

TEACHER PERCEPTION OF 2013 CURRICULUM IMPLEMENTATION IN TARUTUNG 1 STATE HIGH SCHOOL

NISMA SIMARANGKIR

STUDENT OUTPUTS



TEACHER PERCEPTION OF 2013 CURRICULUM
IMPLEMENTATION IN TARUTUNG 1 STATE HIGH SCHOOL

NISMA SIMARANGKIR

¹*nismasimorangkir@gmail.com*

TEACHER PERCEPTION OF 2013 CURRICULUM IMPLEMENTATION IN
TARUTUNG 1 STATE HIGH SCHOOL

Abstract:

The purpose of this study was to find out: (1) teacher perceptions of the implementation of 2013 Curriculum in Public High School 1 of Tarutung with sub-curriculum namely planning variables, learning implementation and also learning assessment. This research was quantitative descriptive. This study used population research with respondents totaling 47 teachers at Public High School 1 of Tarutung. The data collection technique used in this study was using a questionnaire. The results of this study indicate that: (1) teacher perceptions of the implementation of the 2013 Curriculum are in the very well implemented category (25.53%) and 72.34% agree categories. (2) the teacher's perception of the 2013 Curriculum learning plan in very good implemented category of 46.80% and the agreed category of 53.19%; (3) teachers' perceptions of the implementation of the 2013 Curriculum learning process are in the very good implemented category of 46.80% in the agreed category and 53.19%; (4) teacher perceptions of the implementation of the 2013 Curriculum assessment are in the category of Strongly agree 31.91%, 59.57% agree and 8.51% quite agree. Then it can be concluded that the implementation of the 2013 curriculum in Public High School 1 of Tarutung went well.

Keywords: Perception, 2013 Curriculum, Teacher, Implementation

1. INTRODUCTION

Education is one of the things that is very important for human needs. Education is said to be good if it provides benefits and contributions to oneself and also to the environment. One important factor in education is the curriculum used. The curriculum is "a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals". (Law of the Republic of Indonesia concerning National Education System No 20/2003 CHAPTER I, Article I, paragraph 19). Furthermore, the curriculum according to Sharpes is "a curriculum as an" action plan "and as an" act of teaching "(Akhilanand Sharma: 1992 P 18).

Indonesia applies the 2013 Curriculum to both elementary and upper secondary schools. Many reasons have caused curriculum changes, one of the reasons for the previous curriculum (KTSP 2006) must be refined, and the curriculum changes carried out by the government are to improve the education system, and the most fundamental is that the curriculum will be able to answer the changing times and to prepare students who are able to compete in the future with all advances in science and technology.

In the implementation of a long curriculum often teachers in learning are more concerned with knowledge, so students listen to teachers a lot which results in children being less active in learning.

Learning that prioritizes knowledge makes children only accept material and teacher-centered learning. This is what is demanded from the 2013 curriculum to be able to balance knowledge, attitudes and skills, so learning must explore the potential of students who make children active in learning through learning principles from the 2013 curriculum. One of the objectives of the 2013 curriculum is to invite students to become independent. That.

Before all information came from the teacher, now students must be able to be active in managing and seeking knowledge. this situation must require students to be able to access information.

But in some studies conducted in accordance with the research (Windha Zulhernanda: 2017) states: "Administratively, teachers use the 2013 curriculum program, but when they apply the 2013 curriculum the teacher's attitude and actions in the classroom become imperfect, the teacher's perception of the 2013 curriculum is a difficult curriculum with a complicated system. This prompted the writer to examine the perceptions of the teachers of Tarutung 1 High School about the implementation of the 2013 curriculum, because this school was one of the schools that was made into a pilot project in the implementation of the 2013 curriculum.

2013 CURRICULUM

The 2013 curriculum is a continuation of the education unit level curriculum (KTSP). The change and development of this curriculum is based on State philosophy, sociology, and several other foundations which require this curriculum to be able to improve human resources.

The Minister of Education and Culture Regulation No. 22 of 2016 states: "The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence according to talent, interest, and physical and psychological development of students. "For this reason, each education unit conducts learning planning, implements the learning process and evaluates the learning process to improve the efficiency and effectiveness of graduate competency achievement.

