



English Teachers' Perception on the Implementation of 2013 Curriculum in Kawunganten, Cilacap

Lintang Kusuma

Universitas Muhammadiyah Purwokerto

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ABSTRACT

Curriculum is essential for education in a country because it will portray the philosophy of life and maintain its identity. The primary purpose of a curriculum is to attain the educational goals of a country. In Indonesia, the national education curriculum has changed several times, and the latest curriculum is 2013 Curriculum. It applies a scientific approach to the learning process, consisting of five steps of thinking to gain knowledge: observing, questioning, experimenting, associating, and networking. Moreover, it is designed to anticipate the modern learning of the 21st century. Therefore, the English teachers face considerable challenges in teaching their students, and knowing their perception in implementing this curriculum is important to be discussed. The respondents of this study were 14 English teachers who were selected using a purposive sampling technique. The researcher used a close-ended questionnaire as the instrument to collect the data. Further, the researcher analyzed the data statistically and descriptively. Considering the result of the research, the junior high school English teachers in Kawunganten district, Cilacap regency, have positive ideas about some issues related to the implementation of the 2013 Curriculum, such as perception and implementation, teaching administration, learning sources, learning implementation, scientific approach, and assessment process.

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1. Introduction

Education is an important thing for all people in the world. Indonesia is not an exception to this condition. According to the Law of the Republic of Indonesia on National Education System Number 20 Year 2003, the National Education aims to develop the nation's capability, character, and civilization to enhance its intellectual capacity (Ministry of Education and Culture, 2016). Therefore, all Indonesian citizens must undertake education, at least for twelve years of compulsory education.

In the education field, the term of curriculum is often used to implement education. The curriculum is essential for the education in a country because it will portray its philosophy of life and maintain its identity. Phillips (2008) stated that curriculum is a structured plan of intended learning outcomes, involving knowledge, skills, behaviour, and associated learning experiences organized as a sequence of events that a student acquires through education and training. It can be concluded that the primary purpose of a curriculum is to attain the educational goals of a country.

Curriculum in Indonesia is defined in the Law of the Republic of Indonesia on National Education System Number 20 Year 2003 as a set of plans and arrangements of objectives, content, lesson materials, and methods used as the guidelines of learning activities to achieve a specific educational goal. The national education curriculum in Indonesia has changed several times since 1945, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Saputri, 2014; Widodo, 2015).

The changes in values, needs, and society's demands influence curriculum renewal. Besides, the changes in the political system, social, cultural, economic, as well as the advancement of science and technology have also influenced the curriculum development in Indonesia. Therefore, it can be concluded that curriculum renewal in Indonesia is also needed. However, all the national curriculum changes must be based on Pancasila and the 1945 Constitution (Saputri, 2014).

The current curriculum in Indonesia is the 2013 Curriculum. The theme of 2013 Curriculum development is a curriculum that can produce Indonesian citizens who are productive, creative, innovative, affective through reinforcement of the integrated attitude (spiritual and social), skill, and knowledge (Kemdikbud, 2014). The 2013 Curriculum is actually the revised version of the 2004 Competency-Based Curriculum (CBC) and 2006 School-Based Curriculum (SBC). It emphasizes more on building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic learning approach that benefits students' cognitive abilities (Kemendiknas, 2013 as cited in Putra, 2014). This curriculum is supposedly intended to minimize the drawbacks of SBC. Compared to the SBC, the 2013 Curriculum has changed in the forms of four standards, namely graduates' competence, content, process, and assessment.

In graduates' competence standard, the learning paradigm has shifted from "students know because they are taught by the teacher" to "students have a curiosity to get knowledge by themselves" (Kemdikbud, 2013 as cited in Bouaoune & Wijaya, 2017). It means that the students can be actively engaged in learning from many different sources. Meanwhile, in content standard, 2013 Curriculum is developed based on the competence. Unlike SBC, which had standard competence and basic competence, the 2013 Curriculum uses the terms of core competence and basic competence. There are four Core Competencies in 2013 Curriculum, namely (1) spiritual, (2) social, (3) knowledge, and (4) skill (Kemdikbud, 2014). These competencies intend to balance the use of soft skills referring to knowledge gained in the class and hard skills referring to spiritual and social aspects in reality.

