap di mana guru harus tau persis satu per satu siswinya. Kalau saya pribadi ngga mengalami kesulitan, tapi bukan karena saya paham tapi karena saya hanya mengajar satu kelas tahun lalu. Tapi dari teman-teman lain yang mengajar lebih dari satu kelas seperti guru bahasa inggris satunya lagi, mulai merasakan kesulitan ketika masuk ke penilaian sikap. Karena harus menghafal sekian ratus anak dalam waktu yang singkat. Waktu untuk pembelajaran malah sering terlupakan materi terlupakan tapi lebih habis untuk melihat atau mengobservasi anak...)

In terms of cognitive and psychomotor skills, AR was often confused to categorize the material based on cognitive and psychomotor skill. Language skills, including English, were divided into four, namely reading, listening, speaking, and listening skill. During the implementation of the Curriculum 2013, AR always found a problem in distinguishing between the psychomotor and cognitive skills, as both had many similarities. AR perceived that the elaboration of Core Competence (Kompetensi Inti) and Basic Competence (Kompetensi Dasar) in Curriculum 2013 was unclear.

In SBC (KTSP 2006), there was a clear explanation about the four language skills, including English, namely Reading, Listening, Speaking, and Writing. The categorization of the skills in cognitive or psychomotor
domain was clearer in SBC (KTSP 2006). However, in Curriculum 2013, everything became ambiguous.-#AR

In contrast to AR, from all of the administration which YA got in Curriculum 2013, filling the affective assessment forms was the most burdensome stuff that she had ever got. There were many forms that should be filled by the teachers and students. Dealing with these forms was not easy for YA. YA said that, sometimes, teachers were running out of time because of these forms, rather than focusing on making a meaningful learning for the students.

The implementation was too complicated, especially the assessment requirements. The teachers were demanded by the assessment requirements. Moreover, we have to assess the students individually. Thus, teacher did not have much time to focus on the materials. Most of the time was spent to observe the students.

On the other hand, DI stated that this curriculum was no longer emphasized on the theory. The material which was given by the government gave more space to the teachers to give more practices to the students. Grammar was not the main material in Curriculum 2013. The problem was that the time allocation for English was too short. DI only had two hours in a week to meet the students. However, most of the materials were making the students to have practice than theory. On the other hand, having practice in the classroom took a long time than theory.

In SBC (KTSP), English teachers had 4 hours per week to meet the students, suddenly, now, we only had 2 hours per week. About the time
allocation, if it was compared to the amount of the materials which should be given to the students, I thought that it was not enough. On the other hand, practice needed more time (to assess the students, both in group and individually), rather than theory.

(...) kalo KTSP kan 4 jam, tiba-tiba sekarang 2 jam. Kemudian, masalah waktu dalam artian gini waktu yang kemarin itu yang saya lihat dibandingkan dengan materinya kurang. Padahal praktek itu memerlukan waktu yang lebih banyak daripada teori karena praktek harus individu

Generally, there was not any significant problem in implementing the assessment system for DI. There were many assessment formats in assessing the students’ comprehension in Curriculum 2013. One of the assessment formats which did not run well when he implemented Curriculum 2013 was peer assessment. When he assigned the students to assess their friends, the result was very subjective. If Student A were closed with Student B, the score would be excellent, and vice versa. However, some of the students seemed did not take the assessment seriously. In DI’s perception, the peer assessment was ineffective

About the peer assessment, since the students were not assessing all of their classmates, so, when we asked the students to fill up the forms, “Please assess your friend over there.” they could choose by themselves. If the students were close to the friend whom they assessed, they would give a good score, and vice versa.

(...) kemudian juga, penilaian antar teman. Ketika kita bagikan ke beberapa anak juga “Coba kamu tes temen kamu yang di sana” karena kan kita ngga semuanya ya, boleh milih. Mereka kalau temennya akrab ya nilainya bagus, tapi kalau pas temennya ngga deket ya nilainya apa adanya...

Beside, AN stated that there were still many problems in indurstanding the affective assessment. Similar to the third respondent, AN seemed disagree with the format of affective assessment, namely peer assessment and self-assessment.

During the implementation of Curriculum 2013, the implementation of peer assessment and self-assessment were done subjectively by the students.
So, the obstructions were, first, the affective assessment was subjective, and, second, the system to fill up the forms of assessment was still manual, because the IT teacher was still designing a web to enable the students in filling up the forms automatically. Thus, in the past two years, we still did it manually, and it was really time consuming.

