

**THE ENGLISH TEACHERS' PERCEPTION TOWARD THE DYNAMICS
OF THE SCHOOL BASED CURRICULUM AND THE 2013
CURRICULUM AT SMAN 1, SMAN 2, SMAN 3,
AND SMKN 1 TOLITOLI**

Arniyati

Students of English Study Program, Madako University

[Email: arniyati1998@gmail.com](mailto:arniyati1998@gmail.com)

ABSTRACT

The purpose of this research is to describe the English teachers' perception about the Dynamics of the implementation of the school based curriculum and the 2013 curriculum. This research conduct in four different schools, they were SMAN 1, SMAN 2, SMAN 3, and SMKN 1 Tolitoli where the respondents were two English teacher from each school. In collecting the data, the researcher give questionnaire to all of the respondents. To get more deep information the researcher also apply interview to five respondents. The result of the interview show that the good curriculum to be implemented in the school is the school based curriculum with the supporting factors such as the method used in teaching, the process of evaluation and the the teachers' time in teaching. Then the result of the questionnaire show that the percentage is 55%, while the percentage of the 2013 curriculum is 45%. Considering the finding of this research, the government must to carefully in taking decision in the future.

Key words: The teachers' Perception, the School Based Curriculum, the 2013 Curriculum.

ABSTRAK

Penelitian ini berjudul "The English Teachers' Perception Toward the Dynamics of the School Based Curriculum and the 2013 curriculum at SMAN 1, SMAN 2, SMAN 3, and SMKN 1 Tolitoli. Tujuan dari penelitian ini adalah untuk menggambarkan pandangan guru mengenai dinamika penerapan kurikulum KTSP dan kurikulum 2013. Penelitian ini dilakukan di empat sekolah yang berbeda, sekolah tersebut adalah SMAN 1, SMAN 2, SMAN 3, dan SMKN Tolitoli yang mana pesertanya adalah dua guru bahasa inggris dari masing-masing sekolah. Dalam mengumpulkan data, peneliti memberikan angket kepada seluruh peserta. Untuk mendapatkan informasi yang lebih dalam, peneliti juga melakukan wawancara kepada lima orang peserta. Hasil dari wawancara menunjukkan bahwa kurikulum yang lebih baik digunakan di sekolah adalah kurikulum KTSP dengan berbagai factor yang mendukung seperti metode pembelajaran, proses penilaian, dan waktu mengajar guru. Kemudian hasil dari angket yang dibagikan menunjukkan bahwa kurikulum yang lebih baik digunakan di sekolah adalah kurikulum KTSP dengan persentasi 55%, sedangkan persentasi dari kurikulum 2013 adalah 45%. Dengan mempertimbangkan penemuan dari penelitian ini, pemerintah diharapkan agar lebih berhati-hati dalam mengambil keputusan di kemudian hari.

Kata kunci: Tanggapan Guru, Kurikulum Tingkat Satuan Pendidikan, Kurikulum 2013.

1. Introduction

The curriculum is a program made by the Indonesia's ministry of education and culture which is needed to achieve education aim. There are some opinion about the curriculum such as, the curriculums defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (textbooks and new technological), evaluation and teachers' profiles. (Braslavsky 2003).

The curriculum is a description of what, why, how, and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to foster quality learning. (UNESCO IBE, 2011).

The curriculum is the "inventory of activities implemented to design, organize and plan an education or training activities, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainees. (CEDEFOP, 2012).

In the implementation, the curriculum in Indonesia has been transformed for ten times. The two last curriculum that implemented in indonesia are the school based curriculum and the 2013 curriculum. According to Kunandar (2007) argued that SBC is an operational curriculum of the Competency-Based Curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills, and attitude so that it can improve the whole student's potency.

Then according to the education regulation number 20 the year 2003 about National Education System, SBC defined as an operational curriculum arranged and implemented in each education unit. Furthermore, Mulyasa (2006) defined KTSP Curriculum is an idea about curriculum development that put in the closed position with the learning process, in this case, is school and education unit.

In line with that opinion, Badhowi (2004) stated that SBC is as an operational curriculum that is arranged, applied by the school and adapted to the characteristics, the conditions and the potency of Regency had by the region, school, and the pupils.

Besides opinion about the school based curriculum, there are also some opinion about the 2013 curriculum such as, Haryati (in Setiyorini, 2013) said that the 2013 curriculum is a competency-based curriculum designed to anticipate the competencies needs of 21st century. Then According to Kemendikbud (2014) the development of the 2013 Curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and School Based Curriculum 2006 that arrange the competency of attitude, knowledge, and skill competence. Teachers should prepare methods that support students' skills with an approach that suits their needs (Malik, A.R 2020; Malik, 2019; Wael dkk, 2019, Darwis, 2020, T. Jacub 2020; Burhan & Saugadi, 2017).

Then in line with that statement, based on Permendikbud Number 58 year 2014 chapter III that the 2013 curriculum is the curriculum based on the competency that cover three aspects they are attitude, knowledge, and skill competence aspects.

In some of the articles that ever been read by the researcher, there some teachers support the implementation of the 2013 Curriculum with their various reasons. On the other hand, many teachers also do not agree and prefer the implementation of School-

Based Curriculum (SBC). It proves that both of these curriculums still become a dynamic in its implementation.

Based on the explanation above, the researcher interested to know what is teachers' perceptions towards the dynamics of the curriculum. To know the answer, the researcher wants to make research about *"The English Teacher's Perception toward the Dynamics of the School-Based Curriculum and the 2013 Curriculum"*.

