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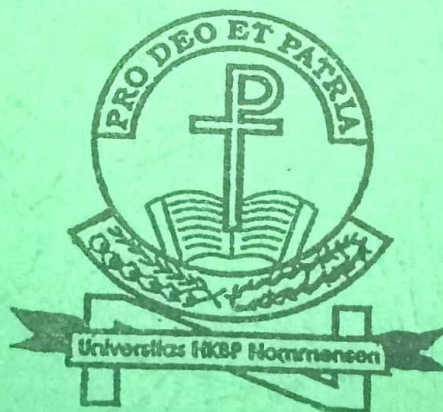 TEACHERS' PERCEPTIONS ABOUT THE IMPLEMENTATION OF CURRICULUM 2006 (KTSP) AND CURRICULUM 2013 AT SMP SWASTA HKBP NOMMENSEN PULOBRAYAN MEDAN

LAPORAN PENELITIAN

Oleh:
Sahlan Tampubolon, M.Hum

LEMBAGA PENELITIAN
UNIVERSITAS HKBP NOMMENSEN MEDAN
2017

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Hari/Tanggal	: **Sabtu, 3 Desember 2016**
Tempat	: **SMP HKBP Nommensen Pulo Brayan, Medan**

Demikian kami sampaikan atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Hormat kami,
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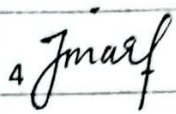|		
Hari/Tgl	:	Sabtu, 03 Desember 2016
Tempat	:	SMP Swasta HKBP Nommensen Pulo Brayan Medan
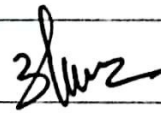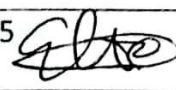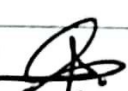
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Kepala SMP Swasta HKBP P. Brayan

Dra. Maruwina

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   Jabatan : Pel. wkaprodi B. Inggris

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   NIDN : 0115086701   of curriculum 2006 (KTSP)
   Prodi :   and curriculum 2013
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   Nommensen Medan.

yang selanjutnya disebut sebagai PIHAK KEDUA.

Pihak kedua telah selesai melaksanakan Seminar Hasil Penelitian Intern Biasa sesuai prosedur dan mekanisme dari Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas HKBP Nommensen

Demikian berita acara ini dibuat dengan sebenar-benarnya.

PIHAK KEDUA
Ketua Peneliti

Sahlan Tampubolon.
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PIHAK PERTAMA
Ketua Prodi

Sahlan Tampubolon, M. Hum
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PRODI PENDIDIKAN BAHASA INGGRIS

Judul Penelitian: Teachers' Perception about ~~Curriculum~~ _The implementation_ Curriculum 2006 (KTSP) and Curriculum 2013 at SMP Swasta HKBP Nommensen Pulo Brayan Medan.

No.	Nama	Jabatan	Tanda Tangan
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2.	Kammer Sipayung	Dosen / Reviewer I	_(signed)_
3.	Nurhayati Sitorus	Dosen	_(signed)_
4.	Febrika Dwi Lestari	Dosen	_(signed)_
5	Jubil Ezer Sihite	Dosen	_(signed)_
6	Henni Triana Sinaga	Dosen	_(signed)_
7.	**Fenty Debora Napitupulu**	**Dosen** / Review II	_(signed)_
8	ALIda	LPPM	

~~wers~~ I :

Mohon memper baiki referensi penelitiannya, pak.

Give more explanations about the difference between curriculum 2006 and curriculum 2013 in chapter II.

Medan,   Februari 2017

Wakil Dekan Khusus Bid. Akademik

(signature and stamp: UNIVERSITAS HKBP NOMMENSEN)

Drs. Juliper Nainggolan, M.Si

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

LAPORAN PENELITIAN

Oleh:
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LEMBAGA PENELITIAN
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2017

ACKNOWLEDGEMENTS

ABSTRACT

TEACHERS' PERCEPTIONS ABOUT THE IMPLEMENTATION OF CURRICULUM 2006 (KTSP) AND CURRICULUM 2013 AT SMP SWASTA HKBP NOMMENSEN PULOBRAYAN MEDAN. Sahlan Tampubolon, 2017

This study deals with teachers' perception about Curriculum 2006 (KTSP) and Curriculum 2013. The objective of this study is to find out 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 administrating 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.

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Education is a very important and significant factors in a human life. Having a good education, someone also has good mindset and attitude. With a good mindset, he can assemble and achieve his goals in the future. Similarly, the good attitude that someone will assist and strengthen his social relationship with each other. Through the mindset and attitude of a person, other people can judge us whether we deserve to be called an educated person or not.

