

**EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF
CURRICULUM 2013
(A Study at Senior High School In Aceh Barat Daya)**

THESIS

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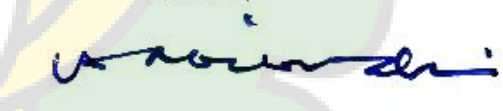
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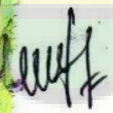
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ABSTRACT

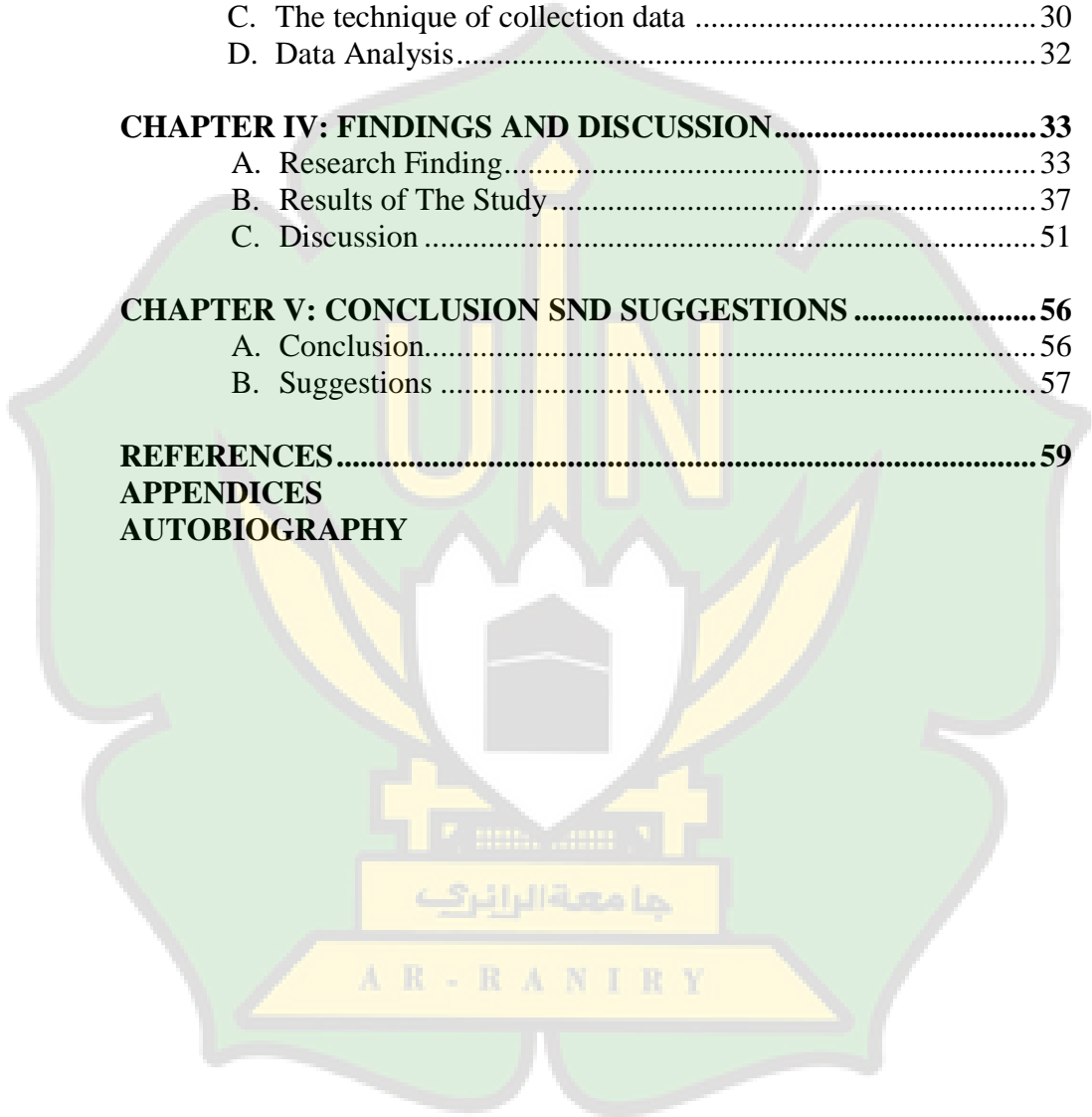
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The objectives of the research were to find out the implementation, strengthen, weaknesses, and expectation from the EFL teachers about the implementation of curriculum 2013 in Aceh Barat Daya. The researcher employed descriptive qualitative method by using interview as technique for collecting the data. The subjects were six teachers of SMAN 1 and MAN Aceh Barat Daya. The obtained data were analyzed in four major phases namely data collecting, data reduction, data display, and conclusion. The result of the research revealed that the implementation of Curriculum 2013 has positive and negative responses from the teacher. The positive responses included making students more active and help to build good characteristic of the students. Meanwhile, the negative responses included taking much time for teacher in designing the learning and the curriculum has complicated assessment. Furthermore, the problem found during the implementation of curriculum were complicated in understanding curriculum system, socialization of Curriculum 2013 was not sufficient, and having lack of basic understanding of their students. Moreover, the strengths of curriculum 2013 were supporting students-centered and helping in learning assessment. Meanwhile, the weaknesses of curriculum 2013 were limited appropriate facilities provided in the classroom, assessment system, time management, and students' interest in learning. Finally, the teachers expected that the teacher should be more ready in implementing it, the assessment of the curriculum should be more optimized, and there would be another revision of the curriculum 2013 itself.

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CHAPTER I

INTRODUCTION

A. Background of study

Nowadays, the term curriculum is no longer a new topic in the education of Indonesia. The curriculum is one of the ways that should be concerned more in order to improve the quality of education system. In other words, the success or the failure of education depends on the curriculum applied. Furthermore, the curriculum is designed by the expertise of education with the main purpose as the guidance to know what kind of aspects that should be taught or learned in order to reach the purpose of the learning process and to achieve the goal of teaching. For this reason, the government of Indonesia tries to develop a great formula of curriculum for the quality of education.

Braslavky (2005) states that the term 'curriculum' was originally related to the concept of the course of studies followed by a student in a teaching institution. In fact, the term curriculum refers to the existing contract between society, the state, and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. It means that curriculum is an important part of the educational field and it is the educational foundation in teaching and learning process in institutions.

One of the ways to improve the education system is by developing the curriculum from time to time. The curriculum in Indonesia has been changing and

developing in many times. The development of the curriculum is needed along with the development of history, science, technology, cultural arts, and the changes in society. Those aspects led to the change of curriculum in Indonesia from 1947 to 2013. Currently, the new curriculum appears in the middle year of 2013 called as curriculum 2013. It substitutes the previous curriculum, School-Based Curriculum (also called as 'KTSP') that have been implemented in Indonesia for 6 years. The differences between curriculum 2013 and previous curricula are in the concept of the curriculum, the books or materials used, the learning process and assessment process (Kemendikbud, 2012).

The curriculum of 2013 offers a concept of the curriculum that includes a balance between hard skills and soft skills starting from many standards such as the standard competence- standard content- standard process, and standard assessment (Hasan, 2013). Furthermore, the books or materials used the thematic integrated. In the learning process, students are demanded to be more active rather than the previous curriculum which based on the teacher-centered. For accessing the students, the teacher can use the authentic assessment that reflects students learning motivation, attitudes, and performance on instructional-classroom activities (Aji & Budiyo, 2018).

In the beginning, the presence of the 2013 curriculum received a lot of attention and responses from a number of groups and was expected to bring turmoil to the renewal curriculum in education in Indonesia. However, there are various problems encountered during the process of implementation 2013

curriculum. According to Lianawati (2014), there are several problems faced by the teacher for instances preparation of the learning process, limited facilities provided, lack of socialization of the government curriculum from the government. In addition, the problems will be different in several places depending on the readiness of implementers in accepting the curriculum as guidance of the learning process (Sariono, 2013). In other words, no matter how good the curriculum used, it depends on the readiness of teachers to implement them. Hence, the teacher should be well trained in using the curriculum of 2013. Along with the socialization of the curriculum 2013, some teachers have a lack of time in learning the new curriculum. Most of them have experienced the teaching for long times, but teachers tend to fall back on past teaching habits if they have insufficient knowledge about the curriculum itself (Zulhernanda, 2017). It is similar to one of expertise who argues: the most important factor in the implementation of the 2013 curriculum is the readiness of the implementers of the curriculum themselves. No matter how good the curriculum used, it depends on the readiness of teachers to implement them (Febriya and Nuryono, 2014, p.563)

Somehow, the teacher not only participates in the success of the curriculum of 2013, but they also have a contribution to support the curriculum of 2013 by giving their perception or opinion in order to find how effective the implemented curriculum in the learning process (Wisudawan, 2015). In brief, the teacher's perception should be more concerned because it will influence the implementation of a new curriculum.

Teachers have an important role in educating students about various forms of science, ranging from showing good examples, teaching them to recognize letters, counting and interacting with others to guiding them to be able to understand and analyze each field of science. All those activities involved the good implementation of curriculum (Rizal, 2018).

The curriculum of 2013 is still new for some societies precisely in the remote area in Indonesia like Aceh Barat Daya. So far, there are not enough research reports related to the implementation of the 2013 curriculum in the rural area. Therefore, the writer was interested in conducting research of teacher's perception of the implementation of curriculum 2013, in terms of teachers' implementation, strengths, weaknesses, and expectations in Aceh Barat Daya.

B. Research Question

Based on the description of the research above, the researcher would like to make questions about the research. The problems which are discussed in this research can be stated as follows:

1. How is the implementation of the curriculum 2013 in Aceh Barat Daya?
2. What are the strengths and weaknesses of the curriculum 2013 in the light of EFL teacher in Aceh Barat Daya?
3. What are the expectations of the EFL teachers' for the implementation of curriculum 2013 in Aceh Barat Daya?

C. Research Aims

The objectives of the research are as follow:

1. To find out she implementation of curriculum 2013 in Aceh Barat Daya
2. To find out the strengths and weaknesses of the curriculum 2013 in Aceh Barat Daya
3. To uncover the expectation of the EFL teacher for the implementation of the curriculum 2013 in Aceh Barat Daya

D. Significance of the Study

The results of the study are useful for finding problems in implementing the 2013 curriculum in south western Aceh. English teachers can understand that the 2013 curriculum further enhance the character or attitude of students. So the results of this study can add references to schools. Then the results of this study can be used as study material for future researchers related to this thesis so that it can help the reader develop his insight in developing his idea. So the results can be broader and deeper.

E. Scope of study

The scope of this study was focusing on teacher's perception in the implementing curriculum and teacher expectation about curriculum 2013, especially about the teacher's problem in implementing curriculum 2013 in the learning and teaching process.

F. Terminology

1. Implementation

According to Webster dictionary, Implementation means the act of application of the practice of a plan, a method, or any design, idea, standard or policy for doing something. The term of implementation cannot stand-alone but it influenced by the next object, namely the curriculum. Specifically, Implementation in this study means the process of application subject of the study in order to the expected results.