Moreover, one significant change in the 2013 Curriculum is in the process standard. Here, this curriculum applies a scientific approach to the learning process to increase the students' creativity (Kemdikbud, 2014). In the scientific approach, there are five steps of thinking to get

the knowledge as follows. (1) Observing is the first step of the main activity, in which the students are asked to experience what will be learned so that they can be motivated to learn. (2) Questioning is an activity to get additional information by asking what is still unknown or unclear. (3) Experimenting is an activity aimed at getting more information from other sources outside the class exceeding the teacher and textbook. (4) Associating is an activity in which the students are motivated to make reasoning and conclusion of what they learn. (5) Networking is the last step of the main activity, in which the teacher manages the collaborative learning to actualize the students' knowledge. The last change is in the assessment standard. This standard's primary purpose is to evaluate the process and output by using the authentic assessment, which develops students' creativity. Here, the 2013 Curriculum uses the exam and non-exam (portfolio) based assessment.

Furthermore, the 2013 Curriculum is designed to anticipate modern learning. In the 21st century, there is a rapid advancement of Information and Communication Technology (ICT). English teachers face considerable challenges in teaching their students, not only to master English but also to live in the current era. Besides, they also have to equip their students with the 21st-century skills, which are better known as the four C's of the 21st-century skills in Indonesia, namely critical thinking, creativity, collaboration, and communication. Thus, students nowadays called "Generation Z" are expected to be familiar with those skills.

However, some teachers still think that it is complicated to implement the 2013 Curriculum in their daily teaching and learning process. Therefore, knowing the teachers' perception is essential to be discussed. As stated in Oxford Learner's Pocket Dictionary (2012), perception is defined as (1) the ability to perceive something; (2) the way of seeing or understanding something. Hence, teachers' perception in this study means what the teachers view and think about the 2013 Curriculum when they experience and implement it in the teaching and learning process.

Some previous studies investigated the teachers' perception of the implementation of the 2013 Curriculum. First, Darsih (2014) had researched one of the vocational high schools in Kuningan, and she revealed a result of the study that provided teachers, administrators, and government with empirical evidence on the implementation of the 2013 Curriculum and its benefits. Second, Zulhernanda (2018) investigated the teachers' perception on the application of the 2013 Curriculum for Elementary school in Medan. Third, Mitra & Purnawarman (2019) researched English teachers that could be an overview and correction about how the 2013 Curriculum was implemented in SMKN 2 Teluk Kuantan. According to the research's search and limitation, there is still little research about junior high school English teachers' perception of implementing the 2013 Curriculum. Therefore, the study investigates the junior high school English teachers' perception on the implementation of 2013 Curriculum in Kawunganten district, Cilacap regency.

The previous studies' differences with the current study are on the variable, subject of research, and research methodology. Those earlier studies are relevant to this research, so all of them can be used as references. Finally, the research question that guides this study can be formulated as: "How is the English teachers' perception on the implementation of 2013 Curriculum at junior high schools in Kawunganten district?"

2. Methodology

2.1 Research Design

The research employed a quantitative method with descriptive statistics. Sugiyono (2015) defined a quantitative method as a scientific method because it meets the scientific principles, namely concrete, objective, measurable, rational, and systematic. In addition, the research data are in the form of numbers, and the analysis uses statistics. Meanwhile, descriptive statistics are statistics used to analyze data by describing the data that have been collected as they are without intending to make general conclusions (Sugiyono, 2015).

2.2 Population and Sample

The study was conducted to find out the English teachers' perception on the implementation of 2013 Curriculum at junior high schools in Kawunganten district. Therefore, a purposive sampling technique was applied. Sugiyono (2015) stated that purposive sampling is a sampling technique with certain consideration, and it is included in the nonprobability sampling. There are four state junior high schools and five private junior high schools in Kawunganten district, Cilacap regency, Central Java. The respondents of the study were 14 English teachers from those nine junior high schools.