Indonesian government in helping services in the field of education has been organizing various programs and support for the nation's children, among them: compulsory 12 years, BOS, scholarships, assistance to underprivileged students, etc. Through these programs and supports, Indonesia's next generation will be able to competition in real life. Thus the next generation of Indonesia can establish and build own country in accordance with the ideals of the Indonesian people through education actually obtained. Good education would also must have a systematic and factors that are inside. One of the contributing factors for the creation of a good education is the curriculum. The 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 seen 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.

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. And also according to the society "Change Ministry of Education-Curriculum Change" and the fact that is accepted by society, especially during this school. This curriculum changes and developments made in order to create a quality education and are able to follow the times. And through the change and development of this curriculum also was emerging issues facing education today are very vulnerable.

In real life, the writer can give 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 yhe development of curriculum that is the position is closest to the learning process, like school and education process (Mulyasa, 2006). 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. The difference is what makes teachers confused to implementing of each curriculum. The curriculum could take place if the school, especially the principals and teachers understand how to actually implement the curriculum. If a teacher does not know for sure about the curriculum in force, it can be said he failed in his duties.

Based on the above explanation, the writer concludes that the curriculum can run well when principal and teachers are doing training on the curriculum that is being taken place in order to assist teachers in implementing the curriculum in schools respectively and the teachers have to understand about the curriculum because the curriculum is important point in educational field. Through the problems being faced by the education that takes place on the curriculum, the writer conducted a study on how the teachers' perceptions about the implementation of curriculum 2006 (KTSP) and curriculum 2013 in SMA Swasta HKBP Nommensen Medan.

1.2 The Problems of The Study

Based on the backgroud 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?

1.3 The Objectives of The Study

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.

1.4 The Scope of The Study

Regarding to the background of the study above, this research focuses on the teachers' perceptions about implementation of curriculum KTSP and curriculum 2013. The writer analyze the teachers' in SMA Swasta HKBP Nommensen Medan, there are 20 teachers at the school, and writer divided the teachers into two (2) groups because the teachers must give their perceptions about two curriculums. The two (2) groups are: ten (10) teachers for their perceptions about implementation of curriculum 2006 (KTSP) and ten (10) teachers more for their perceptions about implementation of curriculum 2013.

1.5 The Significances of The Study

The   findings of the study are expected to be useful for:

1. For the writer are able to understand teachers' perceptions about the implementation of curriculum KTSP and curriculum 2013.

2. For teachers will realize the curriculum is important to teaching learning process.

3. For English Department students, as for the enrichment of their thesis and realize the influence of teachers' perceptions about the implementation of curriculum KTSP and curriculum 2013.

4. For further research, it is used to work on the related topics.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Theoretical framework of this thesis is presented and discussed as the following:

2.1.1 The nature of Perception

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organ. Also perception is linked to action in some fairly obvious ways to navigate the environment, manipulate objects, and interact with other. In to make one perception we must able to perceive external stimuli and use perceptual input for motor guidance. According to Prinz (1997) in Bodenhuasen and Hugenberg (2009), the connection between perception and action are sufficiently intimate that some theorists have postulated that both systems rely on the same underlying representation.

Branca (1965) in D. Pasaribu (2014) said that perceptions are orientative reactions to stimuli. They have in past been determined by the history and the present attitude of the perceiver. While Wagito (1981) in D. Pasaribu (2014) said that perception is as psychological process of seeing and the last process of consciousness. Perception in humans describes the process whereby sensory stimulation is translated into organized experience. That experience, or percept, is the joint product of the stimulation (e.g light waves and sound waves) and their

associated percepts suggest inferences that can be made about the properties of the percept process; theories of perceiving then can be developed on these inferences. Because the perceptual process is not itself public or directly in experience), the validity of perceptual theories can be checked only indirectly.

Perception, naturally is the process of one's assessment to a particular object. Therefore, perception is seeing activity, integrating and giving assessment on physical object and social object as well, and the seeing activity based on physical and social stimuli, which exist in the environment. Sensations of environment will be worked together with things learned before expectations, value, behavior, memory etc.

2.1.1.1 Process of Perceptions

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. That is, you would form a perception from only the information in the distal stimulus.

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. For example, a "top-down" description of the scene-outside-your-window example

might go something like this: You knew you were in your dorm room and knew from past experience approximately how close to the window the various trees, shrubs, and other objects were. When you looked in that direction, you expected to see trees, shrubs, walkways with people on them, a street with cars going by, and so on. These expectations guided where you looked, what you looked at, and how you put the information together.

2.1.1.2 Types of Perception in Psychology

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 amodal, color, depth, form, speech, harmonic pitch and rhythmic perceptions.

1. 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. For instance, even if one sees only three points in a triangular object, he or she knows that the object is three-dimensional and that there are hidden points on the other side.

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. For example, by interpreting blue as the color of depression, the eyes will tend to always attribute all things of this tinge to be melancholic.

