

STUDENTS' PERCEPTIONS ON TEACHER IMPLEMENTATION OF THE 2013 CURRICULUM IN LEARNING ENGLISH AT SMA NEGERI 14 MAKASSAR (MAKASSAR)

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ABSTRACT

This research was aimed to find out the students' perceptions on teacher implementation of the 2013 Curriculum in learning English in Class 11 IPA-1 of SMA Negeri 14 Makassar in the 2019/2020 Academic Year. This research applied Descriptive Qualitative Method. The data were collected by interview questions and observations in the classroom. The data was taken from three categories of students, there are five students consisting of two high-achieved students, one middle achieved-students, and two low-achieved students from Class 11-IPA 1 using the Purposive Sampling Technique of Probability. Based on result of the research it can be concluded that students' perception about teaching materials had a positive category. It could be seen from students' answer by interview question. For Scientific Approach students' had a positive category perception too. It could be seen from It could be seen from students' answer by interview question.

Keywords: *Students' Perceptions, 2013 Curriculum, English*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang implementasi guru terhadap Kurikulum 2013 dalam pembelajaran Bahasa Inggris di Kelas 11 IPA-1 SMA Negeri 14 Makassar pada Tahun Akademik 2019/2020. Penelitian ini menggunakan Metode Kualitatif Deskriptif. Data dikumpulkan dengan pertanyaan wawancara dan observasi di kelas. Data diambil dari tiga kategori siswa, ada lima siswa yang terdiri dari dua siswa berprestasi, satu siswa berprestasi menengah, dan dua siswa berprestasi rendah dari Kelas 11-IPA 1 menggunakan Purposive Sampling Teknik Probability. Berdasarkan hasil penelitian dapat disimpulkan bahwa persepsi siswa tentang bahan ajar memiliki kategori positif. Itu bisa dilihat dari jawaban siswa dengan pertanyaan wawancara. Untuk Pendekatan Ilmiah siswa memiliki persepsi kategori positif juga. Itu bisa dilihat dari Itu bisa dilihat dari jawaban siswa dengan pertanyaan wawancara.

Kata kunci: *persepsi siswa, Kurikulum 2013, Bahasa Inggris*

INTRODUCTION

Related to the implementation of the 2013 Curriculum in the 2013-2014 school year, Mohammad Nuh as the minister of education and culture at that time made a statement at Pendidikan dan Kebudayaan Magazine (2013:1). His opinion is that the curriculum is

successfully implemented and useful in shaping creativity and innovation. while the 2013 Curriculum has been applied in various highland and lowland schools. Although in implementing the 2013 Curriculum there were positive and negative reactions. They come from the community including teachers and students. A student who was interviewed by a researcher said that the teacher told students to make a presentation and only came to the classroom and did not explain much about the subject to be studied. And until now even the application of the 2013 Curriculum has been controversial.

The Ministry of Education and Culture desire in the 2013 Curriculum is that school graduates are expected to have noble character, relevant skills and knowledge related to the subjects learn at school. To achieve this goal, the Ministry of Education and Culture expects that the teaching materials used by teachers in the relevant classes with the competencies needed, contain essential material, and in accordance with the level of development of students. The learning process that occurs in schools should be student-centered, contextual, and textbooks that are used in the classroom must contain the learning process, a scoring system that educates and competencies that are as expected.

To achieve the goals and targets that have been determined, English teaching must enable students to communicate politely in oral and written communication for various needs (eg building social relationships, and developing insights through information exchange). The value of politeness that prevails in civilized society is the basis of communication that must be upheld, including tolerance, respect for interlocutors, cooperatives, self-confidence, creativity, diligence, tenacity, and carrying themselves with tenderness and sincerity. All of these noble goals — in reality in English lessons — should not be approached through lectures and academic explanations. What the 2013 Curriculum wants is that the teacher must act as a model that exemplifies how to communicate in English, provides and structures polite communication activities in English, then provides continuous consistent support so that these polite communication habits shape the character of students.

Thus, the task of English language teachers becomes increasingly clear: presenting themselves as good and correct functional English users so that students can imitate them, then involve students in good communication activities / events in English, and build

politeness this communication is a collective habit in the class he commands. In this way, English teachers are positioned as role models who are "innocent" and "imitated".

Based on the background above, the researcher have pre-observed in the learning process at SMA Negeri 14 Makassar in Class 11-IPA 1. The researcher pre-observed in this school to better know how the teacher implementation the 2013 Curriculum in the classroom. The researcher will find out students' perceptions about the implementation of the 2013 Curriculum in English Classroom at the school. Therefore, the researcher will conduct the research by the title: *Students' Perceptions on Teacher Implementation of the 2013 Curriculum in Learning English at SMA Negeri 14 Makassar*.