Besides, if the teachers wanted to calculate the final score for the affective assessment, the teachers still calculated it manually. AN perceived that this system was very time consuming. However, the school had already asked the IT teachers to design a website to find the most effective format for the affective assessment.

AN stated that the students did not take this curriculum as a burden. This situation made the implementation of the assessment run well. The only thing which still needed to improve was the students’ willingness to fill the forms objectively.

B. Discussion

In this part, the researcher analyzes the participants’ opinions which were stated in the research results above. In analyzing the participants’ opinion, the researcher uses the factors influencing perception according to Gibson, Ivanovich, and Donelly (1985), which is stated in the review of literature. There are four sections in the discussion part. The first section is the analysis of the Senior High School English teachers’ perception on the implementation of Curriculum 2013. Next, the second section is the analysis of Senior High School English teachers’
perception on the implementation of the assessment in Curriculum 2013. Meanwhile, in the third and fourth sections, the analysis of some factors which influence the implementation of Curriculum 2013 and some strategies to prevent from being trapped by the problems in implementing Curriculum 2013.


Based on the results above, it could be concluded that the participants had a negative perception on the implementation of Curriculum 2013. There were six factors which influenced this negative perception. Those factors were explained as follows.

a. The implementation seemed to be in a rush

First, the implementation of the Curriculum 2013 seemed to be in a rush. Based on DI’s statement, it showed that there was a lack of preparation on the implementation of Curriculum 2013.

At that time, the curriculum had already started almost one semester, but there was no textbook which was available. So, I had to search for the materials by myself. The implementation was seemed to be in a rush. #DI

(...Waktu itu satu semester udah mulai tetapi ngga ada bukunya jadi masih cari-cari, terlalu tergesa-gesa...)

DI stated that the lack of preparation was in terms of textbook. When he implemented Curriculum 2013, the textbook was not available, neither for the teachers nor the students. Thus, DI stated that the implementation of this curriculum seemed to be in a rush.

In order to implement Curriculum 2013, including the assessment requirements, one of the primary needs that the teachers wanted was the
textbooks. In terms of needs, the government was not ready with the textbook. DI stated that, at the beginning, the textbook was not available. Since his need of textbook was not met properly during the implementation of Curriculum 2013, it influenced DI to have a negative perception (Gibson et al., 1985).

Besides, the situation when he implemented Curriculum 2013 also affected him on having a negative perception (Gibson et al., 1985). DI felt that the implementation of Curriculum 2013 seemed to be in a rush. It was seen from the unavailability of textbooks when he implemented this curriculum. This situation made the teachers become busy in searching for the materials for the students.

b. The participants were not ready to implement this curriculum

Second, the participants were not ready to implement this curriculum. All of the participants of this research admitted that they were not ready to implement this curriculum. The participants stated that the limitation of time affected their readiness to implement Curriculum 2013.

Moreover, Gibson et al. (1985) explain that the people tend to ignore information or cues that might make them feel discomfort. The participants disliked the implementation of Curriculum 2013 because, in their opinion, they were not ready to implement Curriculum 2013. Beside, having a short period of time to have the training and absorb all of the information before implementing this curriculum made them feel discomfort.

c. The implementation of Curriculum 2013 was lack of preparation

Third, the implementation of Curriculum 2013 was lack of preparation. AR and DI disliked the implementation of Curriculum 2013 because, in their
opinion, the implementation of Curriculum 2013 was lack of preparation. Besides textbook, at that time, the government was not ready with the National Examination (Ujian Nasional) system and training. The training was not given equally to the teachers. Moreover, some instructors could not give appropriate answers when the teachers gave them some questions. It showed that they had a bad experience in terms of preparation. This bad experience turned out to be a trigger which formed their perception (Wick and Pick, 1978). On the other hand, AR and DI disliked the preparation to implement Curriculum 2013, it influenced AR and DI to have a negative perception (Gibson et al., 1985).

d. The applications for Core Competences and Basic Competences in Curriculum 2013 were unclear.

Fourth, the applications for Core Competences and Basic Competences in Curriculum 2013 were unclear. Gibson et al. (1985) state that stereotype is a few people’s judgment on an issue which represents the whole group’s judgment. In terms of stereotype, from the response which AR gave, AR found a difficulty in implementing Curriculum 2013 because he found that the applications for Core Competences and Basic Competences were unclear.