2.3 Data Collection

The researcher used a close-ended questionnaire to collect the data. As Suwartono (2014) stated, a questionnaire is often used for polls and surveys involving a vast population, and it can serve for description and measurement. The advantages of a close-ended questionnaire are (1) it is easier in scoring or quantifying, and (2) it facilitates the respondents easier to complete the questionnaire (Suwartono, 2014).

Moreover, the close-ended questionnaire contained 32 items used to find out the English teachers' perception on the implementation of the 2013 Curriculum at junior high schools in Kawunganten district. The respondents only chose one of the available options. The researcher adapted the questionnaire from the previous relevant researches. The questionnaire was distributed online through Google Form.

The researcher employed some steps to draw up the questionnaire by (1) defining the variable before constructing questions or statements and (2) determining the indicators that will be measured. Thus, the outline of the questionnaire is illustrated in the following table.

Table 1
The Outline of Questionnaire

Variable	Indicators	Number of Items	Total
English teachers' perception on the implementation of 2013 Curriculum at junior high schools in Kawunganten district	Perception and implementation of 2013 Curriculum	1-5	5
	Teaching administration	6-12	7
	Learning sources	13-18	6
	Learning implementation	19-23	5
	Scientific approach	24-27	4
	Assessment process	28-32	5
Total			32

2.4 Data Analysis

The data analysis technique used in this study was descriptive statistics. It means that the data were statistically analyzed and interpreted descriptively. Therefore, after collecting the data, the researcher counted and analyzed the data from the close-ended questionnaire statistically. After that, the data were computed in order to know the percentage. In this study, the researcher

used a five-point Likert scale for the questionnaire because it was recommended to better accommodate the responses. It can be seen in the following table.

Table 2
The Scoring of Likert Scale

No	Option	Description	Score
1	SA	Strongly Agree	5
2	A	Agree	4
3	N	Neutral	3
4	D	Disagree	2
5	SD	Strongly Disagree	1

Here, the researcher analyzed the data by using Microsoft Excel. At the last stage, the researcher concluded the data to provide a description of the English teachers' perception on the implementation of the 2013 Curriculum at junior high schools in Kawunganten district.

3. Result and Discussion

This research aimed to find out the junior high school English teachers' perception on the implementation of the 2013 Curriculum in Kawunganten district. Thus, to get the research result, firstly, the data from the questionnaire were calculated to get the percentage of each item. Here, the researcher applied the following formula in order to get the result.

$$P = \frac{f}{N} \times 100\%$$

where

P = percentage for a category,

f = frequency or number of response per category,

N = total number of respondents.

From the percentage, the researcher computed the mean of each indicator. After that, the researcher interpreted the calculation of data descriptively before referring to the conclusion. Based on the data analysis from Microsoft Excel, the researcher found several inventions of the English teachers' perception toward the implementation of 2013 Curriculum. In detail, the finding of each item's percentage for the English teachers' perception on the implementation of 2013 Curriculum is explained in the following table.

Table 3

English Teachers' Perception on the Implementation of 2013 Curriculum

Indicator	Item	Option					Indicator	Item	Option				
		SD	D	N	A	SA			SD	D	N	A	SA
		(%)	(%)	(%)	(%)	(%)			(%)	(%)	(%)	(%)	(%)
Perception and implementation of 2013 Curriculum	Q1	-	-	7	86	7	Learning implementation	Q19	-	-	-	43	57
	Q2	-	-	21	57	21		Q20	-	-	7	71	21
	Q3	-	-	-	79	21		Q21	-	-	-	86	14
	Q4	-	-	14	71	14		Q22	-	-	14	79	7
	Q5	-	-	14	79	7		Q23	-	-	7	64	29
Mean₁		-	-	11	74	14	Mean₄		-	-	6	69	26
Teaching administration	Q6	-	-	-	50	50	Scientific approach	Q24	-	-	7	86	7
	Q7	-	-	7	86	7		Q25	-	-	7	79	14
	Q8	-	-	-	71	29		Q26	-	-	21	71	7
	Q9	-	-	14	71	14		Q27	-	-	14	79	7
	Q10	-	-	14	79	7	Means		-	-	13	79	9
	Q11	-	-	29	71	-	A s s e s s m e n t	Q28	-	-	7	86	7