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. It also indicates the mechanical arrangement of the vocals when another person speaks which means that the listener interprets the speech through the phonetics such as syllables to create meaning.

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. For instance, riffs in a guitar mixed with those of other instruments lead to interpretation of the music as a single output that is simple to listen to rather than one that actually consists of different notes.

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. For instance, one can easily listen to a beat while humming along to it or tapping along as it continues courtesy of its rhythmic harmony.

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. For instance, though the naked eye cannot see the end of a tunnel, it interprets its possible depth through past experiences such as scientific measurements to know how deep the tunnel can be.

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. After seeing an orange, one immediately knows that it is round and has a rough texture on the skin that protects the soft interior.

2.1.2 The Nature of Curriculum

In education, a curriculum is broadly defined as the totality of students experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in term of the educator's or school's intructional. According to Webster New International Dictionary (1953) in Harsono, et al (2003) said that " curriculum is a specified fixed course of study, in school or college as one leading to a degree". It means that the curriculum as pedagogy and basic to make the teaching learning process is good at school.

In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. It means that the curriculum is a key when students want to do anything in the class. In curriculum, not only about intellectual is the most important, but also about emotional and social. Emotional and social someone can we know from their activity, if they have good education, they also have good emotional and social.Curriculum is a planned and organized

series of learning experiences and activities to be made available to students to achieve defined educational objectives (Timisela Luhulima et al,. 1987).

2.1.2.1 Factors of Curriculum Development

According to Nasution (1989) there are six factors of curriculum development, are:

1. The purpose of national education philosophy and serve as the basis for formulating institutional purposes which in turn form the basis for formulating a set of educational objectives of the curriculum

2. Social and religious culture prevailing in our society

3. The development of learners, which refers to the characteristics of the development of learners

4. The state of the environment, which in its broadest sense includes human environment (interpersonal), including the cultural environment of science and technology (cultural), and the environment (biotechnology), as well as the natural environment (geo ecology)

5. The need for development, which includes the needs of economic development, the livelihoods of the people, law, defense, and so on

6. The development of science and technology appropriate and humane value system and culture of the nation.

2.1.2.2 Models of Curriculum

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.

2.1.2.3 The Principles of Curriculum Development

According to Oemar Hamalik (2008), Curriculum development based on the following principles:

1. The Principle of Goal - Oriented

Curriculum development aimed to achieve certain goals, which starts from the national education goals. The purpose of curriculum contains aspects of knowledge, skills, attitudes, and values; which in turn foster a change of behavior of learners that includes such aspects.

2. The Principle of Relevance

Curriculum development which includes objectives, contents and delivery systems must be relevant to the needs and circumstances of society, the level of development and the needs of students, and in harmony with the development of science and technology.

3. The Principle of Efficiency and Effectiveness

Curriculum development should be considered in terms of efficiency in the utilization of funds, time, energy and resources are available in order to achieve optimal results.

4. The Principle of Flexibility

Flexible curriculum is adapted, modified, supplemented or reduced based on the demands and ecosystem state and local capabilities, so it is not static or rigid. The curriculum flexible because the material in one curriculum can added and make the curriculum be better.

5. The Principle of Continuous (Continuity)

Curriculum based on an ongoing basis, meaning the parts, aspects, materials, and study materials are arranged in sequence, cannot be separated-off, but to each other have significant functional relationship, in accordance with the level of education, the structure of the educational unit, the level of development students. Curriculum changes and development because our government want continue the curriculum, new curriculum means good education.

6. The Principle of Balance

Preparation of the curriculum so that the balance and functional proportionally between the various programs and sub - programs, among all subjects, and between aspects of behavior they want to develop.

7. Principle of Equivalent

The curriculum is designed and implemented based on the principle of equivalent. Integrated planning starts from the problem or topic and consistency between its elements. With this integration is expected formation of rounded personal and intact.

8. The Principle of Quality

Curriculum development oriented quality education and quality of education. Quality education means the implementation of quality learning, the quality of education being oriented the quality of educational outcomes. Quality education is determined by equal quality of teachers, teaching and learning activities, equipment / media quality.

2.1.2.3 Kinds of Curriculum in Indonesia

There are 10 (ten) kinds of curriculum in Indonesia, namely:

1. Curriculum 1947,
2. Curriculum 1952,
3. Curriculum 1964,
4. Curriculum 1968,
5. Curriculum 1975,
6. Curriculum 1984,
7. Curriculum 1994,
8. Competence Based Curriculum (KBK) 2004
9. Curriculum 2006 (KTSP)
10. Curriculum 2013

2.1.3 Curriculum 2006 (KTSP)

One important component of the education system is the curriculum, because the curriculum is an educational component referenced by any educational institution, both by managers and organizers; her special by teachers and principals (Mulyasa, 2003). Curriculum 2006 (KTSP) is an attempt to enhance the curriculum to be more familiar with the teachers, because they are more involved are expected to have adequate liability. Sustainable curriculum improvement is imperative that the national education system is always relevant and competitive. Refinement is also made to the structure of the curriculum, including the number of subjects, the burden of learning the allocation of time, elective subjects and local content, and system implementation, both the system and the system package unit credit.