Besides, Worchel and Shebilske (1998), perception is the process of interpreting information. From AR’s statement, it showed that he did not interpret the information to implement Curriculum 2013 well. Thus, it made AR have a difficulty in implemented the Core Competences and Basic Competences in Curriculum 2013. Eventually, it affected AR to have a negative perception on the implementation of the Curriculum 2013.
e. Curriculum 2013 was complicated

Fifth, Curriculum 2013 did not provide enough time to make a more challenging material for the students. This statement was said by YA, based on her experience when she implemented Curriculum 2013. In terms of selectivity, it was clear from YA’s statement that she disliked the implementation of Curriculum 2013. In YA’s opinion, Curriculum 2013 was complicated. The experience of being troublesome with the implementation of Curriculum 2013 affected YA’s negative perception on the implementation of Curriculum 2013 (Wick and Pick, 1978).

Beside, Gibson, Ivanovich, and Donelly (1985) and Atman, Valenzi, and Hodgetts (1985) state that situation affects someone’s perception, since it influences their feeling, expectation, and habit in their daily life. In terms of situation, YA stated that she did not have enough time to make a more challenging material for the students when she implemented Curriculum 2013. She spent more time to understand about curriculum implementation, since she stated that this curriculum was too complicated. Therefore, when she implemented the Curriculum 2013, she was always running out of time. This situation forced YA to work under pressure. Moreover, YA stated that she was not ready to implement Curriculum 2013.

f. Curriculum 2013 made the students choose their discipline in early grade

Sixth, Curriculum 2013 made the students choose their discipline in early grade. In terms of selectivity, AN stated that she disliked the way Curriculum 2013 made the students choose their discipline in early grade. In AN’s opinion,
the students should be given a longer time to understand about the subjects in Senior High School, so that the students would really understand their interest. Thus, the students would not make a wrong decision.

AN also stated that this system was different from KTSP 2006 (SBC). In SBC, the students had one year to understand all of the subjects in Senior High School. Later, the students could choose their disciplines in the eleventh grade. AN stated that this system was more efficient than in Curriculum 2013. Wick and Pick (1978) also state that there is a connection between perception and experience. In this case, AN compared her experience when she implemented SBC to Curriculum 2013. She stated that SBC had a better system in separating the students into some disciplines, namely Natural Science Class, Social Science Class, and Language Class. It showed that AN had a better experience when she implemented SBC. It affected AN on having a negative perception on the implementation of Curriculum 2013 (Gibson et al., 1985).

2. Senior High School English Teachers’ Perception on the Implementation of the Assessment in Curriculum 2013

Based on the results above, it could be concluded that the participants also had a negative perception on the implementation of the assessment in Curriculum 2013. There were five factors which influenced this negative perception. Those factors were explained as follows.
The participant had a problem to differentiate between cognitive and psychomotor assessment.

First, the participant had a problem to differentiate between cognitive and psychomotor assessment. According to the Competency Standard of Graduates in Indonesia, the objective of a learning process includes the development of affective, cognitive, and psychomotor, which are elaborated in the school’s educational system. Therefore, in Curriculum 2013, there were three competences which were being assessed, namely cognitive, affective, and psychomotor skill. AR stated that from those three competences, most of the time, he was confused with the cognitive and psychomotor assessment.

According to Gibson et al. (1985), one of the factors which influenced someone in drawing a perception was stereotype. Gibson et al. (1985) also state that stereotype is someone’s view in particular member in a group, but generalizes all member in that group. In the other words, stereotype is a few people’s judgment on an issue which represents the whole group’s judgment.

AR had a negative perception on the implementation of assessment in Curriculum 2013 because he could not distinguish the psychomotor and cognitive assessment in Curriculum 2013. Moreover, AR also generalized his opinion when he had a discussion with the other teachers. Because of this generalization, AR had a negative stereotype on the implementation of assessment in Curriculum 2013.
b. The assessment forms were burdensome

Second, the assessment forms were burdensome. Most of the time, YA took the affective assessment requirement as a burden. It could be seen from YA’s statement that she disliked the implementation of affective assessment in Curriculum 2013. The way somebody drew a perception was based on their selectivity (Gibson et al., 1985). Thus, since YA disliked the implementation of affective assessment, it could be concluded that YA had a negative perception on the implementation of assessment in Curriculum 2013.

c. The time allocation to implement the all of the assessment forms was too short

Third, the time allocation to implement all of the assessment requirements was too short. As stated previously, DI only had two hours in a week to meet the students. However, most of the materials made the students have more practices than theories. On the other hand, practicing in the classroom took a long time than learning the theory.