2. Method of the Research

In this research, the researcher was used qualitative descriptive method as the methodology. This is because the researcher analyzed the data descriptively and the presentation of the result was in a form of explanation of words which would be supported by data presented in the form of tables. Suryana (2010), affirms that descriptive research is focused to make a description systematically and accurately based on facts about a certain object. This research involved questionnaire and interview. In the first day, the researcher gave questionnaire to all of the respondents. In the second day, the researcher did interview to five respondents to get more deep information about the English teachers' perception toward the dynamics of the school based curriculum and the 2013 curriculum.

After the researcher got the information through questionnaire and interview, the researcher analyzed the data to describe the English teachers' perception toward the dynamic of the school based curriculum and the 2013 curriculum. The researcher focused on four different schools they were, SMAN 1, SMAN 2, SMAN 3, and SMKN 1 Tolitoli. The total of the sample in this research were eight English teachers, the researcher chose two English teachers from four different schools.

3. Findings and Discussion

3.1 The English Teachers' Perception Toward the Dynamics of The School Based Curriculum and the 2013 Curriculum

The curriculum made by the government to guide the teachers in teaching process. Curriculum consist of how teachers should be taught the students, how to delivered the material, how to evaluate the students' result, and etc. The government hopes with the implementation of the curriculum, the education system in Indonesia will be directed and the teachers as the implementer can be facilitated.

Therefore, to know the teachers' perception about the curriculum especially in the implementation of the school based curriculum and the 2013 curriculum, the researcher did interview to five English teachers as the respondents. They were Mr. AM S.Pd, M.Pd, Mrs, YL S.Pd, M.Pd, Mrs, NF S.Pd, Mrs, NL S.Pd, and Mrs, HT S.Pd, M.Pd. From the interview, the researcher found that there were various responds from the respondents based on their experience that will be describe as below:

3.1.1 The English Teacher Teaching Experience

The respondents of this research have different in teaching experience each other. The shortest teaching experience is Mrs. Yuliawati S.Pd, M.Pd that has been teaching for 12 years, Mrs. Nurfika S.Pd has been teaching for 13 years, Mr. Jupriadi S.Pd and

Mrs. Sunarti S.Pd have been teaching for 14 years, then Mrs. Nurleni Salim S.Pd has been teaching for 16 years, next Mr. Amri S,Pd, M.Pd has been teaching for 19 years, and the longest experience in teaching is from Mrs. Hartini S.Pd, M.Pd and Mrs. Risna Djafar Karim S.Pd, they have been teaching for 29 years.

3.1.2 The English Teacher Experience In Attending The Training Of The SBC and The 2013 Curriculum

In the profession as the teacher, the respondents also have an experience in some training that made by the government in improving their skill as a teacher. They joined in some of the training especially in the training of the school based curriculum and the 2013 curriculum to improve their comprehension about the implementation and the curriculum itself.

In this research, the researcher found that there were some teachers that had been joined the training of the school based curriculum and the 2013 curriculum for many times as stated in the interview of Mrs. Hartini S.Pd, M.Pd as representative below:

Interviewee : saya pernah mengikuti pelatihan kurikulum KTSP sebanyak tiga kali di kota Palu, kemudian saya juga pernah mengikuti pelatihan kurikulum 2013 sebanyak dua kali di Palu dan diMakassar.

In the interview above, she explained that she had been joined the training of the school based curriculum for three times in Palu, then she also had been joined the training of the 2013 curriculum for two times in Palu and Makassar City. In this research, the researcher also found a truth that, there was a teacher who never joined in the training of the school based curriculum. It stated in the result of interview from Mrs. Nurfika S.Pd as below:

Interviewee : saya belum pernah mengikuti pelatihan kurikulum KTSP, tapi saya pernah megikuti pelatihan kurikulum 2013 yang diadakan di sekolah ini sebanyak satu kali.

From the interview above, the researcher know that there was a teacher that had not joined in the training of the school based curriculum. However even she had not joined in the training of the school based curriculum, but she preferred to the implementation of this curriculum. It can be seen from the interview below:

Interviewee : saya lebih suka dan nyaman menggunakan kurikulum KTSP karena lebih mudah bagi kami sebagai guru, tapi dalam menekankan kreativitas pada guru, kurikulum 2013 lebih mantap untuk digunakan.

The English teachers' experience in attending the training of the school based curriculum and the 2013 curriculum described as below:

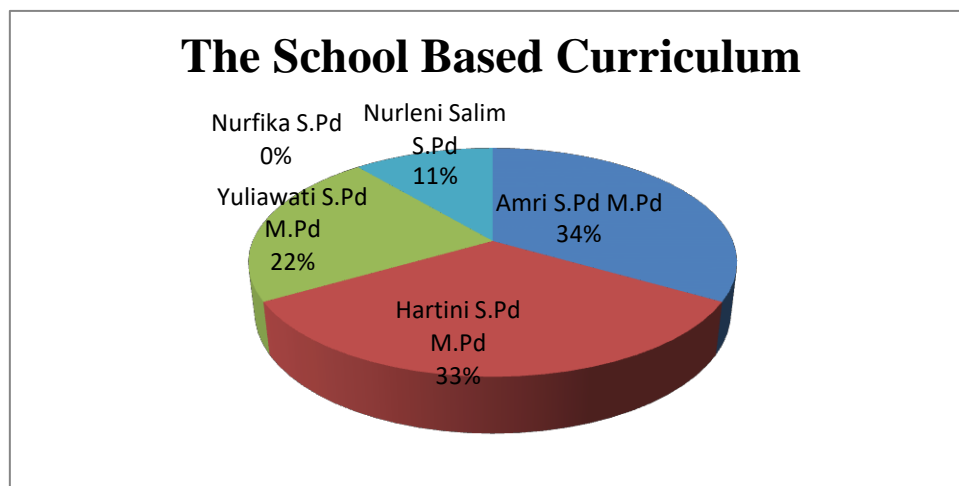


Figure 3.1 The English Teachers' Experience in Attending the Training of the School Based Curriculum.

