

## DAFTAR ISI

Efektivitas Model Pembelajaran Creative Problem Solving Dan Contextual Teaching And Learning Terhadap Kemampuan Pemahaman Konsep Matematis Mahasiswa FKIP UHN <i>Adi Suarman Situmorang</i>	1-13
Inovasi Pengembangan Metode <i>Double Loop Problem Solving</i> Pada Kemampuan Menulis Teks Anekdote <i>Beslina Afriani Siagian</i>	14-23
Keefektifan Pembelajaran Matematika Dengan Pendekatan Matematika Realistik Terhadap Kemampuan Pemecahan Masalah Matematika Siswa <i>Friska Bernadette Siahaan</i>	24-33
Pengaruh Prestasi Belajar <i>Micro Teaching</i> Dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa Dalam Program Pengalaman Lapangan (PPL) ProdiPendid. Matematika FKIP Unika St. Thomas SU <i>Arisan Candra Nainggolan</i>	34-44
Upaya Meningkatkan Kemampuan Pemahaman Konsep Fisika Pada Mata Kuliah Fisika Dasar I Melalui Penerapan Model Pembelajaran <i>Think Pair Share (TPS)</i> Berbantuan Media <i>Physics Education Technology (PHET)</i> T.A. 2016/2017. <i>Juliper Nainggolan<sup>(1)</sup>; Parlindungan Sitorus<sup>(2)</sup></i>	45-57
Pengaruh Model Pembelajaran Team Quis (Kuis Kelompok) Terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Kelas XI-IPS SMANegeri I Teluk Mengkudu <i>Lida Septiyani Sianipar</i>	58-67
An Error Analysis Of Fifth Semester English Department Students Of HKBP Nommensen University In Translating English Text Into Indonesian <i>Nurhayati Sitorus</i>	68-76
Analisis Faktor Dominan Yang Mempengaruhi Pemilihan Sekolah Swasta Untuk Tingkat SMA di Kota Medan <i>Rani Farida Sinaga</i>	77-86
Teachers' Perceptions About The Implementation Of Curriculum 2006 (KTSP) and Curriculum 2013 at SMP Swasta HKBP Nommensen Pulo Brayan Medan <i>Sahlan Tampubolon</i>	87-98
Penerapan Strategi Pembelajaran Bbm (Berpikir, Berbicara, Menulis) Untuk Meningkatkan Aktivitas Mahasiswa Di Prodi Pendidikan Matematika FKIP Universitas HKBP Nommensen T.A.2016/2017. <i>Simon Panjaitan</i>	99-109

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# JURNAL SULUH PENDIDIKAN

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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*Friska Bernadette Siahaan* 24-33
- Pengaruh Prestasi Belajar *Micro Teaching* Dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa Dalam Program Pengalaman Lapangan (PPL) Prodi Pend. Matematika FKIP Unika St. Thomas SU  
*Arisan Candra Nainggolan* 34-44
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*Juliper Nainggolan<sup>(1)</sup>; Parlindungan Sitorus<sup>(2)</sup>* 45-57
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*Lida Septiyani Sianipar* 58-67
- An Error Analysis Of Fifth Semester English Department Students Of HKBP Nommensen University In Translating English Text Into Indonesian  
*Nurhayati Sitorus* 68-76
- Analisis Faktor Dominan Yang Mempengaruhi Pemilihan Pemilihan Sekolah Swasta Untuk Tingkat SMA di Kota Medan  
*Rani Farida Sinaga* 77-86
- Teachers' Perceptions About The Implementation Of Curriculum 2006 (KTSP) and Curriculum 2013 at SMP Swasta HKBP Nommensen Pulo Brayan Medan  
*Sahlan Tampubolon* 87-98
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*Simon panjaitan* 99-109



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## TEACHERS' PERCEPTIONS ABOUT THE IMPLEMENTATION OF CURRICULUM 2006 (KTSP) AND CURRICULUM 2013 AT SMP SWASTA HKBP NOMMENSEN PULO BRAYAN MEDAN.