2.1.3.1 The Important Things in Curriculum 2006 (KTSP)

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.

2.1.3.2 The Purposes of Curriculum 2006 (KTSP)

According to Mulyasa (2008) there are three purposes of curriculum KTSP, are:

1. Improving the quality of education through self-reliance and initiative in developing school curricula, manage and empower the resources available.

2. Increase awareness of the school community and the community in curriculum development through shared decision-making.

3. Increasing healthy competition between the educational units about the quality of education to be achieved.

2.1.3.3 The Characteristics of Curriculum 2006 (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.

2.1.3.4 The Implementation of Curriculum 2006 (KTSP) at The School

Implementation of the curriculum KTSP where teachers just are a motivator and giving lectures in the learning process. Implementation of KTSP in every school and educational unit will have colors that are very different from each other according to the needs of the region and a key determinant and move each area, the characteristics and abilities of learners. The success or failure of the implementation of the curriculum in schools rely heavily on teachers and principals because the two figures is a key determinant and to mobilize the various components and dimensions in school. With 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.

2.1.3.5 The Format Lesson Plan of Curriculum 2006 (KTSP)

According to Iif Khoiru (2011), RPP is part of the planning of the learning process that contains at least the purpose of learning, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. The format Lesson plan of curriculum KTSP:

      LESSON PLAN

Subject   : ………………………….……

School   : ……………………………….

Class/Semester   : ……………………………

Meeting   : …………………………….

Time Allocation   : …………………………….

Standard Competence:………………………….

Basic Competence :

    1 . …………………………………

    2 …………………………………..

Indicators

1.1…………………………………………………

1.2…………………………………………………

2.1…………………………………………………

2.2. …………………………………………………..

Learning Objectives

1. …………………………………………………

2. ………..………………………….…………..

Learning Material

1 ………………………………………………….

2 ………………………………………………….

Teaching Learning Process

1. Pre – Teaching (Beginning)

a. …………………………………………………..

b. …………………………………………………..

2. While – Teaching (Midle)

a. …………………………………………………..

b. ………….……………………………………….

3. Post – Teaching (Closing)

a. …………………………………………………..

b. …………………………………………………..

Learning Sources

1…………………………………………………..

2. ………………………………………………….

Scoring

1. Written Test …………………………………

2. Team work (Performance)………………….

3. Product……………………………………

4. Task/Exercise…………………………………..

5. Portfolio…………………………..………..

2.1.3.6. The Strengths and Weaknesses of Curriculum 2006 (KTSP)

The government changes the curriculum so that the education in Indonesia be better than before, but for each curriculum of course have strengths and weaknesses. From the strengths and weaknesses, we know that whether the curriculum is good or not. According to Nia Lovita, there are some strengths and weaknesses, are as follow:

Table 2.1 The Strengths and Weaknesses of Curriculum 2006 (KTSP)

NO	CURRICULUM 2006 (KTSP)	
	STRENGTHS	WEAKNESSES
1	Promote the establishment of school autonomy in education. It is inevitable that one of the failures of the past implementation of the curriculum is the curriculum uniformity throughout Indonesia, do not look at the real situation on the ground, and lack of respect for the potential of local excellence.	Lack of Human Resources is expected to describe the KTSP on most existing educational unit. The lack of quality teachers and schools.
2	Encourage teachers, principals, and school management to increase the creativity in the implementation of educational programs.	Lack of availability of facilities and infrastructure, as the completeness of the implementation of the KTSP.
3	The Curriculum KTSP is possible for every school to focus and develop specific subjects are acceptable to the needs of students. Schools can focus on certain subjects that are considered most needed students. For example, the tourism areas can develop tourism and English, as a life skill.	There are many teachers who do not understand comprehensively KTSP good concept, formulation, and practice in the field.
4	KTSP will reduce the burden of student learning are very solid. Because according to experts learned that heavy loads can affect the mental development of children.	Application of KTSP which recommends reducing class hours will affect teachers' loss of income. Difficult to fulfill the obligation to teach 24 hours, as a condition of certification for the professional allowance.
5	The teacher as a teacher, mentor, trainer and curriculum developer.	Lack of Human Resources is expected to describe the KTSP on most existing educational unit. The lack of quality teachers and schools.

2.1.4 Curriculum 2013

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.

2.1.4.1 The Characteristics of The Curriculum 2013

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.

2.1.4.2 Implementation of Curriculum 2013 in The School

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 (Kurniasih, 2014). In 2013 the curriculum is the most preferred aspect is an active learning process.

