
Teachers' Perception on the Implementation of English Curriculum in SMP Negeri 2 Jeruklegi Cilacap

Zahriyanda Benti Syam, Saefurrohman

Magister Pendidikan Bahasa Inggris Universitas Muhammadiyah Purwokerto

Abstract

Histori Artikel:

Diajukan:
02/01/2022

Diterima:
03/03/2022

Diterbitkan:
30/04/2022

This paper is aimed to figure out teachers' perception in SMPN 2 Jeruklegi academic year 2020/2021 on curriculum 2013 implementation. The population of the study were all teachers at school (32 teachers). But the sample were only 30 teacher, since there were some teachers (2 teachers) who did not fill the questionnaire for health reasons. This paper employs descriptive analytic study that used questionnaire as the only instrument in conducting the study. The questionnaire was delivered to all teachers in SMPN 2 Jeruklegi through Google form since in pandemic era, it was almost possible to meet teachers in persons. From the data collection through questionnaire found out that 37% of teachers strongly agreed that curriculum 2013 should be implemented at school, while 63% other teachers stated agreed. It indicated that teachers were enthusiastic by the curriculum 2013 implementation. For curriculum 2013 understanding, almost all teachers (90%) understood about the thematic and scientific approach that used in curriculum 2013, while the other (10%) they stated understand well. From the total teachers (30 teachers), 30% totally agreed and 67% agreed that curriculum 2013 could build students' character. Deals with book and references, 73% teachers agreed and the remain 27% strongly agreed that the contents of the book and reference break down or detail the competence domains of attitudes, knowledge and skills written in the 2013 curriculum document. In the meantime, there were some problems that faced by the teachers in implementing the curriculum 2013. The facilities and infrastructure available at school (3%), learning media that emphasizes scientific learning (17%) and the IT mastery (10%) were the obstacles for the teachers in implementing the 2013 curriculum.

Keywords: Teachers' perception, Curriculum 2013, Education, Learning, Development Curriculum

Introduction

Education has very important role in preparing good quality human resources. One of the main goals of education is to develop the potential and better educate individuals. With this aim, it is hoped that those who are well educated can have creativity, knowledge, personality, independence and become more responsible individuals. Education which is implemented properly can uplift the dignity of a nation, for that reason education is always used as a supporting factor for the development of a nation. Indonesia as a developing country, in terms of education it is still very much less and far behind compared to countries in Asia or other developing countries. One of the government's efforts to fix and improve internal quality in order to compensate for the various changes that have occurred in the global, is by fixing the education curriculum in Indonesia.

According to Law of the Republic of Indonesia Number 20, 2003 concerning the System National Education, curriculum is "seperangkat rencana dan pengaturan mengenai tujuan, isi, bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu" (a set of plans and arrangements regarding objectives, content, learning materials and the method used as a guideline for implementing learning activities to achieve certain educational goals). Curriculum development in Indonesia has experienced many changes and improvements, starting from 2 simple curriculum from 1947 to Curriculum 2013. Updates the curriculum needs to be done because there is no one appropriate curriculum throughout time, the curriculum must be able to adapt to developments times that always tend to change.

Implementation of the Curriculum 2013 is a further step from the continuation development of pre-existing curriculum both KBK (Kurikulum Berbasis Kompetensi) or Competency Based Curriculum which was initiated in 2004 and KTSP (Kurikulum

Tingkat Satuan Pendidikan) or School Based Curriculum in 2006 which includes competencies attitudes, knowledge and skills in an integrated manner. Changes in the KTSP curriculum become the Curriculum 2013 due to the several weaknesses in implementation of KTSP Curriculum, such as content, standard competence the learning process, the assessment that is considered not yet accommodated in the curriculum and not sensitive to social changes that occur at the local level, national and international (Fadlillah in Budi 2015).

Teacher becomes the front guard in the implementation of education in Indonesia. The success of education is in the hands of the teacher. Teacher is the individual who is directly dealing with students in class in learning. Teacher has an important role to make learners good academic quality, expertise maturity, emotional, moral and spiritual. Therefore, the key to the success of implementing the curriculum 2013 depends on the teachers' ability in understanding about it. In the process of understanding the curriculum 2013, the teachers' perception about the curriculum itself will emerge. Based on the above explanation, the researcher decided to make a study about teachers' perception on the implementation of curriculum 2013 in SMPN 2 Jeruklegi Cilacap.