	Q12	-	-	14	64	21			Q29	-	-	-	79	21
Mean ₂		-	-	11	70	18			Q30	-	-	7	79	14
Learning sources	Q13	-	-	14	57	29			Q31	-	-	-	50	50
	Q14	-	-	14	71	14			Q32	-	-	7	71	21
	Q15	-	-	-	93	7		Mean ₆		-	-	4	73	23
	Q16	-	-	21	79	-								
	Q17	-	-	7	79	14								
	Q18	-	-	7	79	14								
Mean ₃		-	-	11	76	13								

Based on Table 3, the researcher concluded that generally, English teachers had a positive perception of implementing the 2013 Curriculum for all questionnaire indicators. It can also be seen from the table that no teacher chose "strongly disagree (SD)" and "disagree (D)" options. Further, the data analysis showed the result of each indicator as follows.

3.1 Perception and Implementation of 2013 Curriculum

From this first indicator, the researcher found that 11% of English teachers answered in neutral positions, 74% agreed with the statements, and 14% strongly agreed with the ideas. In detail, the researcher stated each item in the following explanation.

- Q1: For the first item, more than half of the English teachers agreed (86%) that they knew the 2013 Curriculum is an improvement of the previous curriculum. 7% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q2: For the second item, most teachers (57%) knew that the 2013 Curriculum aims to produce productive, creative, innovative, and effective humans. 21% of them answered neutral, and 21% of them strongly agreed with the statement.
- Q3: The third item was "I often exchange opinions with fellow teachers about the implementation of the 2013 Curriculum." No respondent answered neutral, 79% agreed, and 21% strongly agreed with the statement.
- Q4: For the fourth item, more than half of the teachers agreed (71%) that the 2013 Curriculum makes students more independent in learning English. 14% of them answered neutral, and 14% of them strongly agreed with the statement.
- Q5: The fifth item was "The implementation of the 2013 Curriculum effectively shapes the character of students." For the last item in the first indicator, the result showed that most of the English teachers agreed (79%) with the statement. 14% of them answered neutral, and 7% of them strongly agreed with the statement.

3.2 Teaching Administration

From the second indicator, the mean showed that 11% of English teachers answered in the neutral positions, 70% of them agreed with the statements, and 18% of them strongly agreed with the statements. In detail, the researcher discussed each item in the explanation below.

- Q6: The sixth item was "Before starting the lesson, I usually prepare the teaching administration first." Here, half of the teachers agreed (50%), and half of them strongly agreed (50%) with the statement.
- Q7: For the seventh item, most teachers (86%) developed a syllabus that the government implemented to suit the school conditions. 7% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q8: The eighth item was "The lesson plans that I have compiled are based on the syllabus." No respondent answered neutral, 71% agreed, and 29% strongly agreed with the statement.

- Q9: For the ninth item, more than half of the teachers agreed (71%) that they already understood the lesson plan components according to the 2013 Curriculum. 14% of them answered neutral, and 14% of them strongly agreed with the statement.
- Q10: The tenth item was "The lesson plans that I have compiled are based on the school and the students' conditions." Here, the result still showed that most teachers agreed (79%) with the statement. 14% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q11: For the eleventh item, most English teachers agreed (71%) that the lesson plans they had compiled could encourage students' participation in learning English." However, 29% of them stated neutral, and none of them strongly agreed with the statement.
- Q12: The twelfth item was "The lesson plans that I have compiled are in accordance with the objectives of the 2013 Curriculum." For the last item in this second indicator, the result showed that more than half of the teachers agreed (64%) with the statement. 14% of them answered neutral, and 21% of them strongly agreed with the statement.

3.3 Learning Sources

For the learning sources indicator, the data resulted in 11% of English teachers answered in the neutral positions, 76% agreed with the statements, and 13% strongly agreed with the statements. In detail, the researcher explained each item as follows.