2. Perception

Perception is responses that are given directly or indirectly by getting information from the respondent (Hedlin,2005). In this study, the researcher would determine the object for asking their perception is the teacher at SMAN 1 and MAN Aceh Barat Daya.

3. Curriculum 2013

According to Kemdikbud (2013), Curriculum of 2013 is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, the ability to consider the moral aspects of a problem. In this study, the curriculum of 2013 is an object of the study or the measurement aspect for conducting this research.

CHAPTER II

LITERATURE REVIEW

A. Curriculum as the essential elements in teaching learning process

1. Definition of curriculum

Curriculum plays an important role in education for obtaining the success of education. Carters defines curriculum as a systematic course of subjects required for passing a major field of study. Meanwhile, Base on Khurotulaeni (2019, 18): Curriculum is set of plans and rules about goals, content, learning material and way that is used as guidelines in teaching and learning to reach the education goals. It has many implications in curriculum. First, curriculum not only course but also all activities and experiences that become the responsibility of each school.

Based on explanation above, curriculum includes some aspects that should be achieved by the students. Furthermore, Arifin (2011) adds that curriculum means the subject taught in school or course of study Similarly Brown (2000) stated curriculum designs are for carrying out a particular language program.

Habiburrahim (2019) Curriculum is a means to delineate the philosophy, objectives, teaching and learning materials, teaching and learning approach, and assessment of a specific educational program. . It is through the curriculum that an educational institution formulates the skills and experiences that students could master after accomplishing a certain study program. Students will be equipped

with particular skills that enable them to achieve their gleaming future and get involved with development process if curriculum is well developed and taught.

The purpose of the curriculum is not only emphasizing the matter of academic rules, the curriculum contains about the integrate the process of planning, measuring, and evaluating the teaching and learning program. The curriculum has four elements supports the learning processes which are purpose (goals and objectives), content or subject matter, method or learning experiences, evaluation.

From the definition of scientist of education telling about curriculum, that can be conclude into, curriculum is part of education that covers at least subject matters, students' activities, learning materials, school plan, learning method and the last evaluation.

2. Curriculum perspectives

There are four of curriculum perspectives that you should be known by the educator or the implementer which are the rationalism, empiricism, pragmatism and existentialism. Those four theories of knowledge are important source in deciding the curriculum. Each perspectives used in deciding the curriculum will be influenced by as it relates by the learners, educator, methodology and the curriculum by using four perspectives which are rationalism, empiricism, pragmatism, and existentialism (Motlotle, 2000), as explained in the following.

- a. For rationalism, learner is argued as the recipient of information and the educator is called as Information source of ideas, facts and information.

Furthermore, the methodology is argued as drilling or lecturing subject-based and curriculum is subject matter of symbol and idea.

- b. For empiricism, learner is argued as recipient of process and the educator is called as demonstrator of process. In addition, the methodology is argued as lecturing teacher centred and curriculum is subject matter of the physical world.
- c. For pragmatism, learner is argued as experiences knowledge and the educator is called as researcher or project director. Furthermore, the methodology is argued as inquiry participatory problem-solving and curriculum is problem solving hypothetical subject to change problem projects.
- d. For existentialism, learner is argued as ultimate chooser to search for personal identity and the educator is called as facilitator of choices. Furthermore, the methodology is argued as Inquiry discovery and curriculum is subject matter of choices which is not rigid.

3. Types of curriculum

According to Bekoe (2013), based on its formality, there are four kinds of curriculum implemented in every education that are formal curriculum, informal, hidden, and actual curriculum. As follows:

- a. The formal curriculum is the planned programme of objectives, content, learning experiences, resources and assessment offered by a school. In other words, formal curriculum refers to what is laid down as the syllabus

or that which is to be learnt by students. It is known also as official curriculum.

- b. The informal curriculum refers to the learning experiences adopted from other agencies outside the formal setting such as parents, peers, media and community. Here, teachers may not adhere to the presented formal curriculum but can include other aspects of knowledge derived from other sources.
- c. The actual curriculum is the total sum of what students learn and teachers teach from both formal and informal curricula. The curriculum refers to both written and unwritten syllabuses from which students encounter learning experiences. Learning experiences can be selected from other sources rather than the prescribed, official and formal syllabuses.
- d. Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. In the other words, hidden curriculum as the nonacademic but educationally significant component of schooling.

Based on its design, there are several types of curriculum which are subject-centered curriculum, learner-centered curriculum and problem-centered curriculum (Schweiter, 2019). It will be further explained in the following.

- a. Subject-centered curriculum: it revolves around the particular subject matter or discipline. For example, a subject-centered curriculum may focus on Math and Biology. The curriculum is more concerned about the subject rather than the individual.

- b. Learner-centered curriculum: In contrast with subject-centered curriculum, the curriculum takes each individual's needs, interest, and goals into consideration to empower learners and allow them to shape their education through choices.
- c. Problem-centered curriculum: the curriculum also forms of learner-centered design. It focuses on the teaching students how to look at a problem and producing solution to the problem. The aims of this curriculum are to increase relevance of the curriculum and allow the students to be more creative and innovative as the learning and overcoming the problem.

To sum up, the curriculum based on its formality can be divided into four which are the formal, informal, actual and hidden curriculum. Based on its design, it can be divided into three which are the subject-centered curriculum, learner-centered curriculum, and problem-centered curriculum.

4. The elements of curriculum

- a. Curriculum goals and objectives

Features (1) gives purpose and clearer focus to the school, (2) the curriculum gives form and structure to the ideals of the school, (3) in a curriculum, goals are simplified and specified for the attainment of each learner (educational objectives)

b. Curriculum content or subject matter

For a subject-centered view of curriculum, the fund of knowledge represents the repository of accumulated discoveries and inventions of man down the centuries, do man's exploration of his world. Then, for a learner centered, knowledge relates to individual's personal and social world on how he/ she defines reality.

c. Curriculum learning experiences

Refer to certain activities that the learner undergoes in reaction to the environment with which he has an opportunity to interact. Furthermore, since learning results directly from personal experiences, the selection of learning experiences and resources becomes a vital concern in the classroom. Teaching strategies, methods and educational activities will put into action the goals and objectives using the contents in order to produce a learning outcome.

d. Curriculum evaluation

Curriculum evaluation is the attempt to assess or judge the worth of students and educational practices, materials or programs. It is a determinant whether a curriculum has to be continued, stopped or revised.

5. Steps of in curriculum development

a. Planning

Nobody plans to fail but failure results from a failure to plan. The planning phase lays the foundation for all of the curriculum development steps. The steps in this phase include.

1. Identify issue/ problem/ need

The need for curriculum development usually emerges from a concern about a major issue or problem of one or more target audience. This section explores some of the questions that need to be addressed to define the issue and to develop a statement that will guide the selection of the members of a curriculum development team. The issue statement also serves to broadly identify, the scope (what will be include) of curriculum content.

2. Form curriculum development team

Once the nature and scope of the issue has been broadly defined, the members of the curriculum development team can be selected. (1) the roles and functions of team members, (2) a process for selecting members of the curriculum development team, and (3) principles of collaboration and teamwork. The goal is obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an affevtive team

3. Conduct needs assessment and analysis

There are two phases in the needs assessment process. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue. Techniques covered in this section include: KAP - Knowledge, Attitude, and Practice Survey; focus groups; and environmental scanning.

Analysis, the second part of this needs assessment step, describes techniques on how to use the data and the results of the information gathered. Included are: ways to identify gaps between knowledge and practice; trends emerging from the data; a process to prioritize needs; and identification of the characteristics of the target audience.

b. Implementation

1. Produce Curriculum Product

Once the content and experiential methods have been agreed upon, the actual production of curriculum materials begins. This section includes: 1) suggestions for finding and evaluating existing materials; 2) evaluation criteria; and 3) suggestions for producing curriculum materials.

2. Test and Revise Curriculum

This step includes suggestions to select test sites and conduct a formative evaluation of curriculum materials during the production phase. A sample evaluation form is provided.

3. Recruit and Train Facilitators

It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-day training program.

4. Implement Curriculum

Effective implementation of newly developed curriculum products is unlikely to occur without planning. Strategies to promote and use the curriculum are discussed in this step.

c. Evaluation

1. Design Evaluation Strategies

Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and

suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

2. Reporting and Securing Resources

The final element in an evaluation strategy is "delivering the pay off (i.e., getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided and a brief discussion on how to secure resources for additional programming.

6. History of curriculum in Indonesia

Curriculum started to be popular in Indonesia since 1950's. It was popularized by education in USA. In the past, curriculum was regarded as lesson plan (Arifin, 2011). But then, along with with period development, the old defenition of curriculum was neglected. In addition, the curriculum must always undergo the change in accordance with the time, science, and society needs.

Recently, the curriculum in Indonesia has developed for ten times with several terms of Curriculum. In brief, here are the ten-curriculum implemented from time to time, as follows:

- a. In 1950, Indonesia implemented the *Rentjana pembelajaran*, which was more emphasis on the formation of Indonesian character that are free, sovereign and equal with other nations on the earth.

- b. In 1952 Indonesian's curriculum were developed with curriculum called *Rentjana pelajaran terurai*. This curriculum has led to national education system. Furthermore, Syllabus of studies has shown that a teacher only teaches one subject.
- c. In 1964, curriculum was improved and named *Rentjana pendidikan 1964*. The main ideas of curriculum 1964. Basic education is more emphasis on knowledge and practical functional activity.
- d. In 1968, curriculum changed to curriculum 1968 that had proposed to state that education is emphasized in an attempt to establish the values of Pancasila.
- e. The new curriculum is introduced in Indonesia which called as Curriculum 1975 emphasized at the goal making education more effective and efficient. Method, materials, and teaching purpose were specified in learning unit
- f. Curriculum 1984 brings skill process approach. The position of the students placed as a subject of study. From observing something, grouping, to discuss, to report. This model is called Student Active Learning (SAL).
- g. In 1994, curriculum is changed to curriculum 1994 and supplement curriculum 1999 based on law no. 2 year 1989 on National Education System. The curriculum was the result of an effort integrate previous curriculum, especially curriculum 1975 and 1984.

- h. Kurikulum Berbasis Kompetensi (*competency-based education*) or KBK was introduced in 2004. It contains three main elements, namely: the selection of appropriate competencies; the specification of indicators evaluation and the development of learning process is viewed as a implementer's authority area.
- i. In 2006, the education in Indonesia applied the curriculum named Kurikulum Tingkat Satuan Pendidikan (KTSP), the central government sets standards and basic competencies, whereas in this case the school teachers are required to be able to develop in the form of a syllabus and assessment, accordance with the conditions of the school and the region.
- j. Finally, the government of Indonesia introduced the curriculum of 2013. The main theme of the 2013 curriculum is to produce productive, creative, innovative, and affective Indonesian through observation of attitudes, skills, and integrated knowledge. In this curriculum, the teacher is required professionally designing and affective and meaningful learning, organizing learning, choosing the right learning approach, determining learning procedure and the establishment of effective competencies, as well as establish criteria for success in learning process.