MATERIALS AND METHOD

1. The Concept of the 2013 Curriculum

According to Harmer (2007:255) 2013 Curriculum is strongly associated with the use of information technology, such as internet, videos, and songs. Teaching and learning from internet belongs to the usage of computer-based technology. And also according to Harmer (2007:257) the use Electronic dictionaries itself only users to type words to find meanings.

According to Mulyasa (2017: 10-14) Implementation of the 2013 Curriculum is a curriculum actualization in learning and the formation of competencies and character of students. It requires teacher activeness in creating and growing various activities in accordance with the programmed plan. saylor said that "instruction is implementation of curriculum plan, but not necessarily, involving teaching in the sense of student, teacher interaction in education settings". In this case, the teacher must be able to make decisions on the basis of the right assessment when students have not been able to form basic competencies, whether learning activities are stopped, changed methods or repeated past learning. The teacher must master the principles of learning, the assessment of learning media, the selection and use of learning methods, the skills of assessing learning outcomes of students, and choosing and using learning strategies or approaches.

2. Scientific Approach

According to Hosnan (2014: 6-7), the scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, submit or formulate hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate concepts, laws or principles that are "discovered" and use scientific approach than enables learning to be centered to students. The scientific approach is intended to provide understanding to students in recognizing, understanding various materials using a scientific approach, that information can originate from anywhere, anytime, does not depend on the same direction information from the teacher and use of scientific approach that enables learning to be centered to students. Therefore, the learning conditions that are expected to be created are directed at encouraging students to find out from various sources through observation, and not just being told.

According to *Kementrian Pendidikan dan Kebudayaan* (2013: 191), the learning process can be matched with a scientific process. Understand that curriculum 2013 mandates the essence of the scientific approach to learning. The scientific approach is believed to be the golden mark of the development and development of students' attitudes, skills and knowledge. In approaches or work processes that meet scientific criteria, scientists prioritize inductive reasoning rather than deductive reasoning. Deductive reasoning sees a general phenomenon and then draws specific conclusions. Conversely, inductive reasoning views specific phenomena or situations to then draw conclusions as a whole. Indeed, inductive reasoning places specific evidence into a broader idea relationship. The scientific method generally places unique phenomena with specific and detailed studies to then formulate general conclusions.

3. Learning English

In *Kementrian Pendidikan dan Kebudayaan* (2014:5), school graduates are expected to have noble character, relevant skills and knowledge related to the subjects studied at school. To achieve this goal, the Ministry of Education and Culture expects that the teaching materials used by teachers in the relevant classes with the competencies needed, contain essential material, accordance with the level of development of students and accordance with the level of student education. The learning process that occurs in schools should be student-centered, contextual, and

textbooks that are used in the classroom must contain the learning process, a scoring system that educates and competencies that are as expected.

To achieve the goals and targets that have been determined, English teaching must enable students to communicate politely in oral and written communication for various needs (building social relationships, and developing insights through information exchange). The value of politeness that prevails in civilized society is the basis of communication that must be upheld, including tolerance, respect for interlocutors, cooperatives, self-confidence, creativity, diligence, tenacity, and carrying themselves with tenderness and sincerity.

Not all of these noble goals— in reality in English lessons— should be approached through lectures and academic explanations. The 2013 Curriculum desire is that the teacher must act as a model that exemplifies how to communicate in English, provides and structures polite communication activities in English, then provides continuous consistent support so that these polite communication habits shape the character of students.

METHOD

The researcher used Descriptive-Qualitative Research in this research. It was along with the objective of this study is to identify students' perception on teacher implementation the 2013 Curriculum in English classroom. It was categorized as a Qualitative Research because the result of this research interpreted into sentences and based on the condition as it was from the results of data processing obtained. The researcher used Purposive Sampling Inclusion technique of Non-Probability because this technique uses criteria that have been selected by researchers in selecting samples based on research objectives. Therefore the researcher only took three sample categories, there are five students consisting of two high-achieved student, one middle achieved-student, and two low achieved-students from Class 11-IPA 1. The reasons for taking those three sample categories are based on the final value of the semester and interests in learning English and had an influence in provided perceptions to teachers in implementing the 2013 Curriculum which included the English material and scientific approach variables in the classroom

RESULT

Students' perceptions on the materials were classified into two: positive and other. Of all the perceptions on the five questions, only one perception classified as "Positive" and four

perceptions classified as “Other”. The students’ answers for the first question divided into two: positive and other. One positive perception came from RZ. He said that the English materials given were appropriate with their education level (Class 10-IPA 1).