- Q13: For the thirteenth item, more than half of the English teachers agreed (57%) that they used the government-issued textbook. 14% of them answered neutral, and 21% of them strongly agreed with the statement.
- Q14: For the fourteenth item, most teachers agreed (71%) that they used other books to support the government's textbook. 14% of them answered neutral, and 14% of them strongly agreed with the statement.
- Q15: The fifteenth item was "I have selected the learning sources adapted to basic competencies, lesson materials, and competency achievement indicators." No respondent answered neutral, 93% of the teachers agreed, and 7% strongly agreed with the statement.
- Q16: For the sixteenth item, more than half of teachers agreed (79%) that students could easily implement examples of activities in the textbook to the English learning process. However, 21% of them stated neutral, and none of them strongly agreed with the statement.
- Q17: The seventeenth item was "The teacher's handbook provides clear guidance on planning the learning process, applying scientific learning and authentic assessment." Here, most teachers agreed (79%) with the statement. 7% of them answered neutral, and 14% of them strongly agreed with the statement.
- Q18: The eighteenth item was "Textbooks and teacher's handbook help increase the effectiveness of the learning process." For the last item in the third indicator, the result still showed that 79% of the English teachers agreed with the statement, 7% of them answered neutral, and 14% of them strongly agreed with the statement.

3.4 Learning Implementation

In this indicator, the mean showed that 6% of English teachers answered in neutral positions, 69% agreed with the statements, and 26% strongly agreed with the statements. In detail, the researcher stated each item in the following explanation.

- Q19: For the nineteenth item, more than half of the English teachers strongly agreed (57%) that they implemented the learning process consisted of pre-activities, whilst-

- activities, and post-activities. No respondent answered neutral, but 43% of them only agreed.
- Q20: For the twentieth item, most teachers (71%) applied the learner-centred approach in the learning process. 7% of them answered neutral, and 21% of them strongly agreed with the statement.
- Q21: The 21st item was "I use learning models and learning methods that suit students' characteristics and English lesson materials." No respondent answered neutral, but most agreed (86%), 14% strongly agreed with the statement.
- Q22: For the 22nd item, more than half of the teachers (79%) connected the material to other subjects in their teaching. 14% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q23: The 23rd item was "I can take advantage of Information and Communication Technology (ICT) at school in English teaching and learning process." For the last item in the fourth indicator, the result showed that most teachers agreed (64%) with the statement. 7% of them answered neutral, and 29% of them strongly agreed with the statement.

3.5 Scientific Approach

For the scientific approach indicator, 13% of English teachers answered in the neutral positions, 79% agreed with the statements, and 9% strongly agreed with the statements. In detail, the researcher discussed each item in the explanation below.

- Q24: For the 24th item, more than half of the English teachers agreed (86%) that they had used a scientific approach in the teaching and learning process. 7% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q25: For the 25th item, most teachers (79%) agreed that they could encourage students to think critically, analytically, and accurately to identify, solve problems, and apply learning materials with scientific learning. 7% of them answered neutral, and 14% of them strongly agreed with the statement.
- Q26: For the 26th item, more than half of the teachers agreed (71%) that scientific learning could encourage and inspire students in learning. 21% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q27: The 27th item was "I formulate the learning objectives simply and clearly, but the presentation is attractive." For the last item in the fifth indicator, the result showed that most teachers agreed (79%) with the statement. 14% of them answered neutral, and 7% of them strongly agreed with the statement.

3.6 Assessment Process

As the last indicator, 4% of English teachers answered in the neutral positions, 73% agreed with the statements, and 23% strongly agreed with the statements. In detail, the researcher explained each item as follows.