2013 Curriculum Orientation is improving and balancing between attitudes, skills, and knowledge competencies. In the 2013 curriculum the school was aspired to be able to give birth to a smart future generation that is not only intellectually intelligent, but also emotionally, socially and spiritually intelligent. Therefore, graduates' abilities should include attitudes, knowledge and skills in accordance with agreed national standards (Sholeh Hidayat, 2013 p113).

2013 curriculum wants to change the pattern of education from orientation to results and material to education as a process. Therefore, learning must involve students, in order to be able to explore to form competencies by exploring various potentials, and scientifically correcting. The task of the teacher is not only to convey information to students, but to be creative in providing services and ease of learning (facilitate learning) to all students. "Regional curriculum should be. That is, all not the central curriculum (all around the country). "The curriculum should be designed and implemented in accordance with the geographical structure, student profiles, and resources of each region." (Bunyamin Yurdakula: 2015 p 131)

In the implementation of the 2013 curriculum, teachers must consider the Characteristics of the 2013 curriculum . Minister of Education and Culture Regulation number 22 of 2016 concerning standards for the process of primary and secondary education

Stating that the characteristics of the 2013 curriculum are:

1. Developing a balance between developing spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
2. The school is part of the community that provides a planned learning experience where students apply what they learn in school to the community and use the community as a learning resource;
3. Develop attitudes, knowledge, and skills and apply them in various situations in schools and communities;
4. Give sufficient time to develop various attitudes, knowledge, and skills;
5. Competencies are expressed in the form of core class competencies which are further detailed in the basic competencies of the subject;
6. Class core competencies become organizing elements of basic competencies, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;
7. Basic competencies are developed based on accumulative principles, reinforcing each other and enriching (enriched) between learning and education levels (horizontal and vertical organization).

If this is done, the hope of the Indonesian people to advance education will be achieved. This is in line with the objectives. The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of the world, nation, state, and world civilization Education and Culture Education of the Republic of Indonesia Number 70 of 2013 concerning the Basic Framework and Curriculum Structure P7)

Therefore the objectives of the 2013 curriculum are expected to be able to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of the world, nation, state and world civilization.

2013 CURRICULUM IMPLEMENTATION

The implementation of the curriculum is essentially a teaching process activity carried out by the teacher and the learning process undertaken by students. Therefore, the successful implementation of

the curriculum depends on the teacher's ability to manage learning both inside and outside the classroom. Teacher's perception of curriculum implementation is the teacher's perspective in understanding and translating according to their knowledge and experience in learning activities. "Knowledge is a key to perception" (Sternberg and Sternberg, 2012: P 86). Therefore, teachers are expected to have a good and positive perception of the curriculum because the role of the teacher is important in supporting the success of the curriculum and learning that begins with the teacher as the compiler of the program / planner in the learning process, implementing learning and learning evaluators.

a. Planning in the learning process is very important because it affects the direction and goals that students want to achieve in the learning process. Steller argues (in Uno, 2008: p 82) that planning is a relationship between what is now (what is) and how it should be (what should be) related to needs, determining goals, priorities, programs, and allocation of resources.

b. Based on Minister of Education and Culture Regulation No. 22 of 2016 concerning Standard and Secondary Education Process Standards states that the learning process is carried out by: 1) Preliminary activities: learning is done by preparing students both psychologically and physically, conducting lesson reviews by presenting questions to see levels of understanding students about the material that has been delivered before. Teachers must be creative in carrying out the teaching and learning process so that students do not feel bored, but are more active in teaching and learning activities, so that interactions occur more alive. 2) The core activity is the discussion of material by applying a scientific approach, namely the teacher applies the activity of observing, asking, collecting, analyzing, drawing conclusions and communicating the results during the learning process. 3) The closing activity aims to further stimulate students' thinking about the lessons that have been delivered. Its activities include reflection together with students to evaluate learning activities and the results of students' understanding gained, provide feedback on the process and learning outcomes

c. Regarding the standards for education assessment Assessment of the learning process uses an authentic assessment approach that assesses the readiness of learners, processes, and learning outcomes as a whole. Evaluation of the learning process is carried out during the learning process using tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the learning unit using methods and tools: oral / deed tests, and written tests. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes.