According to Gibson et al. (1985), someone’s interest of something affected his/her perception, in which it refers to selectivity. In this case, the implementation of the assessment in Curriculum 2013 made DI almost run out of time. Sometimes, when DI asked the students to have a role-play, to practice their English, DI had to think hard in merging the similar topics, otherwise he would be running out of time. DI also skipped some materials because of the time limitation. Having a short time allocation caused DI disliked the implementation of the assessment in Curriculum 2013. Besides, having an inconvenient time and
work setting also affected DI’s negative perception on the effective time to implement all of the assessment forms (Robbins & Judge, 2012).

d. The affective assessment format was subjective

Fourth, the affective assessment format was subjective. In DI’s opinion, the peer assessment, as a part of affective assessment, was very subjective. Those are the reasons why DI had a negative perception on the implementation of the assessment in Curriculum 2013.

AN also had the same opinion with DI. Based on AN’s experience, during the implementation of assessment forms in Curriculum 2013, the peer assessment and self-assessment forms were done subjectively by the students. It made the results of the affective of the students become inaccurate.

That was the reasons why DI and AN disliked the implementation of assessment in Curriculum 2013. According to Gibson et al. (1985) selectivity in drawing someone’s perception refers to someone’s preference. Thus, from DI and AN’s opinion above, it could be concluded that DI and AN also had a negative perception on the implementation of the assessment in Curriculum 2013.

e. The system to fill up the assessment forms was time consuming

Fifth, the system to fill up the assessment forms was time consuming. In calculating the final score for the affective assessment, the teachers still did it manually. AN said that this system was very time consuming. However, the school had already asked the IT teachers to design a website to find the most effective format for the affective assessment.
Besides, YA also had the same experience with AN. In terms of situation, YA stated that she worked in a rush because of having a lot of demands from the government to fulfill the assessment forms. It was also time consuming, based on YA’s opinion. YA even stated that she did not enough time to prepare the materials.

Situation affects someone’s perception, since it also influences their feeling and habit in their daily life (Gibson et al., 1985). In terms of situation, both AN and YA thought that having a lot of assessment forms were time consuming. Meanwhile, these teachers only have a short time to fulfill and observe the three competences, namely cognitive, psychomotor, and affective. However, they also had an obligation, teaching the students. This situation made AN and YA work under pressure. Thus, being unable to manage the time and work setting made AN and YA have a negative perception on the implementation of assessment in Curriculum 2013 (Robbins and Judge, 2012).

3. Additional Factors which Influenced the Senior High School English Teachers in Implementing Curriculum 2013

There were two factors which influenced the Senior High School English teachers in implementing Curriculum 2013. They are training from the government and introduction about Curriculum 2013 from school or MGMP. The influence of those factors in the teachers’ way of implementing Curriculum 2013 was provided as follows.
a. Training from Government

Long before implementing Curriculum 2013, the government should have given an official training to the teachers. In Indonesia, the training is called *Diklat*. *Diklat* stands for *Pendidikan dan Pelatihan*. The training consisted of an explanation about the curriculum itself, how to deal with the learning methodology, and how to make the administrative requirements, such as lesson plan and assessment formats. However, based on the interview which was conducted by the researcher, not all of the participants were trained by the government.

However, all of the participants in this research were taken from different schools. As stated before, the participants were teaching in three different cities. There was also one participant in this research who taught in a pilot project school.

From the interview result, there was only one participant who did not get the invitation for the training from the government. This participant (AR) had the lowest understanding about Curriculum 2013, compared to the other participants who had been trained by the government. AR admitted that he did not really understand about this curriculum. It influenced his teaching performance when the school implemented Curriculum 2013. In fact, AR was often being hesitated in implementing the scientific approach and assessment. Although AR stated that he understood all of the assessment formats for the affective skill, he still got problems in differentiating between cognitive and psychomotor skill in the syllabus.
On the other hand, YA, DI and AN was trained by the trainer from the government. Although AN did not got the quota to attend the official training from the government, the MGMP under the school foundation had invited an instructor from government. Those participants showed better understanding on the implementation of Curriculum 2013. The problems which appeared from their experience during the implementation on Curriculum 2013 were about some technical problems, namely administrations, textbook, and curriculum implementation.

From the interview, it was proved that the training had not equally distributed. The other problem was that the government was not ready with the system for final examination and final report. From this result, it implied that the government did not show a good responsibility on the implementation of Curriculum 2013.

b. Introduction about Curriculum 2013 from the School or MGMP

Besides training from the government, the teachers should also be given additional introduction about Curriculum 2013 from school. This introduction aimed to provide further explanation about Curriculum 2013, namely lesson plan. Moreover, this introduction could facilitate the teachers’ questions and hesitations which had not been answered in the training from the government.