2.1.4.3 The Scientific Approach in Curriculum 2013

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

2.1.4.4 The Format Lesson Plan of Curriculum 2013

The components of lesson plan that must appropriate to Permendikbud No. 81A Lampiran IV tentang Pedoman Umum Pembelajaran and Permendikbud No. 65 Tahun 2013 tentang Standar Proses, the components of lesson plan must:

LESSON PLAN

School   : …………………………….

Subject   : …………………………….

Class/Semester   : …………………………….

Topic   : …………………………….

Time Allocation : …………………………….

A. Point Competence (KI)

  1. ………………………….

  2. ………………………….

  3. ………………………….

  4. …………………………..

B. Basic Competence and Indikator

  1. ………………………… (Basic Competence in KI-1)

    Indicator…………….

  2. ………………………… (Basic Competence in KI-2)

    Indicator…………….

  3. ………………………… (Basic Competence in KI-3)

    Indicator…………….

  4. ………………………… (Basic Competence in KI-4)

    Indicator…………….

C. Learning Objectives

D. Learning Material

E.   Learning Method

F.   Media, Tools, and Learning Sources

G.   Teaching Learning Process

    1. The first Meeting

        a. Pre - Teaching (Beginning)

        b. While – Taching (Midle)

        c. Post – Teaching (Closing)

    2. The Second Meeting

        a. Pre - Teaching (Beginning)

        b. While – Taching (Midle)

        c. Post – Teaching (Closing)

        And so on….

H.   Assessment

    1. Kinds or Technique of Scoring

    2. Instrument

2.1.4.5 The Strengths and Weaknesses of Curriculum 2013

According to Ahmad bin Hanbal there are some strengths and Weaknesses of curriculum 2013 that school have, are:

Table 2.2 The Strengths and Weaknesses of Curriculum 2013

NO	CURRICULUM 2013	
	STRENGTHS	WEAKNESSES
1	The student is required to be active, creative and innovative in solving any problems that they face in school.	Teachers much mistaken, because they thought the 2013 curriculum teachers do not need to explain the material to students in the class, even though many subjects that should remain no explanation from the teacher.
2	The assessment of all aspects. Determining value for students not only come from test scores alone but also obtained from the value of modesty, religion, practices, attitudes and others.	Many teachers are not ready mentally with this 2013 curriculum, because the curriculum is demanding more creative teacher, in fact, very few teachers are like that, so it takes a long time to be able to open the horizons of teachers, and one of them with training and education in order to change the paradigm of teacher as giving the material a teacher who can motivate students to be creative.
3	The emergence of character education and values education that has been integrated into all courses.	Lack of understanding of the teacher with the concept of a scientific approach

4	The existence of competence in accordance with the demands of the function and purpose of national education.	Lack of skills of teachers to design lesson plans
5	Competence in question describes the domain holistic attitudes, skills, and knowledge.	Teachers are not many who mastered authentic assessment
6	Many of the competencies required in accordance developments such as character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship.	The task of analyzing the SKL, KI, KD student book and teacher books have not been fully carried out by teachers, and many teachers who just became plagiarism in this case.
7	The most interesting part of the curriculum in 2013 it is very responsive to the phenomena and social change. This started from the social changes that occur at the local, national, and global.	The teacher never directly involved in the process of curriculum development in 2013, as governments tend to see the teachers and students have the same capacity.

2.1.5 The Differences between Curriculum 2006 (KTSP) and Curriculum 2013

Based on the strengths and weaknesses each curriculum above, the researcher also make the differences between both of curriculum. According to Muhmamad Rizal there are some differences, they are:

Table 2.3 The Differences between Curriculum 2006 and Curriculum 2013

No	Kurikulum 2013	KTSP
1	SKL (Graduate Competency Standards) is determined in advance, through Permendikbud No. 54 of 2013. After that specified Content Standards, which shaped the Framework for the curriculum, as outlined in Permendikbud No. 67, 68, 69, and 70 in 2013	Content Standards determined in advance through Permendiknas No. 22 of 2006. Once it is determined SKL (Graduate Competency Standards) through Ministerial Regulation No. 23 of 2006
2	Aspects of competence of graduates there is a balance of soft skills and hard skills that include aspects of competence attitudes, skills, and knowledge	More emphasis on the knowledge
3	in elementary Integrated Thematic class I-VI	The Integrated Thematic elementary class I-III
4	Number of teaching hours per week more and the number of subjects less than SBC	The number of hours of lessons a bit more and the number of subjects more than
5	The learning process of each theme in elementary and all subjects in SMP / SMA / SMK done with a scientific approach (scientific approach), which is standard in the learning process consists of watching, ask, Rework,	Curriculum 2013