2. Methodology

2.1 Research Questions

There are two problems investigated in the study. The problems are formulated in the following questions:

1. What are teachers' perceptions in using Curriculum 2013 in teaching and learning process in SMPN 2 Jeruklegi?
2. What are teachers' problems in using Curriculum 2013 in teaching and learning process in SMPN 2 Jeruklegi?

2.2 Research Method

This paper employs descriptive analytic study that used questionnaire as the only

instrument in conducting the study. The questionnaire was delivered to all teachers in SMPN 2 Jeruklegi through Google form since in pandemic era, it was almost impossible to meet teachers in persons. The questionnaire concerned about curriculum 2013 that used by teachers in their teaching and learning process and also the obstacles that might been faced by the teachers. The questionnaire was taken from Setiawati (2018), that written in Indonesian in order to make teachers understand more about the questions. It was multiple choices (a, b and c options) that should be chosen by teachers. Microsoft Excel was used in analyzing and classifying the data based on the questionnaire result and then present it descriptive information.

2.3 Population and Sample

The population of this study was all teachers in SMPN 2 Jeruklegi (32 teachers). To determine the sample of this research, a purposive sampling was used, and not all students were involved as the sample, only 30 teachers were taken as the sample of this study, since there were some teachers (2 teachers) who did not fill the questionnaire for health reasons.

3. Findings and Discussion

SMPN 2 Jeruklegi has a total of 32 teachers, but only 30 participated in completing the research questionnaire. This high participation rate indicates a great interest and willingness of the teachers to contribute to the study. Each participant was asked to complete a questionnaire consisting of 38 questions, covering various aspects related to the research topic. This large number of questions enabled the researcher to collect comprehensive and in-depth data from the respondents. With a total of 1140 responses obtained from 30 participants, this study has the potential to provide valuable insights into the various aspects under study at SMPN 2 Jeruklegi.

3.1 Findings

Table 1 Teachers' Perception for the Curriculum 2013

No	Question	Strongly Agree	Agree	Disagree
1	Kurikulum 2013 wajib diterapkan disemua sekolah di Indonesia	37%	63%	0%
No	Question	Strongly Understand	Understand	Don't Understand
2	Bagaimana pemahaman Bapak/Ibu terhadap pendekatan tematik	10%	90%	0%
3	Kurikulum 2013 merupakan pendekatan saintifik	23%	77%	0%
4	Penerapan kurikulum 2013 efektif membentuk karakter murid	30%	67%	3%
No	Question	Strongly Agree	Agree	Disagree
5	Isi buku mengurai atau memerinci ranah kompetensi sikap, pengetahuan dan ketrampilan yang tertulis dalam dokumen kurikulum 2013	27%	63%	0%
6	Contoh-contoh kegiatan yang ada dalam buku teks pelajaran dapat dengan mudah dilakukan oleh murid	10%	83%	7%
7	Ilustrasi (gambar) dalam buku teks sangat tepat dan efisien bagi murid	23%	70%	7%
8	Bahasa dalam buku teks pelajaran sangat baik dan benar menurut kaidah kebahasaan	13%	83%	4%
9	Buku yang tersedia dapat meningkatkan efektivitas proses pembelajaran	33%	67%	0%
10	Buku pedoman guru dapat membantu Bapak/Ibu dalam merencanakan proses pembelajaran	43%	57%	0%
11	Buku pedoman guru memberikan panduan yang jelas tentang penerapan pembelajaran saintifik	33%	67%	0%