However, the implementation of the 2013 Curriculum has been running effectively for about three years. Based on this fact it can be said that the curriculum was still relatively new, and teachers' understanding about the 2013 Curriculum in general was still limited. So it is reasonable when the debate

surrounding the curriculum was still emerging, both in terms of advantages and disadvantages, as well as the constraints faced by teachers in implementing it.

B. Curriculum as the new curriculum in Indonesia

1. Definition of curriculum 2013

Based on Kemendikbud (2013), Curriculum 2013 is the curriculum that is applied in Indonesia since 2013 which focuses on the acquisition of certain competencies from the learners or the students. In this curriculum, learning activities need to be directed to help students master at least a minimum level of competence, so that the students can achieve the goals that have been set. Furthermore, one of expertise states that:

The aim of curriculum 2013 is to prepare the Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and effective and able to contribute to society, nation, state, and world civilization (Mulyasa, 2013, p. 65)

It can be assumed that the purpose of education is to build the foundation for the development of students' potentials to be great human in the future. In other words, every student must be given the same opportunity to achieve goals of learning process based on their own abilities. Moreover, the formula of curriculum 2013 is dealing with several learning styles; a) learning by doing; b) integrated learning knowledge, skill, and attitude; and c) learning with scientific approach (Kemendikbud, 2014).

Finally, it can be concluded that the 2013 curriculum is expected by the government can produce a productive, creative, and innovative human both in learning and teaching.

2. The characteristic of curriculum 2013

Based on Permendikbud No. 59 Tahun 2014, there are several characteristics from the curriculum 2013 which is different from the previous curriculum. The characteristics of the curriculum are:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b. School represents a part of society that gives learning experience where a learning participant applies what has been studied at school to society and exploits society as a source of learning.
- c. Provide a sufficient flexibility to develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities.
- d. The competence is expressed in core competence of class and it further specified classes in basic competency subject
- e. The basic competencies and learning processes developed to achieve the stated competency in core competencies based on accumulative principle, reinforced, and enriched inter subject and education step. The step of the scientific approach that provided by curriculum 2013 should be done in

teaching learning process consist of observing, questioning, experimenting, associating, and communicating.

To conclude, the characteristic of the curriculum 2013 are the balance of spiritual and social attitudes, knowledge, and skills, and to apply them during various situations in schools and communities; the life-based learning with a student-centered learning and the teacher as a facilitator; competence is expressed in the form of core competencies (kompetensi inti) that are detailed further in the subject's basic competencies (kompetensi dasar) with scientific approach and authentic assessment.

3. The Implementation of Curriculum 2013

Implementation is the process of applying an idea, concept, and innovation that covers in terms that related in the application. According to Pressman and Wildasvky (1973), “..*accomplishing, fulfilling, carrying out, producing and completing a policy*”. It means that implementation is act of one's in fulfilling, and completing a policy that we do the obligation based on the purpose of what is being applied.

Furthermore, Khasanah (2015) argues that the implementation of 2013 curriculum on learning activity in schools by the teachers is implemented in three dimensions, those are teaching learning planning, teaching and learning process, and learning evaluation. The implementation of curriculum 2013 consider with knowledge and pedagogical developments, future competencies to launch character-based learning process and competence with learning characteristics

applying scientific approach, integrated thematic learning, and authentic assessment (Nasol, 2015).

Hasan (2013) also mentions that here are eight standards which are outcomes competency standard, content standard, process standard, and assessment standards which are closely related with the development of curriculum and facilities standard, management standard, library, and teachers which are directly related with the implementation of a curriculum. Moreover, the factors that influence support and determine the successful 2013 curriculum implementation comes from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum.

One of the determining factors in the implementation of 2013 curriculum is teacher or the implementer. However ideal the curriculum is, without supported by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. To sum up, the implementation of Curriculum 2013 is a systematic process of applying an idea or concept of curriculum 2013 which is one of the government's efforts to resolve the various problems being faced by the world of education today.

C. Teacher's perception on the implementation of Curriculum 2013

1. Definition of Perception

Perception is something that we have set in our minds so that it can influence every action we take. Perception can also be said to be a process that has been established and easily understood so that it can produce a good response.

According to Bimo (2004) perception is a process that preceded by penginderaan's process, which is constitute process was accepted by it stimulus by individual via indra's tool also so called sensors' process. Furthermore, Rahmat in Alexander and Tavares (2003) states that perception is the experience about objects, events, or the relations that are gotten by concluding the information and interpreting the , message. The more complex defenition is given by Pareek in Alex, who states that perception is a process of receiving, selecting, organizing, evaluating, and giving reaction to stimuli of the sensea or data.

2. Types of perceptions

According to Slameto (2010), there are five types of perception. The five types include are in the following.

1. Self perception

Self perception is based on self-esteem, self concept, and self- efficacy. It means that the perception occurs based on individual mind (intrinsic). For example, someone who has good self esteem or good self-confidence, he/she may have good perception too toward speaking subject that asks him/her to talk in front of people.

2. Environmental perception

Environmental perception is perception that is formed based on the contex in which the information is received. Its example is the perception that is given by someone or group toward the effectiveness of using drama in developing speaking

ability. The information that is used in order to get the perception is based on the context where that situation is applied.

3. Learned perception

Learned perception is that is formed around personality, culture, and habit. For instance, a student who used to learn in an eastern atmosphere can give negative perception toward the learning style of the western students who mostly raise their left hand to answer the teacher's question.

4. Physical perception

Physical perception is perception that is tangible. For example, how the eyes see and the brain processes it. In other words, physical perception is related to the physical activity that can be measured.

5. Cultural perception

Cultural perception is the largest perception and this is different with one to another city such as people's perception toward the importance of English subject at elementary level. The perception about this one can be different from one city or place to others.

Based on explanation, it can be stated that there are five types of perception which are self perception, environmental perception, learned perception, physical perception, and cultural perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where stimulus comes in order to build the perception itself.

3. Teachers' perception on the implementation of curriculum 2013

According to Konokman (2017), teachers should know objectives, contents, teaching methods and techniques and evaluation approaches well and apply them in learning-teaching processes in order to manage the requirements of current curriculum. After the implementers know all about the curriculum aspects, they need to formulate the ways based on their perceptions that help them to prepare the implementation of the curriculum and to solve several problems which may occur during the implementation of it.

Teacher perception is the thoughts or mental images teachers have about their students and the circumstances around of learning process the based on their background knowledge and life experiences (Contreras, 2011). These experiences might involve their traditions, educations, works, cultures, or communities. The main focus of teacher perception in this study is all aspects about the implementation of the curriculum 2013 into their schools. Same as KTSP, 2013 curriculum also faces many teachers' opinion.

D. Previous Studies

In this research, there are some previous studies have been conducted before by several researchers related to the implementation of Curriculum 2013. First, a research done by Kurniawan (2015) who investigate the implementation of the 2013 curriculum in learning activity conducted by the English teacher of first grade at Junior High School 17 Makassar. After interview session, the researcher found that there are several difficulties

during implementing the 2013 curriculum. The difficulties faced by the teachers were affective appraisal, the lack of time in explaining materials, the lack of learning facilities, and the students' handbook.

Second, a research conducted by Darsih, E. (2004), *Indonesian EFL teachers' perception on the implementation of 2013 English curriculum*. The research was conducted in qualitative design. The samples were two English teachers in one of state vocational high school in Kuningan. Here, the researcher found that the teachers have lack understanding of the curriculum 2013 principles and systems and teachers found several problems in implementing 2013 curriculum, those are the difficulties faced by the teachers in applying new learning revolution, developing assessment through rubrics.

Next, one research from by Surasa (2013), *The Implementation of The 2013 Curriculum in Learning Economic at Senior High School 2 Malang*. The method used was qualitative method. She found that the teachers' ability had not been optimal in implementing the 2013 curriculum specially in using learning media and resource. They had not been able to develop the syllabus and lesson plan. The use of learning strategy was not variety. The problem faced by the teachers was the lack of handbooks either for the teachers or students.

Fourth, another study was conducted by Maba (2017), *Teacher's perception on the implementation of the assessment process in 2013 curriculum*. She used qualitative descriptive design. The research was conducted with interview observation, and documentation which were analyzed descriptively by using the interactive technique. She found that most teachers stated that the assessment in

2013 curriculum is quite good because it provides an attitude assessment, including the aspect of the spiritual and social, knowledge aspects, and skills aspects. There were some obstacles found by teachers in conducting the assessment, such as, limited time that teachers have in observing students' social attitudes and writing the results of the assessment that require a lot of time to describe the students' abilities.

Fifth, Uce (2016) discusses the factual condition of curriculum in Indonesia, including the background of curriculum change since the promulgation of National Education System, and also about the implementation of the concept of Competency Based Curriculum (CBC/KBK), Education Unit Level Curriculum (SBC) and Curriculum 2013. The results of this study indicate that changes of curriculum are necessary. Nonetheless, curriculum changes implemented should have strong fundamentals and careful planning; hence it does not confuse the policy makers in the area of education.

Finally, a research was done by Fitriani (2017), the aim of the study is to find out the teachers' problems in implementing authentic assessment based on curriculum 2013 and what efforts she used to overcome the problems. The research was conducted in one school in Aceh Barat Daya. The researcher found that teachers difficulties included the excessive marking loads, managing valid assessment, monitoring academic dishonesty, and maintaining quality and consistency of marking. In other words, teacher has been implementing authentic assessment as directed in curriculum 2013. However, the English teacher still experienced some constraints during instructional activities so that the assessment

process did not run effectively.

Among the previous studies above, the researcher would like to find out the implementation of Curriculum 2013 in Aceh Barat Daya, which conducted through interview session. The matter concerns more in this research are the process implementation, the obstacles, strengthens and weaknesses of curriculum 2013.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Generally, research design is the way of the researcher in conducting the study. The best method used in the research will lead them to find the result of the study accurately. Creswell (2009) states that research design can be described as a plan and procedures that can be utilized by the researcher with detailed methods of data collection and analysis. In other words, research design refers to the strategy to integrate the different components of research projects in a cohesive and coherent way. In this study, the researcher develops their study by using a qualitative approach.

Furthermore, a qualitative approach is descriptive research in which the data is collected in the form of words or pictures rather than numbers with subjective findings (Bogdan & Biklen 1982; Golden, 2014). Data in the form of quotes can be collected through data documentation, field notes, observation, and interview. All of these methods are part of descriptive qualitative. Here, the research design was intended to find out the teacher's perception of SMA N 1 Aceh Barat Daya and MAN 1 Aceh Barat Daya in relation to the implementation of the curriculum 2013. To sum up, this study used a qualitative method with descriptive qualitative.