From the interview, all of the participants stated that they were introduced about the Curriculum 2013 by school and/or MGMP (Musyawarah Guru Mata Pelajaran). It implied that the schools showed a good responsibility for the implementation of Curriculum 2013.
4. Some Strategies to Prevent the Senior High School English Teachers from Being Trapped by the Problems which Occurred in Implementing Curriculum 2013

There were four theories which were being used to analyze the teachers’ way of implementing Curriculum 2013, namely self-agency, teacher’s professionalism, pedagogical competence, and adult learning theory. Later, after analyzing the way the teachers implemented Curriculum 2013, the researcher stated four strategies to prevent the teachers from being trapped by the problems in implementing Curriculum 2013. The strategies were based on the ability to increase self-agency, professional competence, pedagogical competence, and transformative learning.

a. Increasing the Self-agency

From the analysis above, there were two internal abilities to avoid the teachers from being trapped by the administration requirements in Curriculum 2013. Assessment forms were parts of administration requirements. Besides expecting the teachers to make an innovation in the learning and teaching process, Curriculum 2013 also made the teachers trap in administrative requirements.

Increasing the self-agency could be one of the strategies to prevent the teacher from being trapped by the problems in implementing Curriculum 2013. Besides having the responsibility to increase their self-agency, the teachers should also make the students become autonomous learners. Autonomous learners needed to be able to understand the curriculum that the teachers were teaching.
them. Besides, they needed to be responsible for their own learning and for the learning with whom they interacted (Farrel and Jacobs (2010).

In terms of self-agency, AR and DI did not take administration requirement as a burden. Unconsciously, when they did not take it as a burden, they had more time to engage the students’ autonomy and preparing a meaningful learning for the students. It was proved from AR’s statement that his students had the ability to be autonomous learners. When the teacher and learners had a good awareness of their obligation in the learning process, it proved that the self-agency ran well. Besides, AR also implemented Zou’s (2011) theory about student’s autonomy. In order to make the students participate actively in the classroom, he assigned the students to work in groups. Thus, the students could gain the knowledge from the discussion with the other classmates.

In terms of self-agency, YA did not give a good example in dealing with assessment forms. In this case, YA admitted that she was being burdensome with the assessment forms. However, because YA trapped in assessment forms, YA spent too much time in the assessment forms, rather than preparing a meaningful learning for the students. It was also affected the learners’s autonomy. The learners did not have the students’ autonomy. In fact, because YA ‘trapped’ with the administrative requirements, she did not have much time to make a solution to increase the students’ autonomy. In order to make the students participate actively, YA only made an instant breakthrough for the students, such as by rewarding an extra point.
b. Increasing the Professional Competence

According to *Undang-Undang No. 14 Tahun 2005 Pasal 10 ayat 1*, professional competence means the ability to have in-depth material understanding. Increasing the professional competence could be a strategy to make an innovation in the teaching and learning activity, despite having some problems in implementing Curriculum 2013. In terms of professional competence, AN showed a good example of having a good professional competence. Considering the needs to increase students’ motivation, AN made a fun learning activity for the students.

One of the ways which AN used to make a fun learning activity for the students was by having a discussion about the daily activities of a Korean celebrity. At that time, Korean celebrity was popular among the students. From this example, it proved that although AN also found some problems in the implementation of Curriculum 2013, she did not forget her obligation to engage students’ motivation by attracting students’ attention.

c. Increasing the Pedagogical Competence

Curriculum 2013 expected teachers to involve the learners building a critical thinking concept. Thus, the function of the teachers is no longer as the learning source. In order to engage the learners in a critical thinking concept, the teachers should have the ability to scaffold the materials based on the students’ mastering level to make the learners find the answer or solutions of the problems in the classroom easily. Besides, according to *Undang-Undang No. 14 Tahun 2005 Pasal 10 ayat 1*, pedagogical competence means the ability to manage the learning process.
In pedagogical competence, AR, YA, DI, and AN had shown a good pedagogical competence. All of the participants said that they always scuffled the materials based on students’ understanding. Besides, the ability to be aware of students’ understanding in scaffolding the material was one of the examples of a good classroom management (pedagogical competence).

d. Applying Transformative Learning

Mezirow (2002) states that “...adult learning emphasize contextual understanding, critical reflection on assumptions, and validating meaning by assessing reasons” (p.3). These principles, then turn out into their beliefs. Thus, if the teachers are open to others’ suggestion and feedback, they would improve the teaching performance (Mezirow, 2000). Besides improving teaching performance, the teachers would also enrich their understanding towards many issues related to the development of education.