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### ABSTRACT

*This study deals with teachers' perception about the implementation of Curriculum 2006 (KTSP) and Curriculum 2013. The objective of this study is to find out how the teachers' perception about KTSP and Curriculum 2013. This study is a descriptive qualitative research with 20 teachers as respondents. The data are collected by administering questionnaire to be done by the participant. Findings of this research shows that the teachers' perception about curriculum 2006 is higher than perception in curriculum 2013.*

*Keywords: Perception, KTSP, Curriculum 2013.*

### INTRODUCTION

Curriculum is a basic thought or idea and as reference material used to form a good and useful learning. According to UU No. 20 of 2003 "curriculum is a set of plans and regulations regarding the purpose, content, and teaching materials and methods used to guide the learning event organizers to achieve the goal of national education. In addition, the curriculum is also used as a plan drawn to expedite the learning process under the supervision and responsibility of the school or educational institution as well as teaching staff. If a school has a good curriculum, the educational process is in the running in accordance with what is desired.

Nasution, S. (1989) stated that in Indonesia, at least had a miraculous times are changing and the development of

curriculum, its problem in 1947 curriculum used is the curriculum Leer Plan, in 1952 the curriculum used is the Lesson Plan Unraveling curriculum, and to date back to the 2006 Curriculum (KTSP) after being put on the latest curriculum and Curriculum 2013. Changes in curriculum development is considered the general public is government regulation as yet until a few years of the curriculum is applied, the government has set a new curriculum.

Based on the background of the study, the problems of the study can be formulated as: 1) How are the teachers' perceptions about the implementation of curriculum KTSP? 2) How are the teachers' perceptions about the implementation of curriculum 2013? In line with the problem, the objectives of the study is : 1) To find out what are the teachers' perceptions about the



implementation of curriculum KTSP. 2) To find out what are the teachers' perceptions about the implementation of curriculum 2013.

Bodenhuasen and Hugenberg (2009) say that there are two processes in perceptions, are: 1) The term bottom-up (or data-driven) essentially means that the perceiver starts with small bits of information from the environment and combines them in various ways to form a percept. A bottom-up model of perception and pattern recognition might describe your seeing edges, rectangular and other shapes, and certain lighted regions and putting this information together to "conclude" you are seeing the scene outside your window. 2) Top-down (also called theory-driven or conceptually driven) processing, the perceiver's expectations, theories, or concepts guide the selection and combination of the information in the pattern-recognition process.

Vernon (1962) defines that the way human beings derive meaning through the senses, including ears, eyes and touch is what makes man to stand out from the rest of the animate beings. Owing to the complexity of deduction depending on what the senses perceive, different kinds of interpretations emerge. It is these that form the different types of perception in psychology that include a

modal, color, depth, form, speech, harmonic pitch and rhythmic perceptions. 1) A modal Perception. A modal perception is one of the most recognizable types of perception in psychology. It is the observation and interpretation of things in terms of depth and motion; 2) Color Perception. Color perception, on the other hand, describes the way the visual senses, denoting the eyes, observe hues and contextualize them in the environment; 3) Speech Perception. The other types of perception in psychology include those that interpret verbal output. Speech perception, for one, helps in not only understanding one another, but deducing meaning from mere sounds.; 4) Harmonic Perception. Harmonic perception, on the other hand, owes to the understanding that the ear usually perceives inter-related notes, as one, to create meaning in sounds; 5) Rhythmic Perception. Rhythmic perception also follows the same theories in its interpretative methodology, whereby the ear gets into a groove by practically responding to it; 6) Depth Perception. Depth perception also acts as one of the types of perception psychology. It relates to the way the human eye identifies and contextualizes things in space; 7) Form Perception. Finally, form perception indicates the contextualization of particular objects in a given environment, whereby the eyes sees them as primarily 2-D and at times as 3-D depending on the way of their placement. It is also the understanding of



what characterizes the inner and outer core of an object.