B. Research Site and Participants

Reid (2011) defined the term of participants as those of them who involves in helping to find out the study result. It can be divided into two groups of research which are the population and the samples. The population is all members participant who are participated with large area of people involved in the conducted study. Meanwhile, are small portion of the population. In this study, the populations are all EFL teachers of two senior high schools in Aceh Barat Daya; SMA 1 and MAN Aceh Barat Daya. In deciding the sample, the researcher uses purposive sampling which derived by selecting the participant with several criterions. The first criteria should be the EFL teacher or assistant principal of academic affairs and curriculum who had dedicated themselves in implementing the K-13 and also work as the civil servant in both of the schools.

Moreover, the participant selects participants because they have indicated their willingness. To participate in the study. Based on the sampling method, the researcher has found two English teachers of each school are chosen to be the participants of this research. Two English teachers of each school are chosen to be the samples of this research. The teachers are English teachers of each school and one assistant principal of academic affairs and curriculum of each school. Six of them is interview through face to face interview.

C. The technique of data collection

Tanzeh (2011) defined the data collecting is as a systematic and standardized procedure to gain the necessary data. Data collection method was a

proper and effective method that could be used by the researcher. By using data collection method, the researchers could have their participants fill out an instrument of performing a behavior designed to measure their responses (Jhonson & Christensen, 2010). The following part is about the procedure of collecting the data in this study.

1. Interview

According to Sugiono (2008), interview is a two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic. Meanwhile, according to Hadi (1993) interview can be viewed as method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

In collecting the data in this qualitative research, the writer used a structured Interview which was to find the information from the participants' view in relation to the research question. In addition, the structured interview provided a clear set of instructions for interviewers and could provide reliable, comparable qualitative data. At the same time, the interviewer allowed the informants the freedom to express their view in their own term. In addition, Arikunto (1990) classifies interview into three kinds of type, namely (a) unstructured interview; (b) structured interview; and (c) semi structured interview.

In this case, the researcher used unstructured interview. The interview was done with the EFL teacher and assistant principal of academic affairs and

curriculum. The interview was done after finished the teaching and learning process. This interview will conduct to again a spoken respond from the participants.

D. Data analysis

In the data analysis, a detailed description of teachers' perceptions was analyzed. There were several methods could be used by a researcher in order to help to analyze the data, one of them was thematic analysis. Braun & Clarke (2006, p. 6) States that, "thematic analysis is a technique which often used for identifying, analyzing, and reporting patterns from the data". Here, the data obtained by researcher from interviews were transcribed and then interpreted through thematic analysis.

Hayes (2000) defined thematic analysis is a comprehensive process which led the researchers to identify plenty cross references between the data the research's involving pointed themes. Then, the transcription of the interview and observation were coded into categories. Then the categorized data were analyzed and described argumentatively. Due to its flexibility in analyzing the data, this makes the process of thematic analysis more appropriate for analyzing the data when the research's aim is relationship between variables and to compare different sets of evidence that pertain to different situations in the same study.

Finally, the researcher considers that after using thematic analysis as the method of analyzing the data, it will represent several points of findings and make the research more well-structured and comprehensible.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter explains the results and findings gained in the research that has been fulfilled by six teachers as the respondent participants from two favorite schools in Aceh Barat Daya, namely SMAN 1 Aceh Barat Daya and MAN Aceh Barat Daya. This chapter also explains more about the themes that emerged after the data analysis process was performed as a result of this research.

A. Research Findings

1. Overview of Research Setting

a. SMAN 1 Aceh Barat Daya

SMAN 1 Aceh Barat Daya is one of state high schools in Aceh Barat Daya. It is located on Jl. Pendidikan No. 92 Blangpidie, in the district of Kuta Tinggi, Blangpidie, Aceh. SMAN 1 Aceh Barat Daya was built firstly in 30 July 1964 and now this school becomes a favorite school in Aceh Barat Daya with accreditation "A". The principal of this school is Arianto, S.pd. This school has total 754 students and 55 teachers, and four of them are English teachers. There are approximately 30 students in each class. the English subject is allocated for two meetings per week.

In addition to school achievement, the school provides structure and infrastructures to support the learning process such as the availability of language laboratory, physics, chemistry, biology, ICT, and multimedia with adequate equipment. SMAN 1 Aceh Barat Daya implemented the 2013

curriculum since it was firstly launched in 2013, but the school applied the curriculum in the school since 2014 until now.

b. MAN Aceh Barat Daya

MAN Aceh Barat Daya is located on Jl. Muhammad Syarif No.38 DesaMidang Ara in district of Blangpidie,Aceh. Founded in 1978, the first location was in the capital city of Banda Aceh which known as Sekolah Pendidikan Agama Islam Negeri (SPAIN) Banda Aceh. Next, the school was removed to Darussalam, Banda Aceh as Madrasah Aliyah Negeri 2 Banda Aceh. At last, it was removed again to Aceh Barat Daya which firstly known as Madrasah Aliyah Negeri Aceh Selatan because in the past BlangPidie was part of Aceh Selatan government. Recently, the school called as MAN Aceh Barat Daya which is the only state school in the Aceh Barat Daya.

This school provides the best education for the student which currently lead by Syamsullizarni, S.Pd as the school principal. MAN Aceh Barat Daya with accreditation "A". Furthermore, the school has 526 students and 40 teachers. Three of the teachers are the English teachers. Currently, MAN Aceh Barat Daya has been implemented curriculum 2013 since 2016.

2. Overview of Research Setting

In this study, there were six teachers who were the participants of this study. Three teachers of SMA 1 Aceh Barat Daya and three others of MAN Aceh Barat Daya were taken to be the participants. In this study, the participants' identity is going to be mentioned anonymously to maintain the privacy of each

participant. However, researcher will make a difference from each participant to one another by giving them a code. For teachers from high school, the initial code is in the form of the letter S and the participant originating from MAN, the code is the letter M. Furthermore, code number W is the code for Waka-Kurikulum, code T is the code for male and female English teachers. In addition, the number 1 or 2 interpret the first and the second teacher from both schools. Here is further information about the chosen participants:

WS is the code for Waka-Kurikulum comes from the school of SMAN 1 Aceh Barat Daya. She comes from BlangPidie. She lives not really far from the school where she is teaching. She is a diploma's degree majoring in mathematics department at Syiah Kuala University, and continued taking her bachelor degree at SerambiMekah University. She became a civil servant in 2000. She has been teaching for twenty years. Besides being a Wakakurikulum, she also teaches mathematics.

TS1 is a female English teacher coming from SMA 1 Aceh Barat Daya. She is 24 years old and an honorary teacher. She comes from Aceh Barat Daya. She has been teaching English at the school for about two years. She took his bachelor degree in English department at Al Muslim University. Soon after she graduated, she became the honorary teacher at SMA 1 Aceh Barat Daya.

TS2 is a female English teacher coming from SMA 1 Aceh Barat Daya. She is a 55 year-old English teacher. She comes from Medan. She took her diploma at IKIP Medan. After that, she continued her study by taking bachelor degree at UT Jakarta. She has been teaching English since 1985. It means that she

has been a teacher for about 34 years. She explained that after becoming a civil servant, she was transferred to Aceh and now becomes one of favorite English teachers at SMA 1 Aceh Barat Daya.

Next, WM is a code given for Waka-kurikulum coming from MAN Aceh Barat Daya. She is 46 years old coming from north Aceh. She is a civil servant. She took her bachelor degree in Biology department at Syiah Kuala University. She has been Waka-kurikulum at the school for three years. Besides, she also teaches Biology at the school.

TM1 is a male English teacher coming from MAN Aceh Barat Daya. He is 52 years old. He comes from Samalanga, Aceh Barat Daya. He studied in English department at UIN Ar-raniry. But at that time it was still IAIN. He graduated and had his bachelor degree in 1992. In 1993, he worked at one of tourism office in Banda Aceh. Moreover, He became a civil servant and taught in 1998. It means that he has been a teacher for about 21 years.

TM2 is a female English teacher coming from MAN Aceh Barat Daya. She is 35 years old. She lives near school which is at Cot Gapu Aceh Barat Daya. She took her diploma at North Sumatra University Medan majoring in English literature. Then, she continued her study by taking bachelor degree at Al Muslim University. She is a civil servant. She has been teaching English since 2005 means that it is already 13 years being a teacher.

B. Results of The Study

The finding results identified five themes in this study based on the research questions in Chapter I. Themes mentioned in this research were gained related to the implementation of the 2013 curriculum in SMAN 1 and MAN Aceh Barat Daya, namely:1) Implementation of the Curriculum 2013 in Aceh Barat Daya;2) The strengths and the weaknesses of the curriculum in the sight of the EFL teachers;3) The expectation of the EFL teachers toward the implementation of the Curriculum 2013.The following is a more detailed explanation of these themes.

The implementation of the Curriculum 2013 in Aceh Barat Daya

In this study, every participant had different responses regarding to the implementation of the curriculum 2013, some participants explained that the application of the 2013 curriculum was effective and the others said it was not.

The following is the participant's response:

a. Positive Perception

Participants from SMA 1 Aceh Barat Daya said that “...*Kalau kurikulum nya, kalo kurikulum 2013 ni bagus karena kan disini kalau kurikulum yang lama itukan, Kalo di kurikulum lama itu guru sebagai pusat pembelajaran sedangkan di kurikulum 2013 ini kan siswa sebagai pusat pembelajarannya.*”(WS)

“...*If the curriculum, the curriculum 2013 is good because here, if the if the previous curriculum... if the previous curriculum, the teacher as the center of learning. Meanwhile, in the curriculum of 2013, the center of learning is the students' themselves.*” (WS)

This participant (WS) had a positive arguments in relation to the implementation of the 2013 curriculum. She explained that the curriculum of 2013

will make the students more active in learning process. They are asked to be more curious and able to find information on their own learning. Indeed, it is very effective for the students themselves. However, the reality in the school shown that many students are still lazy to find information by themselves and they prefer to get the information of knowledge only from their teacher .

“... Apa namanya tu... dapat memberikan... mengembangkan diri dia dan lebih mudah mengabdikan, karena dia menemukan sendiri dan guru hanya dapat menuliskan”. (TS1)

“...How to say... can give... develop themselves and facilitate the teacher in giving material to the students. They can even easily understand by themselves and the teacher only led them”. (TS1)

The answer of (TS1) is quite similar to (WS)'s answer. They stated that this curriculum is effective for the success of learning process because it applied student-centered approach. It means that the students are asked to learn the lesson by themselves. However, the teacher should be besides the students as facilitator for them.