All of the participants of this research stated that they were open to others’ suggestion and feedback, especially the students and fellow teachers. AR, YA, DI, and AN always tried to appreciate the students feedback, even if the suggestions were given in the middle of a learning activity. On the other hand, among the three of them, DI had the lowest interaction with other fellow teachers. DI rarely got a suggestion from other fellow teachers. From this difference, it showed that AR, YA and AN were more up-to-date with the information about Curriculum 2013, compared to DI. It happened because AR, YA and AN had more interaction with other fellow teachers. This interaction boosted their self-willingness to upgrade the knowledge about the latest information of the
curriculum implementation. Thus, being reflective to others’ suggestions, made the teachers construct their knowledge in implementing Curriculum 2013.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

There are two parts in this chapter. The first part presents the conclusions of the research. Meanwhile, the second part presents some suggestions for the improvement of Curriculum 2013.

A. Conclusions

Curriculum 2013 aimed to change the learning paradigm by bringing the scientific approach as a breakthrough. Through the scientific approach, Curriculum 2013 tried to apply the observing, questioning, associating, experimenting and creating/networking as the primary process of the teaching and learning activity. With the scientific method, the students were expected to have the passion to dig out the objective truth. Besides, there were three domains which were being assessed in this curriculum, namely cognitive, affective, and psychomotor competence.

Based on the participants’ opinions, Curriculum 2013 had a good purpose, in which to change the teaching and learning paradigm. However, the participants had a negative perception on the implementation of Curriculum 2013. There were various opinions from the participants related to the implementation of Curriculum 2013. First, the implementation of Curriculum 2013 seemed to be in a rush (DI-South Tangerang). Second, the participants were
not ready to implement this curriculum (AR-Jogjakarta, YA-Jogjakarta, DI-South Tangerang, and AN-North Jakarta). Third, the implementation of Curriculum 2013 was lack of preparation (AR-Jogjakarta and DI-South Tangerang). Fourth, the applications for Core Competences and Basic Competences in Curriculum 2013 were unclear (AR-Jogjakarta). Fifth, Curriculum 2013 was complicated (YA-Jogjakarta). Sixth, Curriculum 2013 made the students choose their discipline in early grade (AN-North Jakarta).

Similar to the first finding, the Senior High School English teachers also had a negative perception on the implementation of the assessment in Curriculum 2013. First, the participant had a problem to differentiate between cognitive and psychomotor assessment (AR-Jogjakarta). Second, the assessment requirements were burdensome (YA-Jogjakarta). Third, the time allocation to implement all of the assessment requirements was too short (DI-Yogyakarta). Fourth, the affective assessment format was subjective (DI-Jogjakarta and AN-North Jakarta). Fifth, the system to fill up the assessment forms was time consuming (AN-North Jakarta).

Besides, the researcher found three factors which influenced the way teachers implemented Curriculum 2013. The first one was training from the government. One from three participants had not received the training from the government. The second one was the introduction about Curriculum 2013 from the school or MGMP (Musyawarah Guru Mata Pelajaran). Although the training from the government was not distributed equally, those participants had already been introduced about the Curriculum 2013 by the school foundation or MGMP.
(Musyawarah Guru Mata Pelajaran). The teachers who were trained by the government and school showed a better understanding about the implementation of Curriculum 2013. From this result, it implied that the school showed a better responsibility for implementation of Curriculum 2013 than the government.

There were three internal skills which could be improved form the teachers to prevent them from being trapped by the problems which occurred in the implementation of Curriculum 2013, included the implementation of assessment. The first one was increasing the self-agency. The second one was increasing the professional and pedagogical competence. The third one was applying the transformative learning.

B. Suggestions

For the suggestions, the researcher also combined her suggestion with the participants’ suggestions. The participants’ suggestions were gained from the interview. In these suggestions, the researcher gave some suggestions to the other researchers, the teachers, and the government.

1. The other researchers

For the other researchers, this research can be used to conduct other research related to the implementation of Curriculum 2013. There are various perceptions from the teachers about the implementation of Curriculum 2013. Based on this research, there are chances to make some solutions for the problems which occur during the implementation of Curriculum 2013.
2. The teachers

For the teachers, this research can give inspiration on how to deal with the challenges, not only in terms of curriculum implementation, but also in terms of teachers’ competences. Technically, the implementation of Curriculum 2013 is needed to be improved. However, there are some strategies that the teacher should have in order to encounter the problems.