According to Harsono, et al (2003), there are 4 (four) models of curriculum, they are: 1) Sequential Model of Curriculum. The change and development curriculum must follow step by step, like: make objective (s), determine the learning experiences, determine the organization of Learning Experiences, and determine system of evaluation; 2) Sequential Model with Feedback. The change and development curriculum almost same with the first model, but in this model after we do system of evaluation we make also feedback so that we can check and revision the curriculum; 3) Dynamic model of curriculum development. The change and development curriculum can we make from random components, not only from determine the objective and the most important is the component is more comprehensive and not linier; 4) Interactive people – centered model of curriculum development. In this model, the change and development curriculum involve “context” or society so that the curriculum can blossom. The curriculum affect the society where is the curriculum implemented and society also involve the development of curriculum.

According to Mulyasa (2008), there are some things that are important in

Curriculum 2006 (KTSP), are: 1) The school is aware of strengths, weaknesses, opportunities, and threats to him so that he can optimize the utilization of the available resources to promote its institutions. School knows the needs of the institution, particularly the educational inputs that will be developed and utilized in the educational process in accordance with the level of development and the needs of learners. 2) Decisions are made by the school better suited to meet the needs of the school because the school is the most know what is best for her school. 3) The involvement of all citizens and communities in schools and curriculum development creates transparency and a healthy democracy, as well as more efficient and effective when controlled by the local community. 4) Schools can be responsible about the quality of education of each to the government, parents of students, and the community at large, so that he will do everything possible to implement and achieve the objectives of KTSP. 5) Schools can do a fair competition with other schools to improve the quality of education through innovative efforts with the support of the parents of learners, communities, and local government. 6) Schools can rapidly respond to the aspirations of society and



rapidly changing environment, as well as accommodate the KTSP.

According to Mulyasa (2003) characteristics of curriculum 2006 (KTSP) are: 1) Have a vision and mission that is developed based on potential, conditions, and requirements of the educational unit concerned, 2) Teaching and learning activities centered on learners, develop creativity, creating favorable conditions, challenging and contextual, 3) The classroom-based assessment is internal as part of the learning process and oriented competence and mastery learning benchmark obtained through various means, test and non-test, a collection of student work, work, assignments, performance, and written test, 4) Management of the educational unit is more "school-based management" to: achieving the vision and mission of the school, the development of the curriculum by the school, empowering educational and other resources, horizontal collaboration with other schools and school committees and professional organizations as well as vertical collaboration with offices and boards of education.

According to Nia Lovita, (2012) curriculum KTSP, teacher demanded to prove their professionalism and they are required to develop a lesson plan based on the core competencies that have been

explored and developed by learners. The task of the teacher is not shedding and supply learners with a wide range of science, but they serve as a motivator, mediator and facilitator of learning (implementation of the net). Implementation curriculum KTSP is how to convey messages to students to establish their competence in accordance with the characteristics and capabilities of each. The task of teachers in the implementation of KTSP is to provide ease of learning (facilitate of learning) to students, so that they are able to interact with the external environment resulting in a change of behavior in accordance with the Content Standards set out in (SI) and Graduate Competency Standards (SKL). In the implementation of educational level curriculum, learning is not solely the responsibility of the teacher but is a shared responsibility between teachers, principals, school committees and community even so the builder for these components are guidelines that must be met in the effective implementation of the KTSP.

Curriculum 2013 is a series of a series of improvements to the curriculum that has been initiated in 2004 which then forwarded to the competency-based curriculum, 2006 (KTSP). According to the Minister of Education and Culture, Prof. Ir. Muhammad Nuh, asserted that the



curriculum in 2013 with more emphasis on competency-based competency thinking attitudes, skills, and knowledge.