In the figure 3.1 below, it can be seen that the respondent have different experience in attending the training of the school based curriculum. Mr. Am S.Pd, M.Pd had joined the training of the school based curriculum for three times in Tolitoli and Palu City. Mrs. Ht S.Pd, M.Pd had joined it for three times also in Palu City. Mrs. Yl S.Pd, M.Pd had joined that training for two times in Tolitoli. Then Mrs. NL S.Pd had joined the training for one time in Buol, and the last Mrs. NF S.Pd is a teacher who had never joined in the training of the school based curriculum.

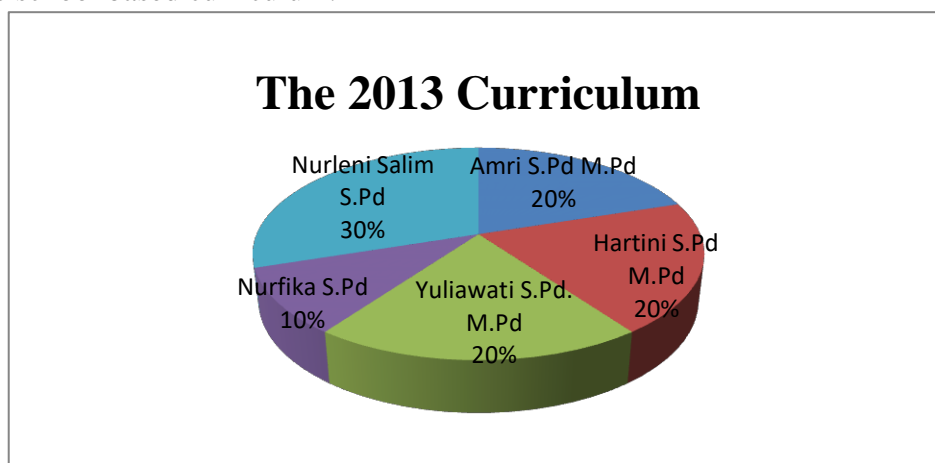


Figure 3.2 The English Teachers' Experience in Attending the Training of the 2013 Curriculum.

In the figure 3.2 above, it can be seen that the respondents also have different experience in attending the training of the 2013 curriculum. Mrs. NF S.Pd had joined the training only for one time. Its different with three others, they are Mrs. YL S.Pd, M.Pd, Mrs. HT S.Pd, M.Pd, and Mr. AM S.Pd, M.Pd, the had joined the training for two times in different place. Then the last is Mrs. NL S.Pd, she had joined the training of the 2013 curriculum for three times, she also as the member of IKA (instruktur kabupaten) for the 2013 curriculum in Tolitoli.

3.1.3 The English Teachers' Understanding of the School Based Curriculum

In this research, the researcher gave questionnaires and did interview to the respondents and hoped they give respond based on their understanding of the school based curriculum. The researcher found that, the respondents have different understanding about this curriculum. The striking difference that found by the researcher from the English teachers' respond came from their answer about the goal of the school based curriculum. It can be seen in the result of interview from Mrs. HT S.Pd M.Pd as follow:

Interviewee : Tujuan kurikulum KTSP adalah memberikan kebebasan/otoritas pada sekolah dan mendorong pihak sekolah untuk berpartisipasi dalam pengembangan kurikulum, yang berarti bahwa guru juga diberikan kebebasan atau keleluasaan dalam mengembangkan kualitas siswa dan kurikulum itu sendiri. Misalnya saja materi yang diberikan oleh guru kepada siswa. Sewaktu-waktu guru dapat mencari materi yang akan diajarkan dari sumber lain diluar dari buku teks atau semacamnya,, akan tetapi tetap sesuai dengan ketentuan kurikulum yang berlaku dan itu membuat guru lebih percaya diri dalam mengajar.

In the interview above, she said that the goal of the school based curriculum is to give the schools and authority and participative in developing the curriculum, it means that teachers also have a freedom to develop the students' quality and the curriculum itself. For example, the material that gave to the students. The teachers can find the material from another source at any time but have to suitable with the curriculum. It makes teachers more confident.

The explanation above showed that she really understood about the school based curriculum, remembering she joined in the training of the school based curriculum for three times. Her answer about the goal of this curriculum was suitable with the goal of the implementation of this curriculum, it can be proven with the statement of Mulyasa (in Wahyono, 2013).

The researcher also got respondent that have not joined yet in the training of the school based curriculum and she gave a different answer about the goal of this curriculum. It can be seen from the result of interview of Mrs. NF S.Pd below:

Interviewee : tujuan dari pada kurikulum KTSP adalah untuk memfasilitasi siswa agar mudah memahami materi yang diajarkan.

In the interview above, her answer about the school based curriculum was different with the first answer. The first respondent explained the goal of this curriculum specifically, while the second respondent explained that the goal of this curriculum is to facilitate the students, so they can understand the material. It showed that, the second respondent did not really understand about the goal of this

curriculum, but she preferred to the implementation of the school based curriculum based on her experience.