3. Government

For the government, the researcher hopes that before implementing the Curriculum 2013, the government should make sure that every teacher has already got the training from the government. The government needs to have more credible experts to formulate the curriculum and explain it to the teachers. Thus, the teachers will have the same understanding about the implementation for this curriculum.

Besides, the government still needs to improve the preparation in implementing Curriculum 2013. Before assigning the schools to implement this curriculum, it will be better if the schools have one year for the trial. If the government wants to implement this curriculum, the government should also be ready with the textbook, final report, and the National Examination (Ujian Nasional) system. In terms of time allocation, the government needs to extend the time allocation, especially English. The participants said that two hours were not enough to implement the scientific approach, especially when the teachers had to assess the students. In terms of the affective assessment requirements, the researcher hopes that the government will reformulate a better system for the
affective assessment requirements. Therefore, the affective assessment requirements will not be burdensome for the teachers.
REFERENCES


APPENDICES
APPENDIX A

QUESTIONS GUIDELINE
1. Apa pendapat Bapak/Ibu mengenai K 13?


4. Sejauh ini, sebetulnya apakah Bapak/Ibu siap menerapkan K 13 itu sendiri?


6. Bagaimana dengan penyajian hasil pencapaian siswi dalam rapport akhir semester dengan K13 kemarin?

7. Menurut Bapak/Ibu, sistem penilaian atau evaluasi yang baik untuk mengukur kemampuan siswi seperti apa? Bagaimana dengan evaluasi yang pada dasarnya memiliki ketentuan validity, authenticity, practicality, reliability ini dengan munculnya aspek penilaian K 13 bisa diterapkan dengan mudah oleh Bapak/Ibu atau tidak?


9. Menurut Bapak/Ibu kurikulum yang baik itu seperti apa? Apakah hanya sebatas alat ukur kelulusan siswa dari mata pelajaran yang diajarkan, atau sebagai acuan proses siswa dalam mengembangkan potensi dari dalam dirinya (akademis dan non-akademis), atau bagaimana?

10. Selama Bapak/Ibu menerapkan K13 apakah Bapak/Ibu menerapkan sistem students’ autonomy? Sejauh apa penerapanya?
11. Sebagai agen pendidik, bagaimana cara Bapak/Ibu memahami kebutuhan siswa dan menggabungkannya dengan tuntutan aspek penilaian yang diberikan K13 agar tidak menjadi beban bagi siswa itu sendiri?

12. Selama K 13 berlangsung, apakah Bapak/Ibu mengikuti seluruh tahapan pendekatan saintifik secara runtut atau menyesuaikannya dengan tahapan pemahaman siswa?

13. Apa saja upaya Bapak/Ibu dalam mendorong siswa untuk berpikir kreatif dan menemukan solusi dari permasalahan yang ada?

14. Apakah Bapak/Ibu tergolong tipe guru yang terbuka terhadap saran dan masukan baik dari sesama rekan guru, siswa maupun orang tua?

15. Menghadapi siswi SMA dengan karakter yang berbeda-beda, bagaimana cara Bapak/Ibu memberikan motivasi dan menumbuhkan semangat/keinginan belajar dari dalam diri siswi?

16. Apa saja saran maupun kritik Bapak/Ibu mengenai K 13?
APPENDIX B

HORIZONALIZATION

<table>
<thead>
<tr>
<th>No</th>
<th>Horizontalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Kendalanya, yang pertama mungkin kepala sekolah, peminatan sama lintas minat apa bedanya pendalaman, karena strukturnya bener-bener berubah.</td>
</tr>
</tbody>
</table>


Ada 3 aspek nilai, pengetahuan, biasanya aspek kognitif itu bisa langsung adaptasi. Terus kalo keterampilan, psikomotorik masih bisa. Tapi yang kalau kita masih agak bingung itu nilai sikap itu ada 3, ada observasi guru itu ada 5 indicator. Habis itu anak itu melalui diri sendiri itu juga ada 5 indicator dan teman sebaya 5 indicator. Kalau guru objektif, tetapi kalau siswa yang baik kadang malah merasa kurang baik, seharusnya anaknya 5,