Curriculum 2013 also have have some characteristics, are: 1) For the teacher, the teacher demanded knowledgeable and finding out as much as much of his knowledge, because students today have been easier to find information freely through the development of technology and information; 2) For students, more students are encouraged to have a responsibility to the environment, interpersonal skills, interpersonal, and have the ability to think critically in order to shape the generation of productive, creative, innovative, and affective.

In the process of learning in the curriculum in 2013, it is expected of students are able to explore the knowledge that exists within her so that he can add his own insight. In other words, the learning process is called by students centered. In 2013 this curriculum, students are expected to be more active in the learning process, either in the classroom or outside the classroom. The student activity can accelerate the learning process in class. In addition, implementation of the curriculum in 2013 depends on how the head and the school set up and run the curriculum. In 2013 teachers' curriculum are expected to have a deeper knowledge of all areas of

the science, technology, and also art and culture. Teachers who are less qualified to develop themselves or not considered difficult to bear competent graduates. Moreover, the presence of a teacher cannot be replaced by other factors so as to improve the quality of education, efforts enhancements to the quality of teachers should always be performed continuously. In 2013 the curriculum is the most preferred aspect is an active learning process. Baswedan, (2014)

Learning the scientific approach is a learning process that is designed so that learners actively construct concepts, laws or principles through the stages observed, (to identify or locate the problem), to formulate the problem, propose or formulate hypotheses, collect data with a variety of techniques, analyze the data, draw conclusions and communicate concepts, laws or principles are found (Imas Kurniasih, 2014). The implementation of this approach focuses on five important aspects, namely observed (observing), ask (questioning), try (experimenting), reasoning (associating) and communication (communicating). Five of these aspects have to actually look at the implementation of learning in the field.

*Observing (observing).* Learning have tended to do with the lecture method. There is nothing wrong with this method,



the lecture method is the basis for carrying out each activity. In Curriculum 2013 lecture method is not forgotten, just reduced proportion. Students are forced to be more active in every issue. Observe the process of the student to the problems that are taught. The process is very important to observe, in which students bring dreams into reality. Students are no longer dreaming in every lesson, students already see the process that led teachers experiment before trying. *Ask (questioning)*. The process of asking are no longer new. Students who do not dare to ask for the school will continue froze until graduation. Active students will continue to ask the question asked does not know. This enabled students charged in the Curriculum 2013. The process does not have to open a session to ask questions. Students have the right to ask any question that he did not know that the obvious explanation. Question students will measure the extent of their ability to absorb the material being taught. *Try (experimenting)*. Implementation of the 2013 curriculum requires students to try their own, directly involved in the problems presented by the teacher. Try going to make students aware that the teaching material is important in their daily lives no longer pursue value. Students who tried to be understood that the

material is useful for teachers taught them. *Reasoning (associating)*. The hardest part for most students. Students are required to be able to understand properly the subject matter taught teachers. Understanding students are not half-half, which led to doubts in themselves. Reasoning process is then made students digest well, sort of good and evil, then get a conclusion. Not easy to make sense of a teaching material when lessons are taught against them. However, students will easily digest the learning if students are able to concentrate on ongoing learning. *Communication (communicating)*. The last thing required in the Curriculum 2013 is communicating all the problems. So that students are able to understand and execute properly teaching materials in everyday life.

In real life, it can be shown that some ideas of the problems facing education today. In 2014, the ministry of education set two (2) takes place in the curriculum of the schools, the 2006 Curriculum (KTSP) and Curriculum 2013. The situation can happened because not all teachers in Indonesia had had good knowledge and skill about technology especially in village. They can not use the technology, while the new curriculum asks teachers to use it when teaching learning process. Curriculum 2006 (KTSP) is one form of education reforms that give greater





autonomy at any educational institution to develop a curriculum in accordance with the potential, demands, and needs of each, while the curriculum in 2013 is a series of series of improvements to the curriculum that has been initiated in 2004 based competence (KBK) and then forwarded to the curriculum 2006 (KTSP). Curriculum 2006 (KTSP) is an idea about the development of curriculum that is the position is closest to the learning process, like school and education process (Mulyasa, 2008). Where each curriculum has very significant differences, so that teachers are not so easily accept the curriculum changes. At curriculum 2006 (KTSP), teachers are required only as a motivator, facilitator, and gave a lecture to students; while in Curriculum 2013, teachers are expected to be able to use technological tools, have skills in various fields, in order to help the learning process.