Furthermore, the participants coming from MAN 1 Aceh Barat Daya mentioned that *“kurikulum 2013 sebenarnya lebih guru itu tidak hanya dituntut sebagai pemberi fasilitator aja tapi juga lebih membimbing akhlak kan, membimbing sifat dan karakter siswa...”*.(WM)

“Curriculum 2013 actually is better because...why? First, because it is characterized education which mean... Students euhm...how to say..the teacher not only demanded to be a facilitator , but also the are also guided with character and attitude of the students...” (WM)

This participant gives a positive reaction on the implementation of curriculum 2013. She said that the curriculum 2013 is not only useful for the students, but also for the teacher because it can help them in building the character

of a good students. With proper facilities provided by school and the cooperation of students, this curriculum will definitely implemented smoothly and perfectly.

“.....kurikulum 2013 sebenarnya lebih bagus metode pembelajarannya kita, dari situ kita hanya membimbing siswa...”. (TS2)

“... Curriculum 2013 actually is better in terms of learning method. We only need to guide the students...”. (TS2)

This participant had a positive answer toward the implementation of curriculum 2013. He tried to explain that the curriculum is easy because of its method used in curriculum 2013 and it is good for guiding students as state by MW's opinion. Though, sometimes it will be difficult for those of them who do not learn about the characteristic of the curriculum 2013 before the implementation.

b. Negative Perception

One of participant coming from MAN 1 Aceh Barat Daya complains that *“.....sedikit agak ribet karena banyak apa namanya administrasi-administrasi yang harus kita terselesaikan, sementara kita kan jam mengajar tu kan dituntut diatas kan minimal 24 jam, jadi artinya emang diluar kelas kita juga harus mempersiapkan segala sesuatunya kemudian mengajarnya, kemudian juga cara menilainya juga ribet”.* (TM1)

“...It is little bit complicated because there is a lot of administration need to be prepared. Meanwhile, the time for teaching are forced minimum 24 hours. It means that outside of the class we have to prepare everything related to our teaching, then we are also complicated in assessing the students.

The same statements are also mentioned by WM, as follows:

“...mungkin di K13 ini terlalu banyak administrasinya, administrasinya tu terlalu banyak sangat banyak, sehingga kadang-kadang seseorang guru itu bukan hanya sibuk mengevaluasi siswa memberi penilaian palsu sibuk juga dengan menyediakan apa serentetan-serentetan seluruh apa namanya itu persiapan kurikulum itu tadi.”(WM)

“...perhaps, the curriculum 2013 has a lot of administrations. the teacher not only busy in evaluating the students. Due to the problems, sometimes some

teachers put fake scores because very busy in handling the preparation of the curriculum attributes.”

Those participant give negative responses toward the implementation of curriculum 2013. He told that it so far is good, but curriculum is effective but takes a lot of time for a teacher in order to prepare the lesson and the assessment system is too complicated. As a result, the teacher fills the value of his students carelessly without considering the authenticity and suitability of the acquisition values for their students.

Furthermore, another participant from SMAN 1 Aceh Barat Daya. She stated that:

“...sebelumnya, kan mungkin cara mengajarnya mungkin ada sebagian guru yang masih kurag faham atau kurang mampu seperti itu... kita kesulitannya merubah pola pikir dari guru-gurunya, iya kan, merubah sistim mengajar gurunya, karna guru kita inikan sebagian sudah terfaktron guru kita ni kan sudah lama ada yang mengabdi.”. (WS)

“...previously, perhaps some teachers have problem in comprehend the way of teaching by using curriculum 2013... we are complicated in changing teachers' perception... isn't it? Changing the way of teacher in teaching, because the teacher has long experience in teaching with the previous curriculum.”(WS)

As the curriculum observer, she gives a negative statement about this theme. She explained that there are many teachers still confused about the curriculum because they are unfamiliar about how the new curriculum is work. In other words, the reversion from the previous curriculum is not easy. Therefore, the teacher should be socialized by the government in order to develop the readiness of the teacher for accepting the curriculum 2013.

The strengths and weaknesses of the curriculum in the sight of the EFL teachers

1. The strengths of the curriculum in the light of the EFL teachers

Based on the responses from the interview, the participants perceive that there were two classified strengths they knew when implementation of curriculum 2013 which are supporting students-centered and helping in learning assessment.

a. Supporting Students-Centered

This is one of the strengths that curriculum 2013 have which the previous curriculum did not have. There were five participants agreed that this curriculum 2013 encourage to develop the students centered method. The responses are coming from SMA 1 Aceh Barat Daya and MAN Aceh Barat Daya. One of them said:

“Itu kelebihannyayaa kalo kelebihannya siswanya kan lebih aktif kan eee penilaiannya juga lebih komprehensif iyakan”. (TM1)

“the advantages ...the advantages is the students are more active, aren't it? Ehm...the assessment also it is more komprehensive, isn't it?”(TM1)

It similar with WS's opinion, as follows:

“kalo kelebihannya itulah tadi siswa lebih termotivasi siswa lebih aktif ya kan lebih mandiri, kemudian siswa lebbih berdaya cipta, karna kan dalam pembelajaran itukan, bisa tumbuh beerkerja sama, saling menghargai pendapat, iyakan, karena bukan dia yang menentukan sendiri hasil dari itu nilainya, kita kan cuman memperkuat cuman dari pengalaman pembelajaran mereka”.(WS)

“Perhaps, the advantages for the students, they are more motivated, more active, and independence. Then the students are innovative, respecting the others, because they can decide their own results from the assessment, we only strengthen their lesson experiences.” (WS)

WS also added:

“...ya student center, sementara kalo di kurikulum 2013 ini kan seee... eh terbalik ibuk, kalo di kurikulum lama itu guru sebagai pusat pembelajaran sedangkan di kurikulum 2013 ini kan siswa sebagai pusat pembelajarannya. Jadi, diharapkan dari kurikulum 2013 ini siswanya kan lebih kreatif, lebih inovatif, iya kan lebih berdaya cita, guru ini hanya sebagai fasilitator.”

"... yes, the student center, meanwhile in the 2013 curriculum is not ... erroneous, if in the old curriculum the teacher is the center of learning while in the 2013 curriculum the student is the center of learning. So, it is expected that the 2013 curriculum will be more creative, more innovative, more empowered, teachers are only here as a facilitator. "

Both responses were giving the same opinion that this curriculum builds students' activeness in classroom. the teacher only facilitated and motivated students to learn. Students were required to be more creative and willing to try solving their own problems in the classroom. This is very good for students' development and encourages them to be more active in learning. The teachers were also helped a little by the student-centered method; they were more relaxed in teaching and could work together with students to achieve the expected learning goals. As stated below:

“...kelebihannya memudahkan kita guru meningkatkan pemahaman siswa, kalau emang dia bias ikutin lebih bagus”. (TS2)

"... The advantages make it easier for us teachers to improve student understanding, if indeed he can participate better". (TS2)

“...kelebihan kita.. program kurikulum 2013 itu anak-anak dapat mengembangkan bakat tersendiri dan dengan mudah mereka menemukan bahan-bahan dan juga mereka harus efektif”. (TM1)

"... The advantage is... the 2013 curriculum program children can develop their own talents and easily they find materials and also they must be effective". (TM1)

These participants of MAN Aceh Barat Daya gave explanation that is quite similar to the participants of SMA 1 Aceh Barat Daya. They were agreed that this curriculum gave a lot of benefits for the students and also the teacher especially in supporting student-centered approach.

b. Helping in Learning Assessment

The curriculum 2013 helps the teacher in assessing or evaluating the students' progress in the classroom. As some participants mentioned:

"Kelebihannya tadi sudah saya singgung juga kelebihannya itu juga kan K13 ini lebih menekankan kepada penilaian berkarakter terhadap seorang siswa tapi juga tuntas dalam belajar nantinya, kalo siswa mau mencari nilai lebih tinggi itu lebih mudah di K13 kenapa karena dia tiap KD" (WM)

"I have already mentioned the strengths before; K13 emphasizes more on character assessment of a student and also completes learning later ... um ... if students want to find higher grades it is easier in K13. Why? Because this curriculum has Basic Competence."(WM)

"..kelebihannya kan tentunya otomatis sekarang uda ada perr emm sudah ada butir apa namanya akhlak iyakan, sikap disitu penilaiannya agak khususan ya agak khususan."(TM2)

"... the advantages, of course, is that now automatically there are per ... emm what are the items already ... they are called moral judgment, the attitude there is rather specific ... yes, it is rather specialized." (TM2)

Both participants above argued that curriculum 2013 were designed with several assessments especially in character assessment. It helps the teacher in giving moral values to his students with detailed assessment points. However, the teacher must assess validly according to what was found during the learning process.

2. The weaknesses of the curriculum in the sight of the EFL teachers

The participants also gave various explanation about the weaknesses of the curriculum when implementing in classroom, those were: limitedness appropriate facilities provided in the classroom, assessment system, time management, and students' interest in learning.

a. Limitedness appropriate facilities provided in the classroom

A participant of MAN stated that one of the weakness that this curriculum had is the problem of facilities. As follows:

"...jadi kita kekurangannya ya maksudnya dari siswa dari guru juga media kadang aa iya tidak begitu me apa, mencukupi, buku-buku insya Allah uda ada semua, mungkin media ni bukan media yang sesuatu yang apan kadang-kadang guru-guru ni juga kekurangannya,, kurikulum 2013 ni kan menuntut guruni kreatif kadang-kadang guru-guru ni gak sempat mencari ba bias seperti itu kan untu kanak-anak." (TM2)

"... So, the shortcomings are from students, teachers and the media sometimes ... aa okay, not so me ... what, are sufficient, God willing, there are all the books already, maybe this media is not media that is something what sometimes is useful, this 2013 curriculum requires teachers to be creative ... sometimes teachers don't have time to look for the right material for their children." (TM2)

Students would not achieve good learning targets if the facilities were inadequate. In this curriculum, the use of some media and materials are really needed in learning process. Not all students coming from upper class families. This can be a great disaster for them to be able to compete in the current era. Furthermore, the government also had not provided sufficient facilities to support learning using this 2013 curriculum.

b. Assessment System

"...Kekurangannya itu ya susah di penilaiannya". (TS1)

"... The disadvantages are that it's difficult to do an assessment". (TS1)

This participant of SMA 1 Aceh Barat Daya viewed that the weakness of this curriculum was on its system. Especially it was on the assessment system. Teachers must be able to master dan understand correctly how to evaluate students. They must be able to apply software that specifically designed to create student report cards. Without having knowledge about this, teachers would be in a big trouble in assessing their students.

c. Time management

"kekurangannya masing-masing, mungkin di K13 ini terlalu banyak administrasinya, administrasinya tu terlalu banyak sangat banyak, sehingga kadang-kadang seseorang guru itu bukan hanya sibuk mengevaluasi siswa member penilaian palsu sibuk juga dengan menyediakan apa serentetan-serentetan seluruh apanamanya itu persiapan kurikulum itu tadi". (WM)

"Each has its shortcomings. maybe in K13 there is too much administration. the administration is too much and even very much. so sometimes a teacher isn't just busy evaluating. this causes students to be given false judgments. besides that, they are also busy with providing a whole series of what they are called ... curriculum preparation ". (WM)