	Presenting, Summed up, and Creating.	
6	ICT (Information and Communication Technology) is not as subjects, but as a medium of learning	A standard in the learning process consists of Exploration, Elaboration, and Confirmation
7	Standard assessments using authentic assessment, which measures the attitudes of all competencies, skills, and knowledge based processes and outcomes.	Assessment of ICT as a subject is more dominant in the aspects of knowledge
8	Scouts become mandatory extracurricular	Scouting is not an extracurricular compulsory
9	demanders (majors) start class X for SMA / MA	Majors start class XI
10	BK emphasizes developing students' potential	BK more on solving problems of students

2.2 Previous Research

This research explain about teachers' perceptions about implementation of curriculum 2006 (KTSP) and curriculum 2013. In this research, the writer find out what are teachers' perceptions about each curriculum. Before the writer done the research, the writer also have another sources as references to done this research. As a reference the writer also read some sources from previous researcher, like: Wahyuni (2011) had done made research about Implementation of Curriculum 2006 (KTSP), the research title is *Implementasi Kurikulum Tingakat Satuan Pendidikan (KTSP) pada Pembelajaran IPS Terpadu di SMP Negeri 1 Kandat. Malang: UNM*, and also Dedi had done made research about students' perceptions how the teachers teach students, the research title is *Students' Perceptions to the English Teacher in The Teaching Learning Process at SMP 28 Medan Johor. Medan: Nommensen.*

2.3 Conceptual Framework

| Lesson Plan | Implementation of Curriculum 2006 and curriculum 2013 | Performance |

| Intelectual Competency | Teachers' Perceptions | Result of the perceptions: very high, high, enough, low, very low |

| Interest, like/dislike | Creativity in teaching learning | Enthusiastic |
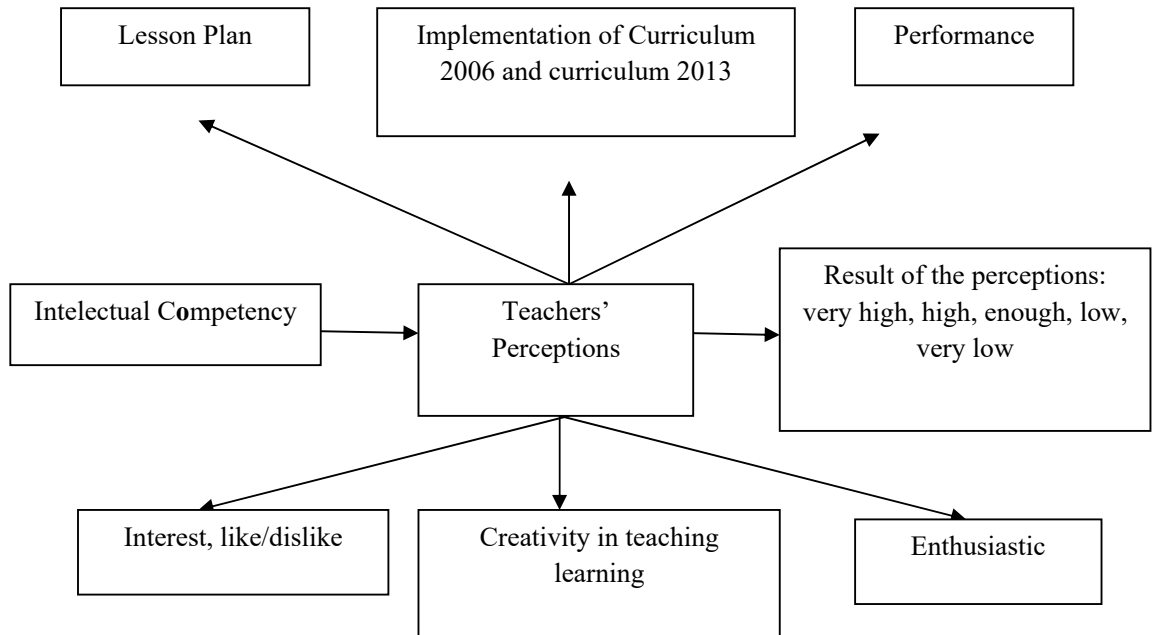
Curriculum is one thing that important in teaching learning process at the school. Curriculum as a set material that teachers use to teach students. Curriculum also have to understood by the teacher, so that they can implementing it is good and appropriate to learning obejctive. Referring to the real implementation of each curriculum at the school, there are always happpned some difficulties, especially in implementation of curriculum KTSP and curriculum 2013. The teacher is difficulties to teach students by curriculum because teacher still confused for each curriculum. For example: in curriculum 2013, teacher do not understand about it. Because of the casses the writer try to find out what are teachers' perceptions about implementation for each curriculum by questionaire. The questionnaire is consists 20 questions and all of teachers who teach in SMA HKBP Nommensen Medan will answer it.