### RESEARCH METHOD

This study was conducted by using descriptive qualitative research. In this research, the teachers' answers upon the provided questionnaire and analyzed in a descriptive form in order to see the teachers' perceptions about implementation of Curriculum KTSP and Curriculum 2013. Based on this research, the researcher wants to know the teachers' perceptions about implementation of

Curriculum KTSP and Curriculum 2013 by giving a questionnaire to the teachers. The participant and place of the research will be all of teachers in SMA Swasta HKBP Nommensen Medan, there are twenty (20) teachers. The researcher divided the participants into two (2) groups because there are two curriculum will they answer. The data will be collect from the questionnaire. The researcher chooses all of teachers in SMA Swasta HKBP Nommensen Medan because they are still use two (2) curriculums in teaching learning process.

This research is used to know the teachers' perceptions about implementation of Curriculum KTSP and Curriculum 2013. Therefore the instrument of collecting data will be questionnaire toward the teacher answer. Typically provided five options scale with a format like:

#### A. Question Positive (+)

Score 1. Strongly Disagree

Score 2. Disagree

Score 3. Neutral / Enough

Score 4. Agree

Score 5. Strongly Agree

#### B. Question Negative (-)

Score 1. Strongly Agree

Score 2. Agree

Score 3. Neutral / Enough



Score 4. Disagree

Score 5. Strongly Disagree

**Table 2** The Scoring of the Favorable and Unfavorable items

Favorable items		Unfavorable items	
Answer	Score	Answer	Score
a.Strongly agree	5	a.Strongly disagree	1
b.Agree	4	b.Agree	2
c.Neutral	3	c.Neutral	3
d.Disagree	2	d.Disagree	4
e.Strongly disagree	1	e.Strongly agree	5

The procedure of data collection is conducted by doing observation situation. This step is conduct observation the situation in teaching learning process. The observation of the situation sheet focuses on what happen in the classroom during teaching-learning process. It is conduct to find out what is the teacher teaches students by using each curriculum. After they teach students, the writer gives the questionnaire to the teachers in order to know their perception about implementation of curriculum KTSP and curriculum 2013. And then the writer also interview some teachers and the reasons of the teachers can make the data is valid.

Character education on curriculum 2013 aimed to improve the quality processes and outcomes of education, which leads to the formation of character and noble character of students as a whole,

integrated and balanced, in accordance with competency standards in each educational unit. In this case, it is expected through the implementation of character education curriculum based on 2013 learners are able to be independently increase and use the knowledge, study and internalize and personalize the values of character and noble character so manifest in daily behavior. The students are also provided with intelligence spiritual (religious) are characterized by simple activities in a school environment. Start and end of learning English with prayers according to religion and belief respectively.

Overview of the implementation of character education based curriculum 2013 throughout in accordance with each respondent answers on 20 questions that question number 1 until 20 in the questionnaire can be seen.

The data analysis in this study is questionnaire about teachers' perception about implementation of curriculum 2006 (KTSP) and curriculum 2013. There are two tables of the data which were answered such as distribution of respondents based on alternative answer options and the data score of teachers' questionnaire.



From the table above it is known that the distribution of teachers' answers based on the selected answer choices, so that the data can be processed from the responses were given a choice of score. In the table selection option A, B, C, D and E in the given score matches the score of each option with a score such as A score 5, B with a score 4, C with a score 3, D with a score 2 and E with a score 1 in which the question questionnaire there are positive and negative, negative rated each option with a score that is A with a score 1, B with a score 2, C with a score 3, D with a score 4 and E with a score 5.