12	Buku pedoman guru memberikan panduan yang jelas tentang penerapan penilaian otentik	27%	73%	0%	25	Bapak/Ibu mampu memanfaatkan teknologi informasi yang ada di sekolah dalam proses pembelajaran	3%	97%	0%
13	Buku pedoman guru membantu meningkatkan efektivitas proses pembelajaran	27%	73%	0%	No	Question	Yes	Sometimes	No
14	Bapak/Ibu harus membuat RPP sesuai dengan kurikulum 2013 sebelum mengajar	23%	77%	0%	26	Bapak/Ibu memulai dan mengakhiri proses pembelajaran sesuai dengan waktu yang dijadwalkan	50%	50%	0%
No	Question	Strongly Understand	Understand	Not Understand	27	Proses pembelajaran menjadi lebih menarik dan menyenangkan	60%	40%	0%
15	Bapak/Ibu sudah paham tentang komponen RPP sesuai dengan kurikulum 2013	7%	93%	0%	28	Murid menjadi lebih aktif bertanya dan mengemukakan pendapat	37%	63%	0%
No	Question	Very Capable	Capable	Not Capable	29	Murid termotivasi untuk melakukan observasi	37%	63%	0%
16	Bapak/Ibu mampu melakukan proses pembelajaran menggunakan pendekatan tematik	7%	90%	3%	30	Murid memiliki semangat belajar yang lebih tinggi	47%	50%	0%
17	Bapak/Ibu mampu melakukan proses pembelajaran saintifik/ilmiah	10%	90%	0%	31	Murid menjadi lebih trampil, inovatif dan produktif	50%	50%	0%
18	Bapak/Ibu mampu melaksanakan pembelajaran tematik terpadu	3%	90%	7%	32	Murid memiliki daya nalar yang lebih baik	60%	40%	0%
19	Bapak/Ibu mampu melaksanakan proses pembelajaran yang menuju ketrampilan aplikatif	3%	93%	4%	33	Karakter murid lebih terbangun (lebih sopan, jujur, menghormati perbedaan, dll)	63%	37%	0%
20	Bapak/Ibu mampu melakukan proses pembelajaran yang membuat murid menjadi lebih sering bertanya	0%	97%	3%	No	Question	There is Problem	No Problem	Don't Know
21	Bapak/Ibu mampu melakukan proses pembelajaran yang membuat murid menjadi lebih berani mengemukakan pendapat	3%	93%	4%	34	Apakah ada kendala kendala yang bapak / Ibu hadapi dari segi teori pengajaran menggunakan kurikulum 2013	81%	17%	0%
22	Bapak/Ibu mampu melakukan proses pembelajaran yang membuat murid menjadi ingin melakukan observasi	7%	93%	0%	35	Apakah sarana dan prasarana yang tersedia disekolah menjadi salah satu kendala bagi anda dalam mengimplementasikan kurikulum 2013	67%	30%	3%
23	Bapak/Ibu mampu melakukan proses pembelajaran yang membuat murid menjadi ingin melakukan eksperimen	10%	83%	7%	No	Question	Easy to Access	Sometimes	Hard to Access
24	Bapak/Ibu mampu melakukan proses pembelajaran yang menumbuhkan kreatifitas murid	7%	93%	0%	36	Apakah distribusi buku ajar yang sesuai dengan kurikulum 2013 mudah diakses atau didapatkan oleh anda untuk diperuntukkan bagi siswa	80%	20%	0%
					No	Question	Very Adequate	Enough Adequate	Less Adequate
					37	Apakah media pembelajaran yang menekankan pembelajaran yang saintifik sudah memadai di sekolah anda	7%	77%	16%

3.2 Discussion

Teachers' perception toward the curriculum 2013 can be seen from questions 1 to 4. For question no 1, almost all teachers (63%) in SMPN 2 Jeruklegi agree with the implementation of curriculum 2013, while the rest (37%) stated that they are strongly agree. In question no 2, no one do not understand about the thematic approach for curriculum 2013, since 10% of them stated strongly understand and 90% stated understand. Question no 3, more than half of the teachers (77%) agreed that curriculum 2013 is fully scientific approach. It clearly stated in question no 4, that 67% (agreed) and 30% (strongly agreed) while the rest 3% stated disagree with the statement.

Teachers' perception toward the readiness of curriculum 2013 references can be seen from questions 5-13. In question no 5, for the references and books, 63% of the teachers stated that the 2013 references and book series deeply involved on the demand of the attitude, knowledge and skill and 27% of the teachers said very good for such cases (Suharti et al., 2019). In question 6, almost all of the teacher said that the references available for the curriculum 2013 is easy to be adapted by the students. 83% stated agree, 10 % said agree very much and only 7% said disagree. The illustration that provided in the book series of Curriculum 2013 as can be seen in question 7, is very effective for the students to understand. It is because 70% of the teacher at SMPN 2 Jeruklegi said that it is effective, 23% said very good and only 7% that said that the illustration that available is not effective for the students to understand. In question no 8, almost all teachers (83%) stated agree that the grammar and structure of curriculum 2013 series of book are good. In question no 9, it is obvious that no one disagree that the series book of 2013 curriculum is effective for the teaching and learning process (Muzakky & Albiansyah, 2021). While as we can see in question no 10, the teachers' references is very helpful in arranging the lesson plan. It is apparently seen from question 11, that the references is very good in leading the teachers to implement the scientific learning since 67% said agree and 23 said agree very much. More than a half of the teachers (73%) said that the teachers' references for the 2013 curriculum is a good references for the teacher