CHAPTER III

RESEACH METHOD

3.1 Research Design

This study will be conducted by using descriptive qualitative research. The research for this study is conducted by applying descriptive analysis. Descriptive analysis is used as a problem solving procedure of the observed things by describing the research objects when the research is done based on the facts find. In this research, the teachers' answers upon the provided questionnaire will be analyzed in a descriptive form in order to 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.

3.2 Participant and Place

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.

3.3 The Instrument for Collecting Data

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. The

teachers answer the questionnaire that gives by the researcher with be honest and wish.

According to Arikunto (2002) in D. Pasaribu (2014) said that "questionnaire is a number of written question that used to get information of responder in reporting about its person or things which he knows". A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical.

There many kinds of questionnaire, but in this research the writer just use Likert Scale. Likert scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in the form of survey research. The name is taken from the name of the scale of Rensis Likert, who published a report describing its use. When responding to a question on a Likert scale, respondents specify their level of agreement to a statement by choosing one of the options available. Likert scale is also the scale used to measure the perception, attitude or opinion about a person or group events or social phenomena, based on the operational definition that has been set by the researchers.

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 3.1 The Scoring of the Favorable and Unfavorable items

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

Table 3.2 The Layout of The Questionnaire

Variables	Aspects	Items Number	
		Favorable	**Unfavorable**
Teachers' perceptions about implementation of Curriculum KTSP and Curriulum 2013	General perception Curriculum KTSP and 2013	1, 2, 3,4	5
	Enjoyment of perception about implementation of Curriculum KTSP and 2013	6,7,8,9,10, 11	
	Participaton in Curriculum KTSP and 2013	12, 13, 14, 15	
	Teachers abilty to teach students according to Curriculum KTSP and 2013	16, 17, 19, 20	18

3.4 The Technique of Collecting Data

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.

3.5 The Analysis of Collecting Data

After collecting the data teachers' perception about implementation of curriculum KTSP and curriculum 2013 by using questionnaire, the researcher in order to know the data of it. The data werw analyzed, as for the steps conducted by researchers in data processing are as follows:

- Collecting the data.

- Distributing of respondents based on alternative answer options.

- Scoring the data based on the answer.

- List the score of data to the frequency table.

- Calculating the data from the respondents establish levels of qualification (very high, high, neutral, low and very low) for the teachers' perceptions about implementation of curriculum 2006 and curriculum 2013, with the following :

1. Looking for the highest and lowest scores from the data

2. Calculate the average of data

$$\bar{X} = \frac{\Sigma x}{n}$$

Σx = Total score of item

$\bar{X}$ = Mean (average)

n   = Amount of respondent

3. The result of the data obtaining the information concerning the teachers' perceptions about implementation of curriculum 2006 and curriculum 2013 determine a percentage scale with score:

80 – 100 = Very High

60 – 79   = High

40 – 59   = Enough/Neutral

20 – 39   = Low

01 – 19   = Very Low

CHAPTER IV

DATA AND DATA ANALYSIS

4.1 Data

The data of this study are taken from questionnaire about teachers' perceptions about implementation of curriculum 2006 (KTSP) and curriculum 2013 in SMA Swasta HKBP Nommensen Medan. The teachers answer the questionnaire consisting of 20 questions with five options namely A, B, C, D, and E to those curriculum KTSP and Curriculum 2013.

Table 4.1 Score for Implementation of Curriculum 2006 (KTSP)

NO	Name of Teachers	No. Item																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A. Sitorus	B	B	B	B	B	B	B	D	B	A	B	B	D	B	B	B	C	B	B	B
2	J. Siregar	A	A	A	A	B	B	B	D	B	B	B	B	C	B	C	B	C	D	B	B
3	H. Sipahutar	B	A	A	B	B	A	B	D	B	C	B	A	D	A	B	B	C	D	B	C
4	B. Ompusunggu	B	B	B	B	B	B	B	D	B	C	B	B	C	B	C	B	C	D	B	B
5	R. Hutabarat	B	C	B	C	C	C	B	D	B	B	B	A	D	B	B	B	C	D	B	B
6	M. Situmeang	B	A	B	B	A	B	A	A	A	A	A	A	D	B	B	A	C	B	B	B
7	T. Simanjuntak	A	B	A	B	B	B	B	C	A	A	B	A	D	B	B	A	B	A	B	B
8	P. Sitohang	B	B	B	B	D	B	D	B	B	B	B	B	D	B	B	B	C	B	B	B
9	J. Lbn Tobing	B	B	B	B	B	B	B	A	B	B	B	A	D	B	B	B	B	B	B	B
10	M. Simorangkir	A	C	C	A	A	A	B	D	B	B	B	C	D	A	B	C	C	D	C	B