"kekurangannya mungkin ya guru-guru harus lebih banyak menghabiskan waktunya juga untuk administrasi kan untuk administrasi kan untuk persiapan-persiapan pengajar dan lain sebagainya."(TM1)

"The disadvantage of this curriculum is that teachers must spend more time, and also for administration, right? For teacher preparation and so on. "(TM1)

Both participants stated that this curriculum takes a lot of time. Sometimes the teacher had lack of time in teaching and evaluation. They tended to pursue material that must be taught. This is actually less effective for students, because

the teacher did not know whether the student had understood or not about the lesson.

d. Students' Interest in Learning

Students interest learning is really needed by the teacher in order to achieve the success of learning process. But, the participants complained about lack of students' interest in participating in the learning process or even accepting the application of the curriculum. As follows:

"...Kelemahannya bagi anak-anak yang tidak mau mengembangkan diri mereka langsung, lengah tertinggal terus jadi mereka mengabaikan apa yang kita berikan, sementara anak-anak yang pintar yang mau belajar, mereka langsung maju, jadi bagus sekali untuk remaja sekarang." (WS)

"... The disadvantage is that for children who don't want to develop themselves right away, they have to be left behind, so they ignore what we give, while smart kids who want to learn, they advance right away, so it's great for teenagers now " (WS)

"...tapi kalau kekurangannya,ya itu tadi, kurang sejalan dengan keinginan siswa yang ada dalam kelas dan guru tidak bisa membuat mereka tertarik untuk belajar." (TS2)

"... but if the short comings, yes it was earlier, the curriculum is not in line with the wishes of students in the class and the teacher cannot make students interested in learning." (TS2)

The participants above argued that it was hard to cooperate with the students in classroom, because many of them were still unready for this new curriculum. Moreover, the teachers' capabilities also took apart in handling the laziness of their students. The expected goals of learning would not be successfully achieved, if the students and teachers were not bound together to cooperate and help each other.

The expectation of the EFL teachers toward the implementation of the Curriculum 2013

Each participant had different hopes and expectations about the implementation of curriculum 2013. This was not to bring down the existing curriculum. But it was for good and also for the better quality of education in the future for this country. Some expectations that mentioned by the participants were; the readiness of the teacher, simplification of the assessment system, and reversion of the curriculum.

a. The readiness of the teacher

Some of the participants hope that the teacher could be ready in implementing and adapting with the curriculum 2013. The participants suggested as follow:

"...setiap apa namanya guru dapat menerapkan K13 dengan sempurna dan sebaik-baiknya dengan cara apa namanya mencari info yang pasti setiap guru itu eee ketika kurikulum K13 ini karena lebih banyak, guru tu harus memiliki kecerdasan lebih di bandaing siswa walaupun dia bukan memberikan apa karna dia mengarahkan seperti itu lebbih mengarah kan jadi kalo kita mengarahkan ketika kita tidak memiliki." (WM)

"... every what is the name the teacher can implement K13 perfectly and as well as possible, in what way? it is called searching for certain information every teacher is ehm ... when the K13 curriculum is due to more, the teacher must have more intelligence compared to students even though he is not giving anything because he directs as it is more directed right ... so if we direct, we don't have that ability. " (WM)

Based on WM's opinion above, it clearly indicated that the teacher should consider preparing themselves for the curriculum used by looking for some knowledge related to the characteristics of all things about the curriculum being run. However, it will not work properly without being supported by the government. As stated by the TM1 and WS, as follows:

“kemudian ada waktu yang cukup untuk sosialisasi kan kemudian guru-guru tu diberi kesempatan ya untuk mengikuti penataran kan jadi artinya eee setelah guru-guru ni siap iya kan” (TM1)

"Then there is enough time for socialization right then the teachers are given the opportunity, well ... to take part in upgrading, it means ehm ... after the teachers are ready, right?" (TM1)

...mungkin ada guru yang tidak terpanggil untuk pelatihan, untuk mengerti tapi secara global secara umum guru-guru ini mengerti, cuman secara khusus mungkin mereka tidak dapat pelatihannya itukan secara khususnya".(WS)

“... maybe there are teachers who are not called to training, to understand but globally these teachers understand, but specifically they might not get that training specifically ". (WS)

TM and WS hoped that the government would pay more attention to the the maximization of curriculum training and could motivate the teachers in implementing the curriculum. Therefore, efforts from the government are a step in the development of education in Indonesia.

b. Simplification of the assessment system

One participant from SMAN 1 Aceh Barat Daya complained about the assessment system from the implanted curriculum, as follow:

“...ya berlanjut ada seperti ada penilaian yang agak rumit misalnya penilaiannya terlalu banyak ya... itu bisa di persimple jaangan terlalu dipersulit.”(TS1)

"... yes, there continues to be like there are rather complex judgments, for example, there are too many assessments ... hopefully it can be simplified, don't over complicate it." (TS1)

It is similar to WM's opinion who stated:

“walaupun belum 100 persen proses pembelajaran maupun proses penilaian mungkin penerapannya sudah kalo di kategori persentase nya 80 persen udah kenaklah penilaiannya sudah seperti itukan, terus proses ketuntasan sudah remedialnya juga sudah tapi tetap apanamanya tu kekurangannya ada sini situ kan.” (WM)

"Even though it hasn't been 100 percent either in the learning process or the assessment process, maybe the application is already in the percentage category, 80 percent, already the assessment is already like that right? then the process of completeness has been remedial as well but still what's the name there are disadvantages here and there right. "(WM)

Both participants expected that the curriculum formulation specifically relates to the assessment so that it can be more optimized in order to facilitate the teachers in evaluating the learning process. Due to its importance in education, the assessment must be in accordance with what is obtained from the students in the classroom and should not be done carelessly.

c. Reversion of Curriculum

There are many participants who wish that the existing curriculum can be refined or even developed for the sake of ease of learning. As mentioned in the following.

"...eee harapannya ya kalo sudah di berikan atau di terapkan K13 kan eee lebih baik lagi dan kemudian aa pembenahan-pembenahan kan yang paling utama adalah bagaimana daya serap apa namanya cara se efektif mungkin untuk bisa siswa itu menyerap pelajaran mata pelajaran". (TS2)

"... Ehm, the hope is ... if it has been given or applied K13, right? ehm ... better and then a revamping, right? the most important thing is how the absorption is called the most effective way possible for the student to absorb the subject matter". (TS2)

"...disempurnakan lagi, maksudnya di buat ee suatu item-item yang bagus lah supaya kita bisa bergerak kemudian aaa administrasinya jangan terlampau rumit iyakan, ni nanti gru-guru asik-asik sibuk dengan RPP aja, terlampau rumit admistrasi guru kan akhirnya". (WS)

"... refined again, it means that we made good items so we can move then aaa the administration is not too complicated right? later the teachers are busy with the lesson plan, too complicated teacher administration, right? " (WS)

"...iya saya pikir harapan saya eee sebagai guru ni artinya pendapat suatu kurikulum tu kan harus di disain secara matang". (TM1)

"... well, I think my hope is that as a teacher, a curriculum must be designed carefully." (TM1)

All participants agreed that there would be another revision of this curriculum. According to them, k13 was too complicated and very trouble some for some implementers. Furthermore, the curriculum is not in accordance with the ability of teacher and students.

On the contrary, there is also some participants coming from both schools hoped that there would be no changes of this curriculum.

"kurikulum 2013 sebenarnya lebih bagus memang karena kenapa karena dia pendidikannya berkarakter...". (WM)

"The 2013 curriculum is actually better, why? Because he has a character education ...". (WM)

"...lebih bagus kurikulum 2013 karena kurikulum 2013 setiap pokok permasalahan satu unit kita harus menilai satu unit itu ada tiga penilaian, ada karakter, ada penilaian karakter ada focus jadi penilaian perkembangan mereka...." (TS1)

"... The 2013 curriculum is better because in the 2013 curriculum, each subject matter is one unit. We must judge that unit by three assessments, there is character, there is character assessment there is focus so is their development evaluation ..." (TS1)

"...Kalo secara garis besar kurikulum 2013 ini lebih bagus dari pada kurikulum lainnya, bukan lebih bagus tetapi lebih sempurna." (WS)

"... In general, the 2013 curriculum is better than other curriculums, not better but more perfect." (WS)

All of them disagreed with the opposites' statement above. Three of the participants (WM, TS1 and WS) mentioned that the curriculum had designed well by the ministry of Education and it is applicable for current situation in Education. Even there are some contradiction related to the effectiveness of the curriculum

2013, the government should consider all opinions of the teacher as a reference for the development of education in Indonesia.

C. Discussions

In this part, the researcher will delineate the findings of the research results that have been collected in the field. The researcher will show the results of the study by appealing some previous researches and theories related to this study to accomplish and reinforce the discussion of the results of this study.

This study generated five themes which included several sub-themes with particular classified categories. These themes were recognized based on the research objectives. The following is a detailed discussion of each themes in this study.

The implementation of the Curriculum 2013 in Aceh Barat Daya

Different opinions were given by each participant in this study, especially in the theme of the implementation of the 2013 curriculum. Some of them argued that the 2013 curriculum was good, but others did not agree with it.

Based on the results of the data taken from the field, researcher found that there were four of six participants who agreed and gave positive arguments toward the implementation of the 2013 curriculum. They said that the implementation of curriculum 2013 was good. This can be seen from the statement of those who said that the 2013 curriculum created students to be more creative.

In this curriculum, students were also expected to be more active than their teachers. Student-centered was the method used in class, where the teacher was only a facilitator in the classroom. In addition, one participant also mentioned that this curriculum had complete indicators. This was great for improving both teacher and student competencies. According to Maba (2017), Students-centered teachers may occasionally provide direct instruction, but for the most part, their role is one of facilitator. Teachers who act as facilitators provide their students with materials, opportunities and guidance as students take on agency for other aspects of their own learning. Being student-centered is not convenient because it requires constant flexible attention to who students are, how they are doing, and what might help them achieve their learning goals. Students as center of classrooms become independent students who are empowered to collaborate, make good use of available resources, and take charge of their own growth and development.

On the other hand, three participants gave negative reactions to the implementation of the 2013 curriculum. They argued that the 2013 curriculum has a complicated scoring system. This did not actually improve the quality of the performance of the teachers, but made them difficult and took a lot of time in learning from the start. It is similar to Darsih(2004), who claimed that teachers were overloaded and overworked that they did not have the time to be more responsive to the Curriculum 2013 because the teacher had other activities beside implementing and following the criteria of the curriculum in the classroom. Furthermore, Fitriani (2017), also mentioned that Curriculum is felt complicated

in assessment process, because the 2013 Curriculum is too fast to implementation and Curriculum is the assessment is not only based on examination, but also the assessment of spiritual, attitude, skill, practice. To sum up, the negative responses are the curriculum implementation took lot of time and for the teacher and its assessment system is too fast to be applied by the teacher and it is not appropriate for measuring the students.