From the explanation above, the researcher found that there were some teacher that did not really understand about the goal of the school based curriculum and also the researcher found that there was a teacher that had not joined yet in the training of this curriculum. Its influenced their understanding about this curriculum, it can be seen from the answer of Mrs. Nurfika S.Pd above that only explaine the goal of education not the goal of the school based curriculum.

3.1.4 The English Teachers' Understanding of the 2013 Curriculum

In the 2013 curriculum, the researcher also found the difference understanding about the 2013 curriculum from the respondents. It can be seen in the result of interview from Mrs. NF S.Pd.

Interviewee : tujuan dari pada kurikulum 2013 adalah untuk mempersiapkan siswa agar bisa menjadi orang yang competitive di dunia setelah mereka menyelesaikan sekolah mereka. Mengingat bahwa kurikulum 2013 merupakan kurikulum yang menekan siswa pada aspek pengetahuan dan sikap.

In the interview above, she explained about the goal of the 2013 curriculum, her answer was suitable with the statement that *adopted from Faiz Naufal Matin. 2017*, that the 2013 Curriculum was the improvement of the KTSP. The goal of this curriculum is to prepare the Indonesian people to have the ability to live as an individual and citizen who devout, productive, creative, innovative, and affective that also able to contribute with the society, nation, state, and world civilization. Although she was joined the training of this curriculum only for once, but she understood about the goal of the implementation of the 2013 curriculum.

In the process of collecting the data, the researcher also found that there some teachers gave a different answer about the 2013 curriculum from another respondent. It can be seen in the result of interview from Mrs. NL S.Pd.

Interviewee : tujuan dari pada kurikulum 2013 adalah untuk melengkapi kurikulum sebelumnya.

In the interview above, she did not give more explanation about the goal of the 2013 curriculum. She only said that the goal of the 2013 curriculum was to completed the previous study. It was different with the answer of Mrs. NF S.Pd, whereas Mrs. NL S.Pd is the member Of IKA (instruktur kabupaten) of the 2013 curriculum in Tolitoli regency.

From the explanation above, it was prove that the teacher who often joined in the training of the 2013 curriculum was not make sure that they really understand about this curriculum. In other hand, in this research the researcher found that Mrs. Nurfika

S.Pd who only joined the training of the 2013 curriculum for one time, but she understand about the goal of the implementation of this curriculum.

3.1.5 The English Teachers' Method Used in the School Based Curriculum

Besides of the English teachers' understanding about the goal of the school based curriculum and the 2013 curriculum, the research also discuss about the English teachers' opinion about method that used by teachers in teaching of the school based curriculum and the 2013 curriculum. It can be seen from the result of interview from Mrs, NF S.Pd as representative below :

Interviewee : sangat mudah mengajar menggunakan metode yang ditawarkan di kurikulum KTSP, karena guru hanya perlu menjelaskan materi pada mata pelajaran sementara siswa mendengarkan materi tersebut.

In the interview above, she explained that in teaching it was easy to used method in the school based curriculum, because the teacher only explain the material while the students listen to the material that delivered by teacher. This statement supported by Mrs. NL S.Pd through the result of interview as follow:

Interviewee : metode yang digunakan pada kurikulum KTSP sangat mudah untuk diterapkan oleh guru, karena pada kurikulum ini guru lebih banyak menggunakan metode ceramah atau biasa disebut teacher centre. Guru sebagai inti dari kegiatan belajar yang menyampaikan materi dan murid mendengarkan materi yang disampaikan oleh guru.

In the interview above, explained that the method used in the school based curriculum easy to be apply by teachers. In the school based curriculum teachers used speech method or we can call it teacher centre while the students listen the material that explained by the teacher.

From the explanation above, all of the teachers felt that in teaching the students using method in the school based curriculum was easy for the teacher. It was not complicated because the teacher used speech method to explain the material to the students.

3.1.6 The English Teachers' Method Used in the 2013 Curriculum

In this research, the teachers as the respondent of this research also gave their opinion about the method used in the 2013 curriculum. There some teachers that thought that teaching the students used method in this curriculum was easy to be applied, it proven with the result of interview from Mrs. YL S.Pd, M.Pd as follow:

Interviewee : metode yang digunakan pada kurikulum KTSP berbeda dengan kurikulum 2013, yang mana pada kurikulum KTSP lebih menekankan siswa pada aspek pengetahuan maka guru lebih banyak menggunakan metode ceramah. Berbeda dengan kurikulum 2013

yang menekankan siswa pada aspek sikap, keterampilan dan pengetahuan. Maka pada kurikulum ini, siswalah yang lebih banyak aktif sedangkan guru bertindak sebagai fasilitator yang mengarahkan siswa untuk mengembangkan pemikiran mereka sehingga dapat memahami materi.

In the interview above, the teacher explained that the the teaching method that used in the school based curriculum and the 2013 curriculum was different. In the school based curriculum, the teacher should be more active in the class and used speech in delivering the material because this curriculum emphasize the students in knowledge aspect.

While in the 2013 curriculum, the students should be more active than the teacher. Remembering that in this curriculum emphasize the students in attitude, skill, and knowledge aspect, therefore the teacher acted only as the facilitator and directed the students to find a way in understanding the material. She thought that the method used in this curriculum was easy, but another teacher said that the teachers have to paid attention to the students' condition. The statement stated in the interview from Mr. AM S.Pd, M.Pd as follow :

Interviewee : dalam mengajar menggunakan metode yang ditawarkan oleh kurikulum 2013, guru harus memperhatikan kondisi siswa. Kadang metode yang digunakan dengan kondisi siswa, misalnya seperti metode problem solving. Kadang itu sulit untuk diterapkan sehingga kami harus mencari alternative lain yang sesuai dengan character siswa.