(question no 12). And the last question about teachers' perception toward the readiness of curriculum 2013 is question 13. The calculation in question 13 about the references for the teachers' concerning the 2013 curriculum is same with the previous one. They (read=teachers) said that it is very helpful and effective.

Teachers' perception toward the teaching and learning process can be seen from questions 14-33. In question 14, the teachers of SMPN 2 Jeruklegi are very discipline in preparing the administration for the teacher in implementing the curriculum 2013. For next question, no 15, Most of the teacher (93%) have already understand well for the basic component in arranging the lesson plan for the 2013 curriculum. In question 16, not all of the teachers able to implementing the 2013 curriculum. There are 7% said that they are very confidence and able to implementing the 2013 curriculum, 90% said able for a bit and 3% said not able. In question 17, clearly stated that the teachers in SMPN 2 Jeruklegi understand and able to teach the students in purely scientific. From the question 18, in this matter, most of the teachers understand and able to teach the students to be skillful and only 10% of them still confuse and unable. In question no 19, most of the teachers (93%) are able to invite their students to be active and give some question for more. Only 4% of the teacher that said unable. It is obvious from question 20, that only 3% of the teachers feel difficult to invite the students to give question, the rest 97% teachers claimed that they do not have any obstacles in inviting their students to give question. While the teachers' ability in inviting students to give comment or opinion in SMPN 2 Jeruklegi, most of them are able and only 4% stated unable (question 21). As stated clearly in question 22, most of the teacher able to stimulate their students to make any observation for themselves. From question 23, more than half of the total number of the teachers (83%) are able to stimulate their students to make any experiment for themselves, but there are still teachers (7%) that still are unable. For the ability to build up students' creativity, most of the teachers in SMPN 2 Jeruklegi are able.

All of the teacher in SMPN 2 Jeruklegi are able to use the technology that available in supporting their activity in teaching and learning process. That statement can be seen from

question 25. In question 26, almost all of the teachers are able to manage and discipline for the time scheduled in their school during implementing the 2013 curriculum. In question 27, 60% of the teachers can make the learning process that entertaining for their students. By implementing curriculum 2013 also can make students to give question and comment to their teachers (question 28). For the rest 5 questions, no 29-33, about students' motivation in doing observation, students' motivation in learning process, the result of curriculum 2013 (skillful, innovative and productive students), students' ability to use their instinct, and students' good character, most of the teachers in SMPN 2 Jeruklegi stated they agree with the statements.

Teachers' problems in implementing the curriculum 2013 can be seen from questions 34-38. From the question no 34 in above table, it is obvious that teachers have their own problem relate to teaching theory in curriculum 2013. From question 35, most of the teachers namely 67% strongly said that they were having problem with the lack of the teaching and learning facilities and about 30% said that they felt sometime lack of facilities and the rest 3% felt no problem (Huang et al., 2017). For the distribution of the handbook in the process of the implementation of curriculum 2013, all teachers said that it was easy to find handbook that reliable for the curriculum 2013 (question 36). In question no 37, 7% of teachers stated that learning media that emphasizes scientific learning is very adequate, 77% of them stated adequate enough and the rest 16% of the teachers stated lack adequate (Klemše, 2023). For the last question, no 38, for the teachers' ability in operating the technologies that supported and needed for the implementation of curriculum 2013, 10% said they are very adequate, 80% said that they adequate enough and only 10% of them are poor in such case.