The strengths and the weaknesses of the curriculum in the sight of the EFL teachers in Aceh Barat Daya

In this study, researchers found that there were two advantages of the 2013 curriculum that were supporting students-centered and helping in learning assessment. The first is supporting student activeness. It is where they were required to be more active in the class. The role of the teacher in learning is students-centered shift from being teachers to facilitators (Kurniawan, 2015). The facilitator is the person who provides facilities, namely by providing convenience for students so that the learning process takes place more easily and interesting. The teacher acts as a mediator allows creating conducive circumstances for a student to learn (Surasa, 2013).

Finally, the other advantage of the curriculum 2013 helps the teacher in measuring or evaluating the students' progress in the classroom. The curriculum 2013 were designed with several assessments especially in character assessment. It helps the teacher in giving moral values to his students with detailed assessment points. However, compared to KTSP, there is a concrete assessment in each

aspect in the 2013 curriculum, in which indicators are provided to help teachers easily check their students' achievement (Fitriani, 2017).

For the weaknesses of the curriculum 2013, it included limitedness appropriate facilities provided in the classroom, assessment system, time management, and students' interest in learning. First, referring to the success of the learning process in developed countries, the learning process will be more effective if the 2013 Curriculum Implementation is concerned more about procurement of the appropriate material for teaching based on the implemented curriculum (Maba, 2017).

Another teacher would not be able to make a maximum assessment to students because there was no collaboration between students and teachers in the class because of the above factor (Kurniawan, 2015; Surasa, 2013). At last, the teacher is forced to be more aware to the use of time in correct way when implementing the curriculum through the learning process because it has steps that should be applied such as Mengamati (Observing), Menanya (Questioning), Mencoba (Experimenting), Menalar (Associating), dan Mengkomunikasikan (Communicating) which known as 5 M steps of scientific approach (Surasa, 2013).

The expectation of the EFL teachers toward the implementation of the Curriculum 2013 in Aceh Barat Daya

In themes, the finding showed that there are some expectations that mentioned by the participants such as the readiness of the teacher, simplification of the assessment system, and reversion of the curriculum.

First, some participants hope that the teacher could be ready in implementing and adapting with the curriculum 2013. Here, the readiness of the teacher is seen through three main aspects, namely: 1) teachers' understanding of the concept of curriculum, 2013; 2) preparation of teachers designed learning; and 3) the process of learning and assessment that teachers do (Uce, 2016). In addition, the teacher should be trained and introduced well about all elements and criteria of the curriculum 2013 comprehensively in order to achieve the goal of implementation (Darsih, 2004).

Next, another expectation also expressed by only two participants about simplification of the assessment system. She hoped that the government especially the curriculum developer should assist the obstacles in assessment system. Most of teachers argue that the scoring criteria are complicated and very time consuming. As a result, they should consider the great formula in assessing the students in the better way (Fitriani, 2017).

Finally, the hope most expressed by participants was the revision of the curriculum. Three of the six participants who participated revealed that the 2013 curriculum should be revised again for various reasons that have been stated. Different from the others, there were two participants who revealed that the 2013 curriculum was quite good and effective so there was no need for revisions (Maba, 2017).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This conclusion is based on data taken from the field and analyzed by the researcher about EFL teachers' perceptions on the implementation of 2013 curriculum carried out at SMA 1 and MAN Aceh Barat Daya. Based on the analysis, it has been found the following conclusions:

1. Both schools SMA 1 and MAN Aceh Barat Daya have implemented the 2013 curriculum right after it launched in schools. Here, the teachers give positive and negative responses. The positive responses are about the curriculum of 2013 will make the students more active in learning process and it can help the teacher in building and guiding the character of a good students. Meanwhile, negative responses are the curriculum implementation took lot of time and for the teacher and its assessment system is too fast to be applied by the teacher and it is not appropriate for measuring the students.
2. In the implementation of the 2013 curriculum, the teachers found several obstacles and problems that were considered to be their own challenges. Three problems that often arise among others are; complicated in understanding curriculum system, socialization of Curriculum 2013 is not sufficient, and having lack of basic understanding of their students.

3. In the learning process, the teacher discovers some of strengths and weaknesses of the 2013 curriculum. There are two strengths found in the field by the researchers supporting students-centered and helping in learning assessment. These advantages certainly had a very positive effect on students and teachers. On the other hand, the 2013 curriculum also has a number of weaknesses, including; limitedness appropriate facilities provided in the classroom, assessment system, time management, and students' interest in learning.
4. From the problems, constraints and weaknesses faced by the teacher in the process of implementing the 2013 curriculum, they certainly had hopes and expectations for the good quality of education. Firstly, their hope was that the teacher could be more ready in implementing and adapting with the curriculum 2013. Secondly, the curriculum formulation specifically relates to the assessment so that it can be more optimized. Finally, there would be another revision of the curriculum 2013.

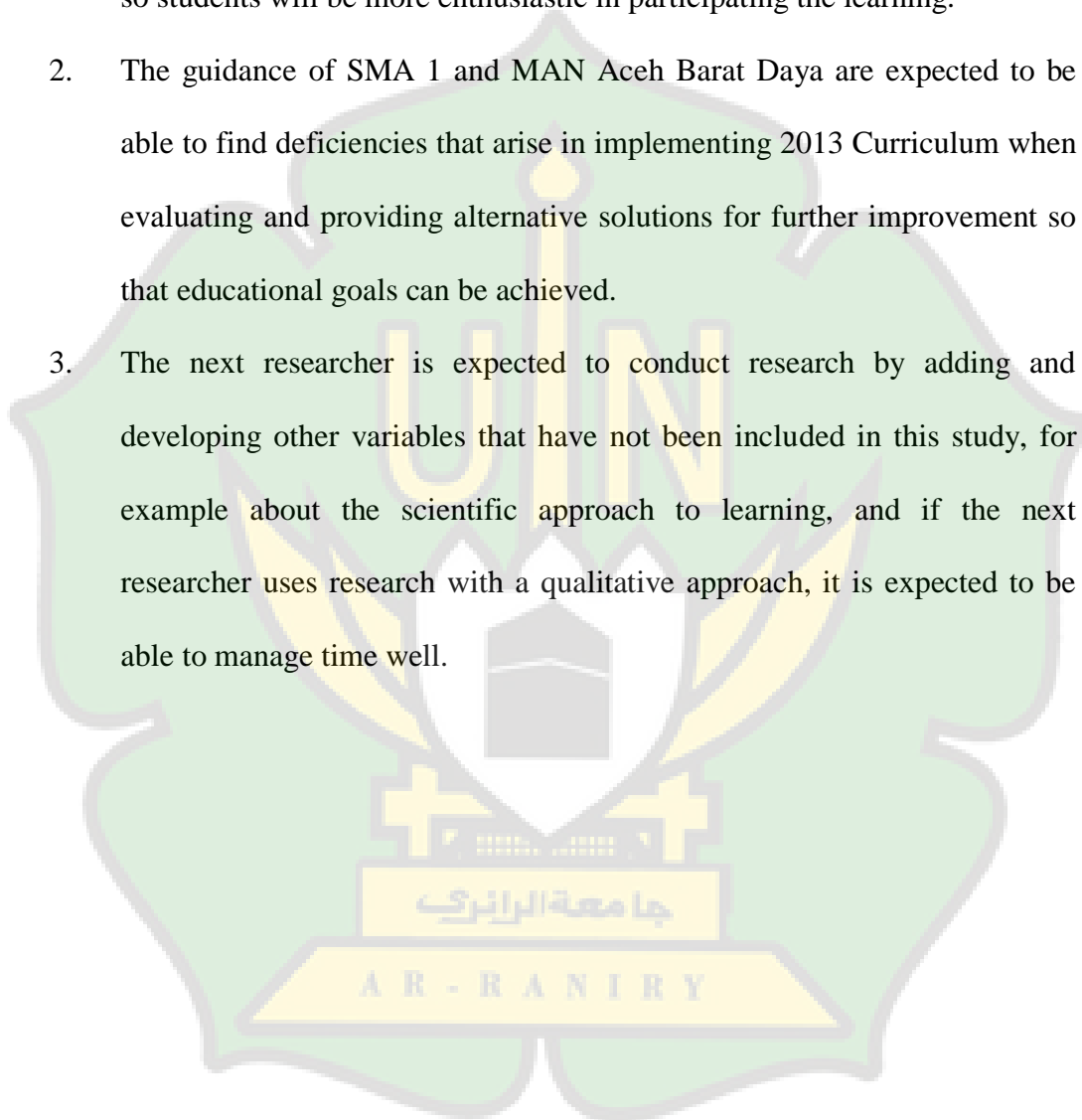
B. Suggestion

After conducting the study and analyzing the data that had been taken from the field, the researcher would like to present some suggestions.

1. Teachers of SMAN 1 and MAN Aceh Barat Daya are expected to be able to; (a) improve understanding related to 2013 Curriculum by participating in training held every week in schools (MGMP) especially productive subject teachers; (b) improve the quality in implementing 2013

Curriculum which consists of learning planning, learning implementation, and learning evaluation; (c) manage learning time well so as not to forget to assess the learning process; and (d) more creative in managing learning so students will be more enthusiastic in participating the learning.

2. The guidance of SMA 1 and MAN Aceh Barat Daya are expected to be able to find deficiencies that arise in implementing 2013 Curriculum when evaluating and providing alternative solutions for further improvement so that educational goals can be achieved.
3. The next researcher is expected to conduct research by adding and developing other variables that have not been included in this study, for example about the scientific approach to learning, and if the next researcher uses research with a qualitative approach, it is expected to be able to manage time well.