In implementing the curriculum teachers are required to conduct classroom management, in the form of arrangement of rooms and facilities so that teaching and learning activities can take place as

effectively as possible. Room management carried out by the teacher, the method of learning carried out is adjusted to the level of willingness of students who will follow the learning.

METHODS

Regarding the standards for education assessment Assessment of the learning process uses an authentic assessment approach that assesses the readiness of learners, processes, and learning outcomes as a whole. Evaluation of the learning process is carried out during the learning process using tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the learning unit using methods and tools: oral / deed tests, and written tests. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes.

In implementing the curriculum teachers are required to conduct classroom management, in the form of arrangement of rooms and facilities so that teaching and learning activities can take place as effectively as possible. Room management carried out by the teacher, the method of learning carried out is adjusted to the level of willingness of students who will follow the learning.

Table 1 Frequency of respondents based on gender and type of subjects taught.

Table Rows	Male	Female	Total
Obigatory Lessen Teacher A	7	10	17
Mandatory Lessen Teacher B	2	4	6
Specialization teacher	10	14	24
Total	19	28	47

Data collection in this study is intended to obtain reliable information about Teacher's Perception of 2013 Curriculum Implementation in Tarutung 1 Public High School. In this study the data collection techniques used were questionnaires.

According to (Sugiyono 2007: 199), a questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer.

Giving criteria from the respondent's answer is based on the score obtained from the number of scores for each group of items. Respondents' answers are grouped into five categories. Descriptive analysis for each research variable was used to determine the average price (M), standard deviation (SD), median (Me) and mode (Mo). To determine the number of interval classes, the Sturges formula $1 + 3.3 \log n$ is used, where n is the number of research subjects. The length of the class is calculated by dividing the range of data by the number of class intervals. Data already

collected then grouped through frequency distribution tables and determined by categories. The method used is to identify the tendency of the data score based on the grouping to use the following formula:

Table 2 Data grouping trend scores

Range	Category
$x > M_i + 1.5SD_i$	Very well done
$M_i \pm s.d (M_i + 1.5SD_i)$	Well done
$M_i - 1.5SD_i$ s.d < M_i	Implemented poorly
$X < (M - 1.5SD_i)$	Not Implemented

(Sutrisno Hadi, 2004 p126)

Determination of the distance of 1.5 SD for this category is based on a normal distribution curve that is theoretically within 6 standard deviations (6SDi). To calculate the ideal mean (Mi) and standard deviation (SDi) the following formula is used:

$$M_i = \frac{1}{2} (\text{max value} + \text{min value})$$

$$SD_i = \frac{1}{6} (\text{max value} - \text{value min})$$

RESULT

A. DISTRIBUTION OF FREQUENCY

In this section a description of the data from the teacher's perceptions of each sub-variable is presented, namely: 2013 Curriculum planning, 2013 Curriculum learning process, curriculum assessment for Curriculum 2103. Based on the data obtained in the field, as follows:

1. Distribution of Frequency of Teacher's Perception of 2013 Curriculum Implementation in Tarutung 1 Public High School.

Implementation of the 2013 Curriculum was analyzed based on overall indicators, namely: Learning planning, implementation of learning, and assessment of learning. Data on teacher perceptions of the implementation of the 2013 curriculum were measured through questionnaires totaling 30 questions, using a Likert scale with a score of 1 to 5, measured through a questionnaire distributed to 47 respondents. Based on the research data obtained the highest score of 135, the lowest score of 99, the average score of 112.48 range 36, and based on the count with Sturges ($1 + 3.3 \log n$) obtained $K = 1 + 3.3 \log (47) = 6.51$ rounded to 7 classes. Class length = range: number of classes = $36: 7 = 5.14$ rounded up to 5. So the frequency distribution of teacher perception data on the implementation of 2013 Curriculum in Tarutung 1 Public High School can be seen in table 1 below:

Table 3 Table Distribution of Frequency of Teacher's Perception of 2013 Curriculum Implementation in Tarutung 1 Public High School

Interval class	Frequency	Frequency relative
99-104	7	14,89
105 - 110	2	4,25
111 -116	15	31,91
117 – 122	11	23,40
123 – 128	5	10,63
129 -134	6	12,76
135 – 140	1	2,12

2. Distribution of Frequency of Teacher's Perception of 2013 Curriculum Learning Planning in Tarutung 1 Public High School.