Terlepas dari RPP kita dibekali dengan 5M, kalau di bahasa kita 5M, intinya mengamati, mengasosiasikan, mengkomunikasikan, mempresentasikan, terus menyimpulkan. Sejahterini saya berusaha ke situ. Tetapi ada 1-2 materi kan yang ngga sinkron. Jadi tergantung situasi dan

Comment [W84]: Perception on the implementation of assessment

Comment [W85]: Problems in implementing assessment

Comment [W86]: Self-agency
kondisi kelas aja. Kan kita ada RPP itu dibuat bareng-bareng, bahkan RPP itu dibuat se-yayasan gitu jadi at least kita ada panduannya nanti pas ngajar past participle, past simple, nah di kepala tuh udah ada cuma di RPP udah ada panduannya di lapangannya kita berusaha menerapkan itu tuh Cuma kadang 1-2 materi itu tidak akan sesuai RPP karena kan kita liat inisiatif kelas liat kondisi anak, liat reaksi anak. Lihat pemahaman siswa juga.


Mendorong motivasi tergantung dari cara kita nyampein. Ada guru yang kontekstual, ngajar present tense yaudah gitu doang. Kalau saya kan selalu dihubung-hubungkan jadi siswa ngga hanya tau grammar doang, tetapi juga ada ininya kayak itu nyambung misalnya pertama pamangin biografinya See Won, Suju, Super Junior, tiap pagi ini, habitualnya dia dari sini kan anak tertarik bisa nyimpul jadi Saya tuh selalu berusaha ngga.


Kalo anaknya pinter kita motivasi ok good keep up the good work bahkan di kertas ininya apa aku selalu ngasih misalnya anaknya dapet 100 tambahin kadang gambar tersenyum atau misalnya Horeeee! Gitu kan kadang Keep up the good work! Tapi kalo anaknya kurang misalnya tergantung anaknya ya kalo anaknya terbuka yang nyantai tapi ininya kurang ini juga agak fun C’mon. Selalu dimotivasiin jadi termasuk di kelas kalo ada anak pinter kita motivasi kita muter kita kasih apa kalo belum kita kasih motivasi dengan pancingan-pancingan.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDIX C

LEMBAR PERSETUJUAN MENJADI INFORMAN
LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan di bawah ini menyatakan bersedia menjadi Informan penelitian yang dilakukan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta yang bernama Fransiska Stefanny Olive Kurniawan, dengan judul “Senior High School English Teacher’s Perception to The Implementation of 2013 Curriculum.”

Saya mengerti bahwa penelitian ini tidak menimbulkan dampak negatif dan data mengenai diri saya dalam penelitian ini akan dijaga kerahasiaannya oleh peneliti. Semua berkas yang mencantumkan identitas saya hanya akan digunakan untuk keperluan pengolahan data dan bila sudah tidak digunakan akan dimusnahkan. Hanya peneliti yang dapat mengetahui kerahasiaan data-data penelitian.

Demikian, secara suka rela dan tidak ada unsur paksaan dari siapapun saya bersedia berperan serta dalam penelitian ini.

Yogyakarta, 14 Juli 2015

( )
APPENDIX D

APPROACH TO PARTICIPANT
APPROACH TO PARTICIPANT

This page contained the sequence that the researcher used to ask for participants’ permission to be the participants of this research. This page was made as a part of researcher’s way to make the results of this research became more objective. Before the researcher interviewed the participants, the researcher sent SMS (Short Message Service) or chat through BBM (Blackberry Messenger) and Whatsapp to ask for the participants’ willingness to be the research participants.

1. The researcher greets and introduces herself.
Researcher: Good morning, Mrs./Mr. I’m sorry for bothering. My name is Olive.

2. The researcher asks for the participant’s willingness to be the research participant.
Researcher: Do you mind being my research participant?

3. The researcher explains the objectives of this research.
Researcher: This study is made to figure out the Senior High School English teachers’ perception on the implementation of Curriculum 2013. Besides, this study is also made to figure out the Senior High School English teachers’ perception on the implementation of assessment in Curriculum 2013.

4. After getting the participant’s agreement, the researcher set the time and place to conduct the interview.
Researcher: What time will you be available this week, Mrs./Mr.?

5. After making an appointment, the researcher conducts the interview with the participant. Then, the researcher thanks the participant and asked for his/her signature in LEMBAR PERSETUJUAN MENJADI INFORMAN.
Researcher: Thank you for your time to participate in this interview. Would you like to sign here?

6. After the interview has done, the researcher analyzes the results of the interview. Then, the researcher gives the summary of the findings to the participant while asking for his/her approval toward the findings.