Table 1 Students’ Perception on the Materials (Question No.1)

Question	Positive		Other	
	Statement	Respondent	Statement	Respondent
The appropriateness the material with class level	Appropriate	RZ	Sometimes appropriate, sometimes not appropriate	NB, RD, AS, AN

On the other hand, the materials were Sometimes appropriate, sometimes not appropriate in NB, RD, AS, and AN because they were already given in previous grade. However, they were also appropriate because they not already given in previous grade.

Table 2 Students’ Perceptions on the Materials (Questions No. 2-3)

Question	Positive	
	Statement	Respondent
The materials’ usefulness in daily life	Useful	All Students
Source of materials	Textbook, Internet, electronic dictionary, other books.	All Students

Regarding to the usefulness of materials in their daily life, all students answered positively. English made communication easier with foreigner. Another example, AN, usually practiced English with his siblings and his father.

Of the source of materials, all students agreed that the teacher used their English textbook as the source. Other sources were used as well. As stated by AS, the teacher also used the internet and other books he had gotten from English teacher socialization.

Table 3 Students’ Perceptions on the Materials (Questions No. 4)

Question	Positive	
	Statement	Respondent
	Asked/encouraged the students	NB, AS

Teacher's role in encouraging the students to seek for other learning sources	Asked/ encouraged the students and students' own initiative	RD, AN
	Students, own initiative	RZ

Table 3 shows the students' perceptions towards the teacher's role in encouraging the students to see for other learning sources. The opinions were divided into three. In K13, NB and AS thought that their teacher usually asked them for other references, for instance from the library and the internet.

Table 4 Students' Perceptions on the Materials (Questions No. 5)

Questions	Positive		Negative	
	Statement	Respondent	Statement	Respondent
How the teacher gave materials	Games, Picture, videos, explanation by words	NB, AS, AN, RZ	Almost always explanation by words	RD

RD states a negative perception towards the way the teacher gave materials. RD included that the teacher usually explaining materials by words. She rarely used picture and things. One meet might be interesting, but the majority of the meetings seemed not interesting enough.

Table 5 Students' Perceptions on the Scientific Approach (Observing Stage)

Questions	Positive	
	Statement	Respondent
How the teacher started lessons	Attend the students first, give motivation, explain the previous material, start the learning topic.	All Students

Table 5 shows the students' perceptions towards the way the teacher started lessons, all students answered positively. The teacher started lessons with attend the students first

also give motivation, reviewed the previous material, then start the learning topic to be learned.

Table 6 Students' Perceptions on the Scientific Approach (Questioning Stage 1)

Questions	Positive	
	Statement	Respondent
Perceptions about question and answer/discussion sessions	Enjoyable, important, needed, good to be implemented.	All Students
Teacher's role encouraging the students to be active in answer/discussion sessions	With questions The teacher wheedled with question and students' initiative Students' initiative The teacher sometimes wheedled, sometimes do not.	RZ NB, RD AN AS

The table 6 presents students' perceptions towards the questioning stage of scientific approach. The students had various perceptions towards question and answer/discussion sessions. The other question was about the teacher's role in encouraging the students to be active in questioning stage. On the students, NB and RD, thought that the students were both had initiative to ask questions and had the teacher wheedled with questions.

Table 7 .Students' Perceptions on the Scientific Approach (Questioning Stage 2)

Question	Positive		Other	
	Statement	Respondent	Statement	Respondent

The students' activeness in question and answer/discussion sessions	Active	NB, RD, AN, RZ	Some were active, some were not	AS
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Table 7 still questioning stage, there were two groups of perception towards the students' activeness. One of them was categorized as "other". one of the students stated that, AS, thought that were some students who were active and some were not.

Table 8 Students' Perceptions on the Scientific Approach (Information Stage)

Questions	Positive	
	Statement	Respondent
The teacher's role in encouraging the students to look for information on their own	Promoter Sometimes students' own initiative, sometimes teacher gave promoter	NB, RD, AN, RZ. AS

Four perceived that the teacher act as promoter in encouraging the students to look for information on their own. However, AS though that students' role was more prominent.

Table 9 Students' Perceptions on the Scientific Approach (Associating Stage)

Question	Positive		Other	
	Statement	Respondent	Statement	Respondent

How the teacher helped the students in processing information	The teacher gave instructions Usually asked the students' development Kept an eye/monitoring the students' development	RZ AN RS	The teacher gave instructions, but sometimes clear, sometimes not	AS, NB
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Regarding to the associating stage of Scientific approach, a statement classified as “other” was uttered by AS and NB. In their opinion, In helping the students processed information, the teacher indeed gave instructions were clear but sometimes were not.

**Table 10 .Students’ Perceptions on the Scientific Approach
 (Communicating Stage)**

Question	Positive	
	Statement	Respondent
How the teacher asked the students to present their works	Presentations (Group and Individual), written and oral works, videos, printed works, e-mails	All Students

In presenting works, the teacher asked some ways like did presentations both group and individual, made both oral and written works, and video. Nabila stated that they had ever print out their works and sent e-mails to the teacher.