In this study analyzed based on teacher perceptions of indicators About learning planning, measured through questionnaires using a Likert scale with alternative answers to scores 1 to 5 and distributed to 47 respondents. Based on the results of the study obtained the highest score of 45, the lowest score of 34, the mean score of 39.32, range 10, and based on the count with Sturges ($1 + 3.3 \log n$), the number of interval classes (K) = $1 + 3.3 \log (47) = 6.51$ rounded to 7 classes. Class length = range: number of interval classes = $10 : 7 = 1.4$. Rounded up 1. Data frequency distribution Teacher Perception of Curriculum 2013 learning planning in Tarutung 1 Public High School can be seen in the following table.

Table 1 Persepsi guru terhadap perencanaan pembelajaran kurikulum 2013

Interval Class	Frequence	Frequenci Relative
34 – 35	3	6,38
36 -37	19	40,42
38 -39	3	6,38
40 – 41	10	24,37
42 – 43	2	4,25
44 – 45	10	26,23
46 – 47	0	0
Total	47	100

3. Distribution of Frequency of Teacher Perception towards 2013 Curriculum Learning in Tarutung 1 High School.

In this study analyzed based on teacher perceptions of indicators About learning planning, measured through questionnaires using a Likert scale with alternative answers to scores 1 to 5 and distributed to 47 respondents. Based on the results of the study obtained the highest score of 46, the lowest score of 30, the mean score of 39.45, range 16, and based on the calculation with Sturges ($1 + 3.3 \log n$), the number of interval classes (K) = $1 + 3.3 \log (47) = 6.51$ rounded to 7 classes. Class length = range: number of interval classes = $16: 7 = 2.28$ Rounded 2. Frequency data distribution Teacher Perception of Curriculum 2013 learning in Tarutung 1 Public High School can be seen in the following table.

Table 5 Table Teacher Perception of Curriculum 2013 learning

Interval Class	Frequence	Frequence relative
30- -32	3	6,38
33 – 35	19	40,42
36 -38	3	6.38
39 – 40	10	24,37
42 – 44	2	4,25
45 – 47	10	26,23
48 – 50	0	0
Total	47	100

4. Distribution of Frequency of Teacher Perception to 2013 Curriculum Assessment in Tarutung 1 Public High School

In this study analyzed based on teacher perceptions of indicators About assessment of learning, measured through questionnaires using a Likert scale with alternative answers to scores 1 to 5 and distributed to 47 respondents. Based on the results of the study obtained the highest score of 44, the lowest score of 29, the mean score of 37.64, range 15, and based on the count with Sturges ($1 + 3.3 \log n$), the number of interval classes (K) = $1 + 3.3 \log (47) = 6.51$ rounded to 7 classes. Class length = range: number of interval classes = $15: 7 = 2.1$ Rounded 2. Frequency data distribution Teacher Perception of Curriculum 2013 learning assessment in Tarutung 1 Public High School can be seen in the following table

.Table 6 Teacher's perception of the 2013 curriculum learning assessment

Interval Class	Frequency	Frequency Relative
29 – 31	3	6,38
32 – 34	4	8,51
35 – 37	16	34,04
38 – 40	15	31,91
41 – 43	7	14,89
44 – 46	2	4,25
47 – 49	0	0
Total	47	100

B. DETERMINATION OF TRENDS

Determination of research trends is done by determining the trend of scores of variables and calculation of percentages of sub-variables. The calculation of trend scores aims to describe the sub-variables in the study, by first calculating the ideal mean, ideal standard deviation, ideal minimum score, and ideal maximum score. After that, the tendency of the score is determined to find out the categorization of the research sub-variables. The percentage calculation on variables is used to find out the percentage of teacher perceptions on each sub-variable.