In the interview above, he explained that the teachers should be paid attention to the students' condition when they taught using method in the 2013 curriculum. Sometimes it was difficult when they applied problem solving method, therefore they have to find another alternative that suitable with their character.

From the explanation above, the researcher found that teaching used method in the 2013 curriculum was easy because they acted only as the facilitator in the class who directed the students to understand the material, whereas the teacher also should paid attention in using the method in the 2013 curriculum. For example problem solving method, sometimes there were some students got difficulty when they learn used this method. Therefore the teachers' should more paid attention in using the method that offered in this curriculum.

3.1.7 The Process of Evaluation in the School Based Curriculum and the 2013 Curriculum

The process of evaluation of the school based curriculum and the 2013 curriculum were different each other. There some teachers felt that the process of the evaluation in the 2013 curriculum easy to be applied, it can be seen from the result of interview from Mrs. NL S.Pd as follow:

Interviewee : dalam mengevaluasi hasil belajar siswa menggunakan kurikulum 2013 itu mudah. Memang banyak item yang harus diperhatikan oleh guru, misalnya pada pelajaran speaking. Dalam mengevaluasi speaking siswa, guru harus memperhatikan intonasi, kelancaran, ketepatan, dan lain-lain. Saya pikir itu tidak terlalu rumit untuk dilakukan apalagi setelah mengikuti pelatihan dan kurikulum 2013 ini telah mengalami revisi.

In the interview above, she explained that the process of evaluation in the 2013 curriculum was not complicated although there were many items that should be paid attention by the teacher. For example in speaking lesson, the teacher should be paid attention to the students' intonation, accuracy, fluency, and etc. She thought that, it was easy to do moreover after joined in the training and this curriculum has been supervised.

In the other hand, almost all of the English teachers got a difficulty when they evaluated the students result. It can be seen from the interview of Mr. AM S.Pd, M.Pd and Mrs. YL S.Pd, M.Pd as the representative as follow:

Interviewee : dari segi penilaian pada masing-masing kurikulum, kami rasa lebih mudah menggunakan kurikulum KTSP dibandingkan dengan kurikulum 2013 yang mana kalau dilihat dari segi administrasi itu lebih kompleks dari kurikulum sebelumnya. Dalam proses penilaiannya terlalu banyak item yang harus diperhatikan dan diisi oleh guru, seperti disiplin, tanggung jawab, kerja sama, kreatifitas, ketelitian dan masih banyak lagi. Sehingga akan sangat memakan waktu apalagi jika banyak kelas yang harus diajar dalam sehari. Kami rasa itu sangat rumit untuk dilakukan dengan waktu yang terbatas.

In the result of the interview above, the teachers said that the process of evaluation in the 2013 curriculum is more complicated than the school based curriculum. There are many items that should be pay attention and there are many aspects that should be evaluated by the teachers, such as the students' discipline, responsibility, teamwork, creativity, carefulness, and etc. The process of evaluation will be wasting the time, moreover if we have to teach the others classes in one day. We feel that it is too complicated to do in the limited time.

From the explanation above, the researcher found that almost of the teacher got difficulty in evaluating the students' result. There were many items or aspect that should be paid attention and evaluated by the teacher, it was difficult when they have to finished it in limited time. It means that, the process of evaluation in the school based curriculum was easier than the 2013 curriculum. Where in the school based curriculum only need to evaluated the students' cognitive, affective, and psychomotor aspect.

3.1.8 The English Teachers' Time in Teaching in the School Based Curriculum and the 2013 Curriculum

In this research, the researcher also found that almost all of the teachers complain about the time that given to them to teach the students in the class, because in the 2013 curriculum, the frequency of meeting between the students and the teacher in class only one time in a week for every lesson. They felt that, the time that given to them in teaching was not enough while the material that should be explained to the students was more complex. It can be seen from the result of the interview of Mrs. NL S.Pd as follow:

Interviewee : *menurut saya, waktu yang diberikan kepada kami sebagai guru dalam mengajar siswa tidak cukup pada kurikulum 2013 ini. Frekuensi pertemuan yang tadinya pada kurikulum KTSP adalah dua kali dalam satu minggu, pada kurikulum 2013 frekuensi pertemuannya dikurangi menjadi satu kali dalam satu minggu. Sementara itu banyak materi yang harus kami ajarkan pada tiap-tiap mata pelajarannya tapi waktu yang diberikan terbilang singkat. Apalagi mata pelajaran bahasa inggris adalah salah satu mata pelajaran yang masuk dalam ujian nasional.*

From the result of the interview above, she said that the time that given to them in the 2013 curriculum is not enough. The frequency of meeting between students and teacher in the school based curriculum is two times in a week then in the 2013 curriculum only one time in a week while the material that should be explained to the students is more complex. Moreover, the English lesson include in the national examination. The same problem also explained by teacher with another reason as stated from Mrs. NF S.Pd, in the interview below:

Interviewee : *waktu yang diberikan dalam mengajar sangat sedikit pada kurikulum ini (kurikulum 2013), sehingga siswa kewalahan dalam mengerjakan tugas yang diberikan. Ketika mereka masih mengerjakan tugas, namun waktu pada proses mengajar itu telah usai, maka mau tidak mau saya memberikan tugas itu untuk diselesaikan di rumah sebaga PR (pekerjaan rumah). Sedangkan pada kurikulum 2013, pemberian PR kepada siswa telah dihilangkan dan siswa harus menyelesaikan tugas di sekolah pada jam pelajaran masih berlangsung, tapi saya masih menerapkan itu disekolah karena masalah waktu yang terbilang singkat.*

In the interview above, she said that she lack of time in teaching. Sometimes students got difficulty in doing the task by the teachers on time. So they have to finish that task in home as a home work. While in the 2013 curriculum home work has been deleted, but she still apply it in the class.