Table 4.2 Score for Implementation of Curriculum 2013

NO	Name of Teachers	No. Item																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	S. Simamora	A	A	A	A	C	D	B	B	B	A	B	B	B	C	B	B	B	D	B	A
2	Y. Saragih	A	B	A	A	C	B	C	B	B	A	A	A	D	A	A	A	C	C	C	A
3	L. Simatupang	A	B	B	A	D	B	B	B	B	B	A	A	B	A	B	A	A	D	B	A
4	D. Hutagalung	B	A	B	A	C	B	B	D	B	B	B	A	D	D	B	A	B	C	B	B
5	E. Silaban	B	C	C	B	C	C	D	D	B	B	B	B	D	B	B	B	C	B	C	B
6	K. Hutabarat	B	B	B	B	D	B	B	B	B	B	B	B	C	B	B	B	D	B	B	B
7	T. Simorangkir	A	B	B	A	B	B	B	B	B	A	A	B	C	B	B	B	B	B	B	B
8	S. Sinaga	B	B	B	A	D	D	A	A	B	B	B	B	C	C	B	B	B	D	B	B
9	B. Siregar	B	B	A	A	C	C	A	B	B	A	B	B	B	C	A	B	B	D	B	A
10	R. Tampubolon	B	A	B	A	C	B	C	B	B	A	B	A	B	C	B	B	B	D	B	A

4.2 The Data Analysis

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. Tabulation of the data in this group the respondents in accordance choice answers a, b, c, and d are presented in the table, then look for the percentage of each of the groups according to the number of existing response in the frequency column. This is done for the respondents' answers according to the answer choice of any number of questions and quantitative analysis. The tabulation table is as follows:

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.

The researcher took 6 (six) scores as samples to analyze the data, where the score 3 (three) is the highest score and 3 (three) is the lowest score.

1. The score is 83.

   If the score 83, it means that the teachers' perceptions about the curriculum is very high. They think that the curriculum had been mastered by the teachers.

2. The score is 84.

   If the score 84, it means that the teachers' perceptions about the curriculum is very high. They think that the curriculum had teachers mastered, also the teachers can use the technology like computer in process teaching learning.

3. The score is 86.

   If the score 86, it means that the teachers' perceptions about the curriculum is very high. They think that the curriculum is a important point in process teaching learning and the teachers can use some media in process teaching learning, like: the media, the technology, the manage the class, and make good lesson plan.

4. The score is 68.

   If the score 68, it means that the teachers' perceptions about the curriculum is high. They think that the teachers only use simple media in process teaching learning.

5. The score is 70.

   If the score 70, it means that the teachers' perceptions about the curriculum is high. They think that the curriculum can used in process teaching learning.

6. The score is 72.

   If the score 72, it means that the teachers' perceptions about the curriculum is high. They think that the curriculum can used in process teaching learning.

Tabel 4.3 The Data Score of Implementation of Curriculum 2006 (KTSP)
Questionnaire

NO	Teachers' Perceptions about Implementation of Curriculum 2006 (KTSP)		
	Score (X)	Teachers (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 767 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 4.4 The Data Score of Implementation of Curriculum 2013 Questionnaire

NO	Teachers' Perceptions about Implementation of Curriculum 2013		
	Score (X)	Teachers (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
Total	547	10	781

From the above table, it can be concluded that :

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

$$= 78.1$$

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.

4.3 Research Findings

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 assessing 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 4.5 The Strengths and the Weakneses of Curriculum KTSP and Curriculum 2013

The Curricula	Strengths	Weaknesses
KTSP	a. It does not need much time in calculating students' scores. b. It is simpler in making description for affective domain.	a. It more emphasizes cognitive domain. b. It does not assess all competences of students. c. It is not successful in building characters of students.
Curriculum 2013	a. It provides the real and complete assessment. b. It encourages teachers to work more professional and responsible in assessing students' ability. c. Students and parents can see the achievement of the students clearly.	a. It takes much time in calculating students' scores. b. Teachers have to work hard in determining the realization of assessment.

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. There are some

factors which support KTSP must be applied continuously at school, they are: environment, media, and students' knowledge.

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).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Having analyzed the data, the researcher found that the mean score of:

1. The teachers' perception about implementation of curriculum 2006 (KTSP) is high with score 76.7 because the teachers use curriculum 2006 (KTSP) and understand more about the curriculum.

2. The teachers' perceptions about implementation of curriculum 2013 is high too with score 78.1, they think that the curriculum is good, but if the curriculum implemented in a village they do not agree because technology in rural is not too good. And then the curriculum back to curriculum 2006 (KTSP) because many factors, like: the technology, the media, and the assessment, and also skill of the teachers.

5.2 Suggestions

By considering the research findings and the conclusions, the researcher gives some suggestions are as the following:

1. For the teachers have to improve their knowledge about technology especially in computer because at school the teachers and students use the computer as a media.

2. The researcher suggests that the reader can choose good curriculum which can apply in teaching learning process and achieve the objective of National Education.

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