1. Trends in Teacher Perception of 2013 Curriculum Implementation in Tarutung 1 Public High School Data obtained from questionnaires distributed to 47 respondents as follows:

Table 7 The results of data analysis tend to be teacher perceptions of the 2013 curriculum implementation in Tarutung 1 Public High School

No	Statistical Data	Analisis Result
1	Total Respondent	47
2	Mean	112,48
3	Median	117
4	Modus	115,32
5	Deviasi Standard	12,423
6	Law Scor	99
7	High Scor	135
8	Range	36

To find out the trend of variable scores, Teacher Perception on Implementation of 2013 Public High School Curriculum in Tarutung 1 is done by calculating the following:

Table 8 Calcification of trends in teacher perceptions of the 2013 curriculum implementation in Tarutung 1 Public High School

No	Interval Class	Frequence	Frequence	Category
----	----------------	-----------	-----------	----------

			Relative	
1	$X \geq 120$	12	25,53	Strongly Agree
2	$100 \leq X < 120$	34	72.34	Agree
3	$80 \leq X < 100$	1	1,0002	Simply Agree
4	$60 \leq X < 80$	0	0	Disagree
5	$X < 60$	0	0	Strongly disagree

Based on the table 8 it shows that in the tendency of Teacher Perception of 2013 Curriculum Implementation in Tarutung 1 Public High School there were 12 teachers (25.53%) in the Strongly agree category, 34 teachers (72.34%) in the Agree category, 1 teachers (0,0002%) are in the category of moderately agree, no teacher (0%) in the category Disagree, and Strongly disagree.

2. Trends in Teacher Perception of Curriculum 2013 learning planning in Tarutung 1 Public High School Data obtained from questionnaires distributed to 47 respondents as follows:

Table 9 Results of Data Analysis of Teacher Perception Trends towards 2013 Curriculum learning planning at Tarutung 1 Public High School

No	Statistical Data	Analisis Result
1	Total Respondent	47
2	Mean	1848
3	Median	39
4	Modus	36
5	Deviasi Standard	77,65
6	Law Scor	34
7	High Scor	45
8	Range	10

Table 10 Calcification of trends in teacher perceptions of 2013 curriculum learning planning in Tarutung 1 Public High School

No	Interval Class	Frequence	Frequencei Relative	Category
1	$X \geq 39,3$	22	46,80	Strongly Agree
2	$33 \leq X < 39,3$	25	53,19	Agree
3	$26,7 \leq X < 33,3$	0	0	Simple Agree
4	$20 \leq X < 26,7$	0	0	Disagree
5	$X < 20,1$	0	0	Strongly disagree

Based on the table 10 it shows that in the tendency of Teacher Perception of Curriculum 2013 Learning Planning in Tarutung 1 Public High School there are 22 teachers (46.80%) in the Strongly agree category, 25 teachers (53.19%) in the category Agree, and there is no teacher (0%) in the category Simply agree and the teacher (0%) is in the category Disagree, and Strongly disagree.

3. Trends in Teacher Perception on the implementation of 2013 Curriculum learning in Tarutung 1 Public High School Data obtained from questionnaires distributed to 47 respondents as follows:

Table 11 Results of Data Analysis of Teacher Perception Trends towards the implementation of 2013 Curriculum in Tarutung 1 Public High School

No	Statistical Data	Analisis Result
1	Total Respondent	47
2	Mean	39,45
3	Median	40
4	Modus	40
5	Deviasy Standard	73,23
6	Law Scor	30
7	High Scor	46
8	Range	16

Table 12 Calcification of trends in teacher perceptions of 2013 curriculum learning in Tarutung 1 High School

No	Interval class	Frequence	Frequence Relative	Category
1	$X \geq 39,3$	27	57,44	Strongly agree
2	$33 \leq X < 39,3$	17	36,17	Agree
3	$26,7 \leq X < 33,3$	3	6,38	Simply Agree
4	$20 \leq X < 26,7$	0	0	Disagree
5	$X < 20,1$	0	0	Strongly Disagree

Based on the table 12 it shows that in the tendency of Teacher Perception of the Implementation of 2013 Curriculum learning in Tarutung 1 Public High School there were 22 teachers (46.80%) in the Strongly agree category, 25 teachers (53.19%) in the category Agree, and there is no teacher (0%) in the category Simply agree and the teacher (0%) is in the category Disagree, and Strongly disagree

4. Trends in Teacher Perception of Curriculum 2013 Learning Assessment in Tarutung 1 Public High School Data obtained from questionnaires that have been distributed to 47 respondents as follows.