From the data collection through questionnaire found out that 37% of teachers strongly agreed that curriculum 2013 should be implemented at school, while 63% other teachers stated agreed. It indicated that teachers were enthusiastic by the curriculum 2013 implementation. For curriculum 2013 understanding, almost all teachers (90%) understood about the thematic and scientific approach that used in curriculum 2013, while

the other (10%) they stated understand well. From the total teachers (30 teachers), 30% totally agreed and 67% agreed that curriculum 2013 could build students' character. Deals with book and references, 73% teachers agreed and the remain 27% strongly agreed that the contents of the book and reference break down or detail the competence domains of attitudes, knowledge and skills written in the 2013 curriculum document. In the meantime, there were some problems that faced by the teachers in implementing the curriculum 2013 (White & Simmons, 1974). The facilities and infrastructure available at school (3%), learning media that emphasizes scientific learning (17%) and the IT mastery (10%) were the obstacles for the teachers in implementing the 2013 curriculum.

Conclusion

Based on the results of the research and discussion, it can be concluded that the majority of teachers at SMP Negeri 2 Jeruklegi have a positive perception of the implementation of Curriculum 2013. As many as 37% of teachers strongly agree and 63% agree with the implementation of this curriculum, which shows high enthusiasm for this educational innovation. Most teachers (90%) have a good understanding of the thematic and scientific approaches implemented in Curriculum 2013, while the rest (10%) have a very good understanding. In addition, 97% of teachers believe that the curriculum is effective in building students' character. Reference books and learning materials are also considered relevant, with 73% of teachers agreeing and 27% strongly agreeing that the materials support the attitudinal, knowledge and skills competency domains set out in the curriculum document. However, there are some obstacles faced by teachers in implementing Curriculum 2013.

Limited facilities and infrastructure in schools (3%), inadequate scientific-based learning media (17%), and mastery of information technology by teachers (10%) are the main obstacles. These constraints indicate that although teachers' perceptions of the curriculum are very positive, facility support and technical training still need to be improved to optimally support the successful implementation of Curriculum 2013. Efforts to increase technological capacity, provide adequate

facilities, and strengthen training for teachers are strategic steps in ensuring the main objectives of the curriculum are achieved.

of Educational Sciences & Psychology, 13 (75)(2), 29–43.
<https://doi.org/10.51865/jesp.2023.2.03>

References

- Budi, Rahayu. 2015. *Persepsi dan Implementasi Kurikulum 2013 Oleh Guru Mata Pelajaran Geografi SMA Se-Kabupaten Purbalingga Tahun 2015*. Retrieved from: [http://eprints.ums.ac.id/32887/11/NASKA H%20PUBLIKASI.pdf](http://eprints.ums.ac.id/32887/11/NASKA%20PUBLIKASI.pdf)
- Huang, H.-P., Cheng, Y.-Y., & Yang, C.-F. (2017). Science Teachers' Perception on Multicultural Education Literacy and Curriculum Practices. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(6).
<https://doi.org/10.12973/eurasia.2017.01252a>
- Law of the Republic of Indonesia Number 20, 2003 concerning the System National Education. 2013. Jakarta: Ministry of Education and Culture
- Setiawati, Pebriani 2018. *Teachers' Perception on the Implementation of the 2013 Curriculum in SMPN 9 Mataram in Academic Year 2017/2018*. Retrieved from: [http://eprints.unram.ac.id/6398/1/JOURN AL%20-%20PEBRIANI%20SETIAWATI%20%20%28E1D012059%29.pdf](http://eprints.unram.ac.id/6398/1/JOURN%20AL%20-%20PEBRIANI%20SETIAWATI%20%20%28E1D012059%29.pdf)
- Suharti, S., Rahman, U., & Ulfayana, H. (2019). *Mathematic Teachers' Perception Toward The Implementation Of Curriculum 2013*. 22(1), 81–93.
<https://doi.org/10.24252/lp.2019v22n1i7>
- White, W. F., & Simmons, M. (1974). First-Grade Readiness Predicted by Teachers' Perception of Students' Maturity and Students' Perception of Self. *Perceptual and Motor Skills*, 39(1), 395–399.
<https://doi.org/10.2466/pms.1974.39.1.395>
- Muzakky, M., & Albiansyah, A. (2021). EFL Teachers Perception toward the Use of Beyond International Textbook. *Language Circle: Journal of Language and Literature*, 15(2), 177–182.
<https://doi.org/10.15294/lc.v15i2.28246>
- Klemše, N. L. (2023). Teachers' perception of their readiness for online teaching. *Journal*