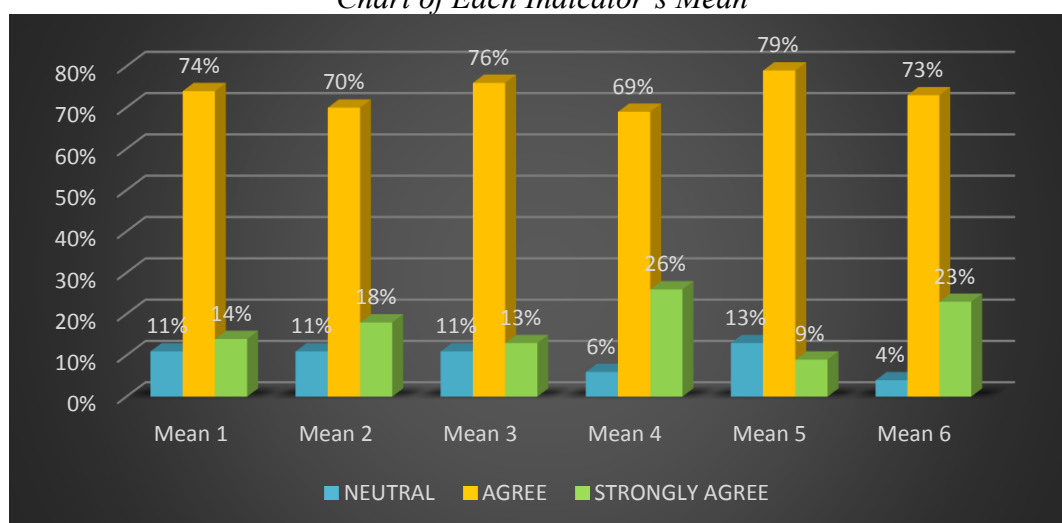
- Q28: For the 28th item, more than half of the English teachers agreed (86%) that the assessment instrument, which they had compiled, implemented the 2013 Curriculum assessment techniques. 7% of them answered neutral, and 7% of them strongly agreed with the statement.
- Q29: The 29th item was "I use a variety of scoring techniques." No respondent answered neutral, but most teachers agreed (79%) and 21% strongly agreed with the statement.
- Q30: The 30th item was "In the 2013 Curriculum, I understand that student assessments are a continuing process." More than half of the English teachers agreed (79%) with the statement. 7% of them answered neutral, and 14% of them strongly agreed with the statement.

Q31: The 31st item was "I assess the attitudes, knowledge, and skills of students." Here, half of the teachers agreed (50%), and half of them strongly agreed (50%) with the statement.

Q32: The 32nd item was "Authentic assessment can encourage students to be enthusiastic about learning." As the last item, most English teachers agreed (71%) with the statement. 7% of them answered neutral, and 21% of them strongly agreed with the statement.

From the previous table and the above explanation, the researcher visualized the data using a graphic organizer. Thus, the chart was used to describe each indicator's mean, and it can be seen as follows.

Figure 1
Chart of Each Indicator's Mean



4. Conclusion

The importance of curriculum for education has made Indonesia undergo several curriculum changes. It aims to achieve the educational goals in Indonesia. The 2013 Curriculum, as the latest national education curriculum, is also expected to realize these educational goals. Unlike the previous curriculum, the 2013 Curriculum applies a scientific approach to the learning process, emphasizes on building the students' characters, and anticipates the modern learning of the 21st century. Therefore, the English teachers face huge challenges in teaching English, and knowing their perception in implementing this curriculum has become the purpose of this study.

From beginning to end, this study aimed to find out the junior high school English teachers' perception on the implementation of the 2013 Curriculum in Kawunganten district. In this section, the researcher presented the research result's overall descriptions in a set of conclusions. Based on the finding, from five options for each item in the questionnaire, the options of "strongly disagree" and "disagree" were not found in the teachers' answers. Meanwhile, there were three options left, namely "neutral", "agree", and "strongly agree".

Considering the responses from the questionnaire, the junior high school English teachers in Kawunganten district have positive ideas about some issues related to the 2013 Curriculum, such as (1) perception and implementation of 2013 Curriculum, (2) teaching administration, (3) learning sources, (4) learning implementation, (5) scientific approach, and (6) assessment process. In conclusion, English teachers have a good perception toward the implementation of the 2013 Curriculum in Kawunganten district.

From those results, the researcher expects that all teachers can evaluate and improve their understanding of implementing the 2013 Curriculum. Besides, they should enhance their skills

in the teaching and learning process to implement this curriculum better. On the other hand, the government can pay more attention to the education condition evenly from cities to the villages and provide more infrastructures for the successful implementation of the 2013 Curriculum. Therefore, the goals of the national education curriculum in Indonesia can be accomplished. Finally, since the researcher conducted the current study in a relatively short time, for other researchers, it is expected to conduct related research better by allocating more plenty of time.

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