**Tabel 3** The Data Score of Implementation of Curriculum 2006 (KTSP) Questionnaire

NO	Teachers' Perceptions about Implementation of Curriculum 2006 (KTSP) Score Teachers		
	(X)	(f)	f.X
1	70	1	70
2	72	1	72
3	73	2	146
4	76	2	152
5	77	1	77
6	80	1	80
7	84	1	84
8	86	1	86
Total	618	10	767

$$\bar{X} = \frac{\sum x}{N} = \frac{767}{10} = 76.7$$

Teachers' perception about the implementation of curriculum 2006 (KTSP) is 76.7 with the average score is 76.7. The lowest score is 70 and the highest score is 86. Based on the result of the data, teachers' perceptions about implementation of curriculum 2006 (KTSP) is 76.7 (High).

**Table 4** The Data Score of Implementation of Curriculum 2013 Questionnaire

NO	Teachers' Perceptions about Implementation of Curriculum 2013 Score Teachers		
	(X)	(f)	f.X
1	68	1	68
2	75	2	150
3	76	2	152
4	80	1	80
5	81	1	81
6	83	2	166
7	84	1	84
8	547	10	781
Total	618	10	767

From the above table, it can be concluded that :

$$\bar{X} = \frac{\sum x}{N} = \frac{781}{10} = 78.1$$

From the table 4.4 it is found that teachers' perception about implementation of curriculum 2013 is 781 or sufficient. The average score is 78.1 with the lowest score 68 and the highest score is 84. Based on the result of the data, teachers'



perceptions about implementation of curriculum 2013 is 78.1 (sufficient).

Based on the result of the questionnaires about teachers' readiness in implementing Curriculum 2013 and KTSP, the teachers' readiness in implementing Curriculum 2013 was not as good as the implementation of curriculum 2006. The curriculum was used to guide the organization of learning activities to achieve specific educational goals. The Curriculum 2013 aims to prepare Indonesian that have the individual ability and citizens who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state, and globalization era. The Curriculum 2013 was hoped to make Indonesian education will be better, especially for learners, educator, and many others. The design of renewal curriculum is predictably still drive the teaching English in Indonesia to focus on students as the real target of the teaching learning process.

Research Findings and discussion

In this study, the writer found that there are some significant differences between KTSP and Curriculum 2013 in English subject assessment systems. After analyzing it, the writer found that actually the differences prevail for all subjects but because the writer only focused to the English subject, the writer made the

examples of it. There are three points that point out the significant differences; they are assessment techniques and kinds of instrument, school report card, and tabulation of value. It can be seen that the assessment system of English subject in KTSP tends to focuses on cognitive domain, however, The assessment in curriculum 2013 focuses in accessing students in affective, cognitive, and psychomotor domains simultaneously. Here are some strengths and weaknesses of KTSP and Curriculum 2013 in English subject assessment system as the following:

Table 5. The Strengths and the Weakneses of Curriculum KTSP and Curriculum 2013

Table with 2 columns: The Curricula and Strengths/Weaknesses. Rows include KTSP and Curriculum 2013.



After doing the research and got the score from the questionnaire, the following findings are noted:

1. The teachers' perceptions about the implementation of curriculum 2006 (KTSP) is high, because KTSP is a good and correct curriculum to apply in teaching learning process. Actually, KTSP has been applied before at school and the teachers understand more to apply the curriculum.
2. The teachers' perceptions about the implementation of curriculum 2013 is sufficient. In curriculum 2013, teachers must be able to use computer and make good power point. So, the teachers are able to show the topic to the students while teaching learning process. The factors that influence the implementation of curriculum 2013 are: technological development, the difficulties in making lesson plan, the difficulties to apply scientific approach, and less training to the teachers about the curriculum.

After calculating the questionnaire score of teachers' perceptions about curriculum KTSP and curriculum 2013, it can be concluded that the teachers' readiness in curriculum 2013 is lower than the teachers' readiness on curriculum 2006 (KTSP).

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