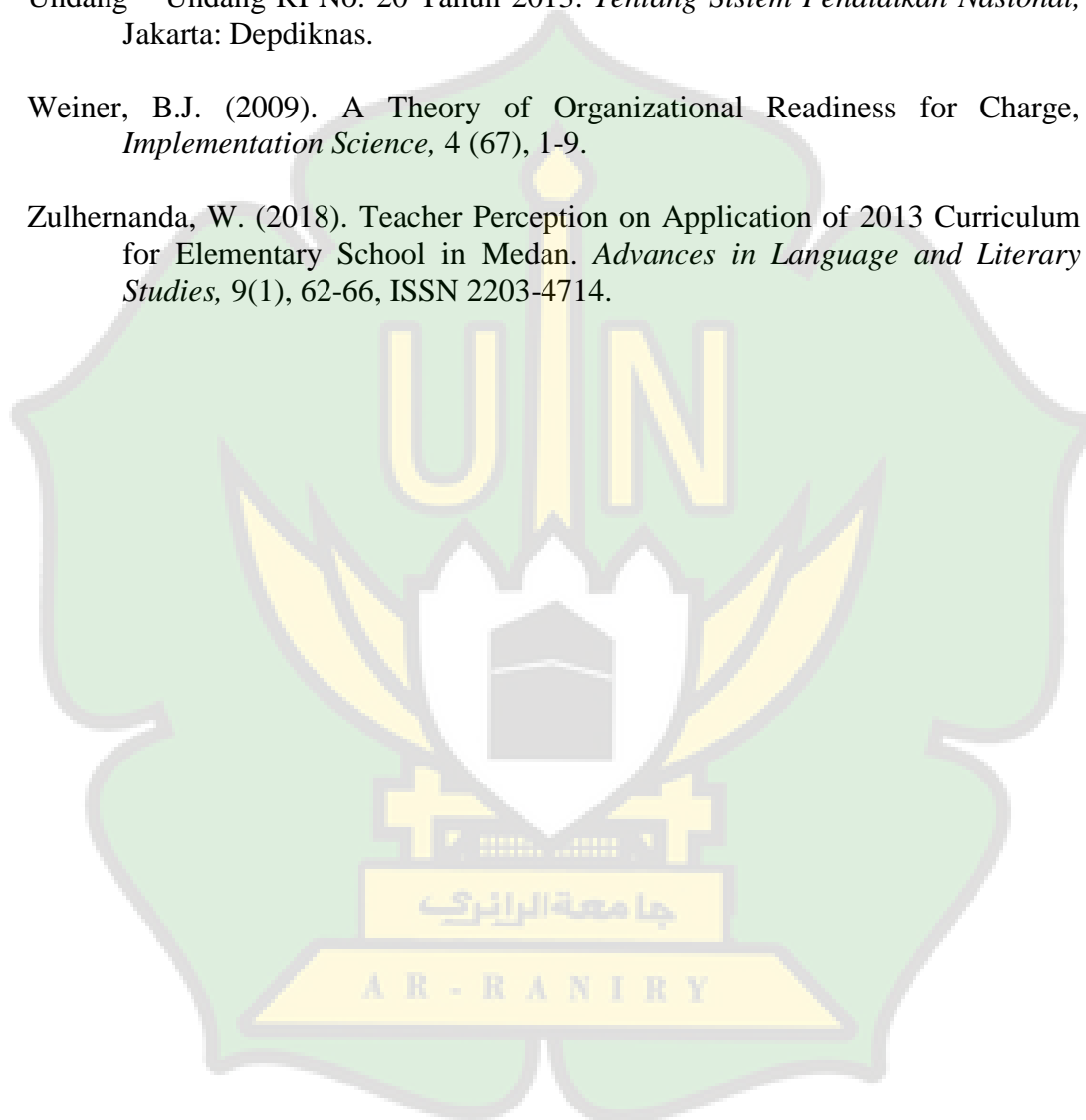
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 13951/UN.08/FTK/KP.07.6/09/2019

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

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-1184/UN.08/FTK/KP.07.6/02/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 26 April 2018
- MEMUTUSKAN**
- Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-1184/UN.08/FTK/KP.07.6/02/2019** tanggal 06 Februari 2019
- PERTAMA**
- KEDUA** Menunjuk Saudara:
1. Dr. Nashriyah, MA Sebagai Pembimbing Pertama
2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siti Nurbaya
- NIM : 150203072
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : *EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Senior High School in Aceh Barat Daya)*
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 17 September 2019





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 1710 /Un.08/FTK.I/ TL.00/02/2019

25 Februari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Siti Nurbaya
N I M : 150 203 072
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Teuku Nyak Arief, Jeulingke, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

SMAN 1 dan MAN Aceh Barat Daya.

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

Efl Teacher's Perception on the Implementation of Curriculum 2013 (A Study at Senior High School in Aceh Barat Daya).

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



Kode 9325

BAG. UMUM BAG. UMUM

EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013

(A Study at Senior High Schools in Aceh Barat Daya)

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

Benefits of this study: Feel free to answer all these questions. Don't worry! There will be no direct benefit to you for taking part in this study. The researcher may learn more about how teachers' perception toward the implementation of curriculum 2013.

Name :

School :

Phone Number :

1. Siapa nama bapak/ibu?
2. Berapakah umur bapak/ibu?
3. Darimanakah bapak/ibu berasal?
4. Apakah bapak/ibu berstatus PNS atau Honorer?
5. Berapa lama pengalaman bapak/ibu dalam mengajar bahasa Inggris?
6. Apa latar pendidikan bapak/ibu?
7. Apa pendidikan terakhir yang bapak/ibu tempuh?
8. Apakah bapak/ibu pernah mengikuti atau mendapatkan pelatihan khusus tentang K13?
9. Apakah sekolah ini sudah menerapkan K13? Jika iya, sejak kapan?
10. Apa pendapat bapak/ibu mengenai K13?
11. Apa saja permasalahan yang bapak/ibu hadapi dalam implementasi K13?
12. Bagaimana cara bapak/ibu menghadapi kesulitan dalam penerapan K13?
13. Apakah menurut bapak/ibu K13 itu efektif diterapkan di sekolah ini?
14. Menurut bapak/ibu, apa saja kelebihan dan kekurangan K13 berdasarkan pengalaman mengajar?
15. Apa harapan ibu terhadap implementasi kurikulum 2013 ini?



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 / B.1 / 331 / 2019
Sifat : Biasa
Hal : Izin Pengumpulan Data

Banda Aceh, 20 Februari 2019
Yang Terhormat,
Kepala SMA Negeri 1 Aceh Barat Daya
di -
Tempat

Sehubungan dengan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1334/Un.08/Tu-FTK/TL.00/02/2019 tanggal, 15 Februari 2019 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data ", dengan ini kami memberikan izin kepada:

Nama : Siti Nurbaya
NIM : 150 203 072
Program Studi : Pendidikan Bahasa Inggris
Judul : "EFL TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF CURRICULUM 2013 (A STUDY AT SENIOR HIGH SCHOOL IN ACEH BARAT DAYA) "

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

KEPALA BIDANG PEMBINAAN SMA DAN
PKLK


DIJEMAH JASA
PENATA Tk. I
NIP. 19660610 199403 2 003
ND Nomor : 275/B/SMA/2019 tanggal 12 Februari 2019



SURAT KETERANGAN PENELITIAN

Nomor : 421.3/489/2019

Sehubungan dengan Surat Izin Penelitian dari Kepala Dinas Pendidikan Aceh Nomor : 070/B.I/331/2019 tanggal 20 Februari 2019 maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Aceh Barat Daya Kabupaten Aceh Barat Daya menerangkan bahwa :

Nama : **Siti Nurbaya**
NPM : 150 203 072
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **“ EFL TEACHER’S PERCEPTION ON THE IMPLEMENTATION OF CURICULUM 2013 (A STUDY AT SENIOR HIGH SCHOOL IN ACEH BARAT DAYA)”**

Telah melaksanakan penelitian pada SMA Negeri 1 Aceh Barat Daya sejak tanggal 26 Februari 2019.

Demikianlah Surat Keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan seperlunya.

Blangpidie, 27 Februari 2019

Kepala Sekolah,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. ACEH BARAT DAYA
MADRASAH ALIYAH NEGERI ACEH BARAT DAYA**

Jl. Mohd. Syarief No. 38 Telp. (0659) 91116
Email.man.blangpidie@yahoo.com

**SURAT KETERANGAN
NOMOR : 82/Ma/02/2019**

Yang bertanda tangan dibawah ini,

Nama : AGUSMARITA S.Ag
NIP : 197208201999052003
Jabatan : Kepala Madrasah Aliyah Negeri Aceh Barat Daya

Dengan ini menerangkan bahwa

Nama : SITI NURBAYA
NIM : 150 203 072
Prodi : Pendidikan Bahasa Inggris
Universitas : UIN Ar.Raniry Banda Aceh
Alamat : Jln. Tgk Nyak Arief Jeulingke Kec. Syiah Kuala Banda Aceh

Menindak Lanjuti Surat dari Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1334/Un.08/FTK.1/TL.00/02/2019 tanggal 15 Februari 2019 Perihal Mohon Izin untuk mengumpulkan data Menyusun Skripsi dan Benar yang nama tersebut diatas telah melaksanakan Penelitian untuk menyelesaikan Tugas akhir dalam mata Kuliah Skripsi yaitu melakukan Observasi Langsung yang berjudul “ **EFL Teacher’s Perception the Implementation of Curriculum 2013 (A Study at Senior Hight School in Aceh Barat Daya)** “ pada tanggal 27 Februari 2019

Demikian Surat keterangan ini kami buat agar dapat dipergunakan seperlunya dan terima kasih.



27 Februari 2019

Kepala,

Agusmarita S.Ag

NIP.197208201999052003

ND.No.B-81/Ma.01.162/Kp.07.5/02/2019

Tanggal, 27 Februari 2019

Hal : Permohonan Izin Penelitian

Banda Aceh, 19 Februari 2019

Kpd Yth.
Bapak Dekan Fakultas Tarbiyah dan
Keguruan
UIN Ar-Raniry Banda Aceh
di -
Tempat

Assalamualaikum. Wr. Wb.

Dengan hormat, saya yang bertanda tangan dibawah ini:

Nama : SITI NURBAYA
NIM : 150203072
Prodi/Sem : PBI / VIII (delapan)
Alamat : Jl. Teuku Nyak Arief, Teulingke, Syiah Kuala, Kota Banda Aceh,

Dalam rangka menyelesaikan KKU saya yang berjudul :

"EFL Teachers' Perception on The Implementation of Curriculum 2013
(A Study at Senior High school In Aceh Barat Daya)"

Saya akan mengadakan penelitian/pengumpulan data pada :


At Senior High school (SMAN 1 & MAN Aceh Barat Daya)

Sebagai bahan pertimbangan Bapak turut saya lampirkan syarat-syarat sebagai berikut :

1. Photocopy bukti pembayaran SPP
2. Instrumen pengumpulan data
3. Photocopy SK skripsi 1 lembar


Demikian, permohonan ini saya buat, atas bantuan Bapak saya ucapkan terima kasih.

Mengetahui.
Pembimbing,


Dr. Nashriyah, MA)
NIP. 1969081999032003

Wassalam

Pemohon,


(Siti Nurbaya)
NIM. 150203072

AUTOBIOGRAPHY

1. Name : Siti Nurbaya
2. NIM : 150203072
3. Place/ Date of Birth : Penggalangan / January 1th,1997
4. Sex : Female
5. Religion : Islam
6. Nationality/Ethnic : Indonesian/Acehnese
7. Marital Status : Single
8. Address : Desa Penggalangan, Kec. Blangkejeren
9. Occupation : Student
10. Parents
 - a. Father : Abd. Rahman
 - b. Occupation : Farmer
 - c. Mother : Jasmani
 - d. Occupation : House Wife
11. Educational Background
 - a. Elementary School : SD N 9 Blangkejeren Kab.Gayo Lues
 - b. Junior High School : SMPN 2 Blangkejeren
 - c. Senior High School : SMA N 1 Gayo Lues
 - d. University : UIN Ar-Raniry

Banda Aceh, October 11th, 2019

جامعة الرانيري
AR - RANIRY

Siti Nurbaya