DISCUSSION

1. Students’ Perceptions on the Teaching Materials

Based on the findings above, researcher interviews with research subjects about students’ perceptions of learning material in the 2013 curriculum it can be concluded that in the appropriateness between the materials and education level, four out of five students give answers that the material provided by the teacher is sometimes in accordance with their education level and sometimes not in accordance with their education level. This fact is not accordance with the

statement of Ministry of Education and Culture which states that teaching materials used by teachers in the relevant classes with the competencies needed, contain essential material, accordance with the level of development of students and accordance with the level of student education (*Kementrian Pendidikan dan Kebudayaan, 2014:5*).

Related to the use of material obtained in the learning process used in everyday life. All students have a positive perception, that they often use English in everyday life. English is made communication easier with foreigner (John, 2003:100). On the other hand of the source materials, all students agreed that used their English textbook as the source and other sources were used as well, along with the teacher gave materials four students include that the teacher at times used videos, picture and things. It was evident that 2013 Curriculum is strongly associated with the use of information technology, such as internet, videos, and songs. Teaching and learning from the internet belongs to the usage of computer-based technology (Harmer, 2007:255). At least according to one student, the teacher also employed the use of electronic dictionary. Electronic dictionaries itself only require users to type words to find meanings (Harmer, 2007:257). As stated by Kemdikbud (2014:8), the use of technology is aimed to make learning more efficiently and effectively.

2. Students' Perceptions on the Scientific Approach

Related to questioning stage of scientific approach, teacher's role encouraging the students to be active in discussion session can be categorized as prompters (Nuh, 2013:145). A prompter should persuade and push students to make more accomplishments; in this case, by wheedling with questions to make the students spoke. By student themselves asking questions, they can increase their ability in arranging questions. Hence, critical thinking can be formed for lifelong learning (Mulyasa, 2013:43).

In learning process, students are trained to be more active in seeking information on their own. From the information they have gotten, they then draw conclusion. In this stage, teachers should avoid lecturing method but give brief instructions yet clear with examples (*Kementrian Pendidikan dan Kebudayaan, 2013: 191*). This study showed that the English teacher had already given instructions even though sometimes they were not clear.

The students interviewed had their own criterion of how the appropriate approach to teach students is. AS opined that the appropriate one was teachers' ability to encourage

students to be more active. This is in line with the usage of scientific approach that enables learning to be centered to students (Hosnan, 2014:6-7). The usage of games, on the other hand, is important for RD to refresh minds. This agreed with the statement by snow (2006:71-72) that a good teacher will use 'candy', that is includes games, songs, and films which are recreational and educational at once.

Based on the explanation about the teaching material and the using of Scientific Approach it can be concluded that, firstly, mostly students had positive perceptions about teaching materials even though still experiencing some obstacles such as finding learning sources, comprehending materials delivered by teacher, it could be seen from the students' answers in the interview questions. Secondly, mostly students had positive perceptions about using of Scientific Approach and generally the implementation was going well eventhough still experiencing some obstacles such as comprehending materials delivered by teacher allocating time to develop materials is less owe to administrative burden, it could be seen from the students' answers in the interview question, crosscheck and interview with the teacher.

Conclusion

Based on research finding and discussion should be concluded as follow:

1. Based on the findings and discussions mostly students had positive perceptions about the teaching materials. It could be seen from students' answer by interview questions. Generally the implementation it is going well even though still experiencing some obstacles such as finding learning sources, comprehending materials delivered by teacher in implementing the 2013 Curriculum in English material at SMA Negeri 14 Makassar.
2. Based on the findings and discussions mostly students had positive perception about using of scientific approach. It could be seen from students' answer by interview questions. Generally the implementation it is going well eventhough still experiencing had obstacles too such as comprehending materials delivered by teacher and allocating time to develop materials is less owe to administrative burden in implementing the 2013 Curriculum in scientific approach at SMA Negeri 14 Makassar.

Suggestion

Based on research this points will give some suggestion to the side concerned as follow:

1. For English Teacher at SMA 14 Makassar in Class 11 IPA-1

General and specific suggestion for English subject that teachers should pay attention to the changing of learning pattern. Based on the interview, the students were still dependent on teacher's commands. The changing of the learning pattern still also had problem in the habit of active learning. To overcome that, teachers can expose students to more practices, such as by exposing students to numbers of discussions and group works. Moreover, the language itself has a role as communication tool.

2. For the next researcher

To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.

3. For the Government

For the government, there are more training for teachers on how to apply the Curriculum 2013 well, furthermore, the government policy does not impose administrations so much so that the teacher can focus more on processing the material creatively and innovatively.

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