The statement above showed that the teachers were lack of time in teaching the students. In the 2013 curriculum, the teacher needed much time in teaching because sometimes students cannot finish the task on time. Moreover the English lesson includes in the national examination and they need to make sure the students' comprehension about this lesson.

It was really became a problem for the teachers, even the member of IKA (instruktur kanupaten) of the 2013 curriculum who often make a socialization or supervision about the 2013 curriculum has a lamentation about the time. She did not understand why the time that given to them in teaching was too short in this curriculum.

That was became one of the reason of the teachers why they preferred to the implementation of the school based curriculum than the 2013 curriculum as stated from Mr. AM S.Pd, M.Pd and Mrs. HT S.Pd, M.Pd in the interview as representative below:

Interviewee : saya pikir lebih mudah menggunakan kurikulum KTSP.

In the interview above they said the school based curriculum easier than the 2013 curriculum. They felt in the school based curriculum, they more facilitated in teaching, and the evaluation process. In other hand, they felt difficult to fill all of the procedure that applied in the 2013 curriculum.

From the explanation above, the researcher found that almost of the English teachers felt the school based curriculum was easier than the 2013 curriculum. It can be seen from their explanation above about the teachers' understanding, method that used in teaching, the process of evaluation, and the time that given to the teacher in teaching, that is why almost all of the teachers preferred to the implementation of the school based curriculum than the 2013 curriculum.

3.1.9 The Result of the Questionnaire

In this research, the researcher also used a questionnaire to know how the English teachers' perception toward the dynamic of the school based curriculum and the 2013 curriculum that consisted of 20 questions, and the total of the English teacher as the sample is 8 teachers. Then the score of the questionnaire were Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1).

The result of the questionnaire from the 8 respondents and 20 of the questions. The researcher divided into three kinds of evaluation. The first was the curriculum consisted of six questions, the second was the school based curriculum consisted of seven questions, and the last was the 2013 curriculum consisted of seven questions. From the table above we can see that, there are various respond from the respondent about both of these curriculums. The result of the questionnaire of the school based curriculum can be seen in Figure 3.3 as follow :

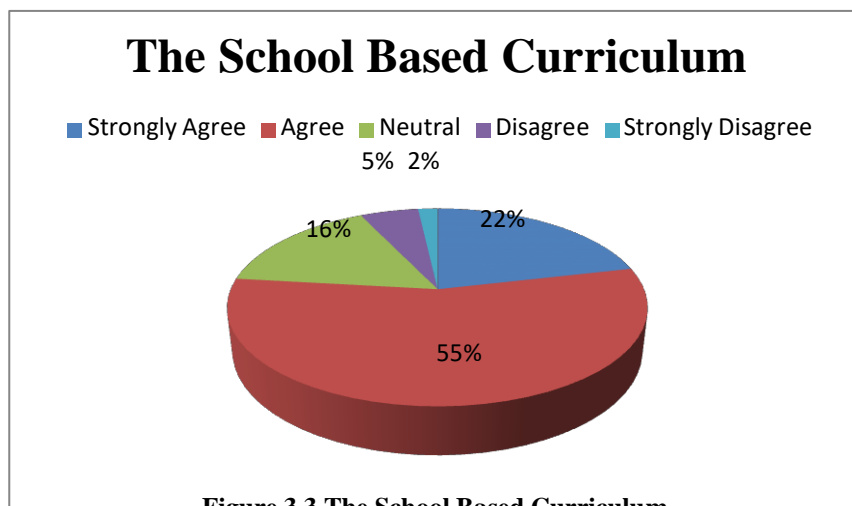


Figure 3.3 The School Based Curriculum

The result of school based curriculum can be seen in the figure above, the picture showed that the minority of the category is strongly disagree with the result only 2%, then the second minority of the category is disagree with the result is 5%. In the neutral category got 16% as the result, then the second majority of the result came from strongly disagree with the result is 22%, while the majority of the result from agree with the result 55%.

Based on the data above, the English teachers' perception toward school based curriculum accumulated from the totally teachers' answer in each item of the questionnaire show that, the highest percentage is in *agree* category with the percentage is 55%. The result of the questionnaire about the school based curriculum can be seen in the Figure 3.3.

In the same time, the researcher also gave the questionnaire about the 2013 curriculum to the teacher, and there were various respond of the teachers as the respondents. It can be seen in the Table 3.4. Then the percentage of the questionnaire about the 2013 curriculum described as below:

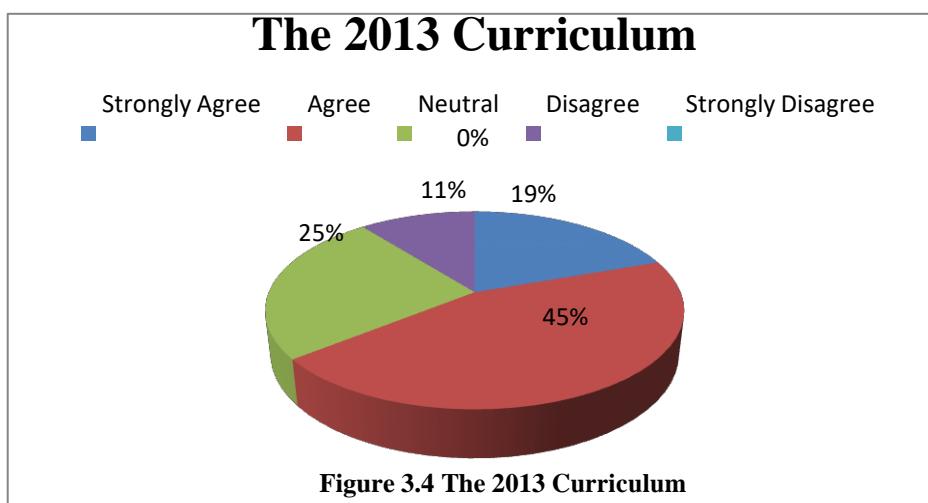


Figure 3.4 The 2013 Curriculum

The English teachers' perception toward the 2013 curriculum can be seen in the picture above. It showed that, the minority result of the category is strongly disagree with the result 0%, and the next result is disagree category with the result is 11%. The third result is 19% in strongly agree category, the second majority of the result from the picture is 25% with neutral category while the highest percentage of this questionnaire is agree 45%.

Based on the figure 3.4 above about the English teachers' perception toward the 2013 curriculum accumulated from the totally teachers' answer in each item of the questionnaire show that, the highest percentage is in *agree* category 45%. It is different with the result got from the questionnaire about the school based curriculum where the percentage is 55%. The result of the questionnaire of the school based curriculum and the 2013 curriculum described as below:

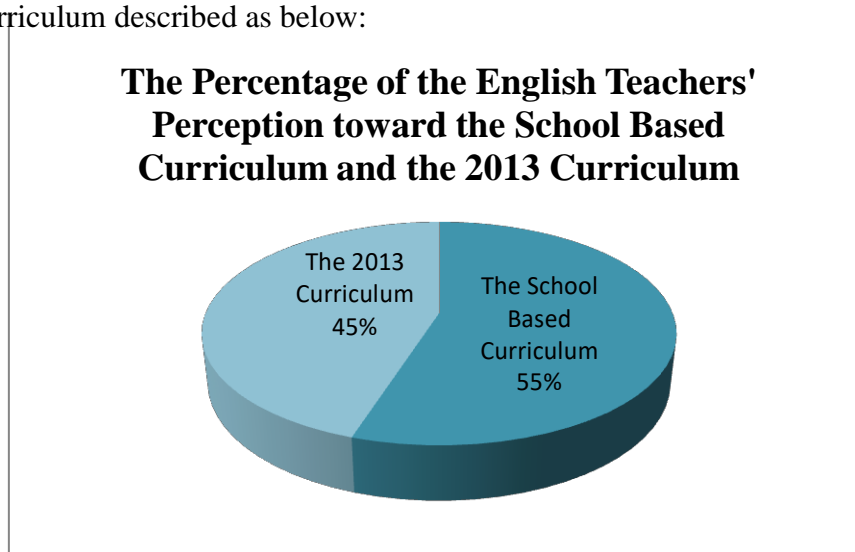


Figure 3.5 The Percentage of the English Teachers' Perception toward the School Based Curriculum and the 2013 Curriculum

In conclusion, considering the result from both of the result of the questionnaires between the school based curriculum and the 2013 curriculum, where the result showed that the highest result is in agree category of the school based curriculum with the percentage 55% while the 2013 curriculum got 45%. Therefore the researcher concluded that the school based curriculum is good to be implemented in the school than the 2013 curriculum. The conclusion made based on the teachers' perception toward the dynamics of the school based curriculum and the 2013 curriculum.

3.2 Discussion

It is important to discuss the answer that the researcher got from the research question in chapter one. The research question was how is the English teachers' perception toward the dynamics of the school based curriculum and the 2013 curriculum. The researcher found the answer through two techniques of collecting the data, the techniques were interview and questionnaire.

In the interview, the researcher found that there were some factors became the problems for the teachers. The first, the English teachers understanding about the school based curriculum and the 2013 curriculum. Some of the teachers still did not really understand about the implementation of these curriculums. Although they had joined the training of both of these curriculums, they still did not understand. It can be seen from the result of the interview about their understanding of the implementation of the school based curriculum and the 2013 curriculum.

The second was the method that used by the teachers in teaching. the school based curriculum and the 2013 curriculum have different method in teaching the students in the class. In the school based curriculum all of the respondents used speech method while in the 2013 curriculum the teacher acted as a facilitator who directs the students to understand the material. Almost all of them agree that the method used on these curriculums easy to be applied. Whereas in teaching used the method in the 2013 curriculum, the teacher should be paid attention to the students' condition, because sometime some of them got difficulty to learn used method in the 2013 curriculum, for example in problem solving method.

The third was the process of evaluation. All of the teacher agree that the process of evaluation in the school based curriculum easy to be applied by the teachers. The teacher only need to evaluate three aspects from the students, they were cognitive, affective, and psychomotor aspects. While in the 2013 curriculum, there were many items that should be evaluated by the teachers, such as students' discipline, responsibility, creativity, teamwork, and etc. almost of the teachers felt that it was too complicated to do, moreover they have to finished it in limited time.

The forth was the time that given to the teachers in teaching. All of the teachers felt that, the time that given to them in teaching was not enough in the 2013 curriculum. If in the school based curriculum the teachers have two meetings in a week for one lesson, in the 2013 curriculum they only have one meeting in a week. Sometimes they could not finished the task that given to them by the teacher in the class. Therefore, they have to finish it at home as homework while homework in the 2013 curriculum has been deleted but some of the teacher still applied that because they did not have much time in teaching in the class. That all was the problem that found by the researcher in the interview.

Then the result from the accumulation of questionnaire can be described that the school based curriculum is in the category good to be applied than the 2013 curriculum. Actually the result questionnaire both of those curriculums were not had a significance diversification, but almost all of the respondents chose the school based curriculum because this curriculum easier to be applied. From the questionnaire, the highest result of the 2013 curriculum is category agree with the percentage 45% while in the school based curriculum the highest category is agree also with the percentage 55%.

The school based curriculum got five score as the highest score in category agree from the statement number 8, 9, and 11. The statements of the numbers were about the goal of the school based curriculum, the implementation, and the evaluation. Most of the respondent chose those numbers because they thought that the goal and the evaluation of the school based curriculum were easy to be applied by the teacher, then the implementation of this curriculum has suitable with the procedures.

Besides of percentage of the category agree, the researcher also found that the percentage of category neutral was not the smallest percentage. Even in the 2013 curriculum, the percentage of category neutral got 25%. The highest score for category neutral was in the statements number fifteen and twenty.

The statements number fifteen was the goal of the 2013 curriculum is not difficult to be applied by teachers, this statement got three score in category neutral. It means that sometimes the respondents easy to applied the goal of the 2013 curriculum. It was depended on students' knowledge and skill. Then the second statement was the 2013 curriculum is very good to be implemented in school. This statement also got three score in category neutral, it showed us that sometimes the respondents felt that the 2013 curriculum is good to be implemented with some procedures of this curriculum.

From the explanation above after collecting the data from the interview and the questionnaire, the researcher found that almost all of the English teachers preferred in the implementation of the school based curriculum because this curriculum was easier to be applied in the school than the 2013 curriculum.

4. Conclusion

Based on the research result, the researcher concluded that the school based curriculum is better to be implemented than the 2013 curriculum. Almost of the teacher agree that the school based curriculum was easier to be applied by the teachers. The supporting factors suchas the method used by the teachers in teaching, the process of evaluation and the time that given to the teachers in teaching the students in the class became the reason why they preferred to the implementation of the school based curriculum

References

- Badhowi. 2004. Implementasi Kebijakan Otonomi Daerah Bidang Pendidikan: Studi Kasud di Kabupaten Kendal dan Kota Surakarta. Disertasi Departemen Ilmu Administrasi FISIP Universitas Indonesia. Jakarta.
- Braslavsky, C. 2003. The Curriculum. Semantic Scholar.
- Burhan, B., & Saugadi, S. (2017). Peranan Guru Terhadap Mutu Pendidikan. *Visipena Journal*, 8(1)
- CEDEFOP. 2012. Curriculum Reform in Urope. The Impact of Learning Outcomes. European Union. Luxembourg: Publication Office.
- Darwis, A. (2020). IMPROVING SOCIAL SCIENCE LEARNING OUTCOMES BY USING THE LEARNING MODEL THINK PAIR SHARE VIIB CLASS STUDENTS SMP 4 TOLITOLI. *Jurnal Madako Education*, 6(1).
- Haryati, Mimin. 2013. Model dan Teknik Penilaian Pada Tingkat Satuan Pendidikan. Jakarta.
- Jacub, T. A., Marto, H., & Darwis, A. (2020). MODEL PEMBELAJARAN PROBLEM BASED LEARNING DALAM PENINGKATAN HASIL BELAJAR IPS (STUDI PENELITIAN TINDAKAN KELAS DI SMP NEGERI 2 TOLITOLI). *Tolis Ilmiah: Jurnal Penelitian*, 2(2).

- Kemendikbud. 2014. Permendikbud Nomot 103 Tahun 2014 Tentang Standar Proses Pendidikan Dasar dan Menengah. Jakarta: Kementrian Pendidikan dan Kebudayaan RI.
- Kunandar. 2007. Guru Profesional dan Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Sertifikasi. Jakarta: PT Raja Grafindo Persada.
- Malik, A. R., & Asnur, M. N. A. (2019). USING SOCIAL MEDIA AS A LEARNING MEDIA OF FOREIGN LANGUAGE STUDENTS IN HIGHER EDUCATION. *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 166-75.
- Malik, A. R., Emzir, E., & Sumarni, S. (2020). PENGARUH STRATEGI PEMBELAJARAN MOBILE LEARNING DAN GAYA BELAJAR VISUAL TERHADAP PENGUASAAN KOSAKATA BAHASA JERMAN SISWA SMA NEGERI 1 MAROS. *Visipena*, 11(1), 194-207.
- Malik, A. R. (2019, August). THE INFLUENCE OF INSTAGRAM AND AUDITORY LEARNING STYLE ON GERMAN LANGUAGE MASTERY IN STUDENTS OF SMAN 1 MAROS. In *International Conference on Cultural Studies* (Vol. 2, pp. 279-283).
- Mulyasa, E. 2006. Kurikulum Tingkat Satuan Pendidikan. Bandung: Penerbit PT Remaja Rosdakarya.
- UNESCO IBE. 2011. What Makes a Good Quality School Curriculum? Background Paper Developed by P. Stabback, B. Male and D. Georgescu. Geneva: UNESCO
- IBE.UU. No 20 Year 2003 about National Education System.
- Suryana. 2010. Metode Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif. Bandung: UPI.
- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). EXPLORING STUDENTS' LEARNING STRATEGIES IN SPEAKING PERFORMANCE. *International Journal of Language Education*, 2(1), 65 71.