Table 13 Table of Results of Analysis of Teacher Perception Trends Data on the 2013 Curriculum learning assessment at Tarutung 1 Public High School

No	Statistical Data	Analisis Result
1	Total Respondent	47
2	Mean	39,45

3	Median	40
4	Modus	40
5	Deviasy Standard	73,23
6	Law scor	30
7	High Scor	46
8	Range	16

Table 14 Calcification of trends in teacher perceptions of 2013 curriculum learning in Tarutung 1 High School

No	Interval Class	Frequence	Frequence Relative	Category
1	$X \geq 39,3$	15	31,91	Strongly Agree
2	$33 \leq X < 39,3$	28	59,57	Agree
3	$26,7 \leq X < 33,3$	4	8,51	Simply Agree
4	$20 \leq X < 26,7$	0	0	Disagree
5	$X < 20,1$	0	0	Strongly Disagree

Based on the table 14 it shows that in the tendency of Teacher Perception of Curriculum 2013 learning assessment in Tarutung 1 Public High School there were 15 teachers (31.91%) in the Strongly agree category, 28 teachers (59.57%) in the category Agree, and 4 teachers 8.51%) in the category quite agree, and no teacher (0%) in the category of categories Disagree, and Strongly disagree.

Based on the results of a score analysis of teacher perceptions of the implementation of the 2013 curriculum on variables and each sub-variable, the following categories were obtained.

Table 15 Table of Results Analysis of trends in teacher perception scores on the 2013 curriculum implementation of the variables and each sub-variable

No	Variable/sub Variable	Category
1	Teacher's perception of the implementation of the 2013 curriculum in Tarutung 1 Public High School	Agree
2	The teacher's perception of the 2013 curriculum learning plan in Tarutung 1 Public High School	Agree
3	Teacher's perception of the implementation of 2013 curriculum learning in Tarutung 1 state high school	Strongly Agree
4	Teachers' perceptions of the 2013 curriculum learning assessment in Tarutung 1 Public High School	Agree

DISCUSSION OF RESEARCH RESULTS

Curriculum Implementation in Tarutung 1 Public High School Based on descriptive analysis by categorizing the tendency of teacher perception scores towards curriculum implementation it is known that there are (25.53%) teachers in the strongly agree category and 72.34% teachers in the agree category, no there are less teachers in the implemented category. From the categorization, it can be concluded that the implementation of the 2013 Curriculum in Senior High School 1 runs well. Teacher's Perception of Implementation of 2013 Curriculum - each of these sub-variables contains several indicators. These indicators illustrate the aspects contained in the 2013 curriculum, namely: Teachers must make learning plans, implement learning and also carry out assessments of learning.

CONCLUSIONS AND RECOMMENDATIONS

a. Conclusion

Based on the results of research and discussion, conclusions can be taken as follows:

1. Teacher's Perception of 2013 Curriculum Implementation in Tarutung 1 High School is in the Agree category. This is indicated by 72.34% of teachers agreeing in the implementation of the 2013 curriculum in Tarutung 1 state high school
2. .Teacher's Perception of Curriculum Learning Planning in Tarutung 1 Public High School is in the agreed category. This is indicated by 53.19% of teachers agreeing
3. Teacher's Perception of the Implementation of Learning Process Curriculum 2013 in Tarutung 1 Public High School is in the category of Strongly Agree. This is indicated by 57.44% very agree in the implementation.
4. Teacher's Perception of Implementation The 2013 Curriculum learning assessment at Tarutung 1 Public High School agreed. This is indicated by 59.57% of teachers approving the 2013 curriculum assessment

However, there are still various constraints faced by teachers in the implementation of the 2013 Curriculum, proven that there are still teachers from several indicators stating that the implementation of the 2013 curriculum needs to be simplified.

b. Suggestions

National education as one of the national development sectors in an effort to educate the nation's life has a vision of the realization of an education system to empower all citizens of Indonesia to develop into quality human beings so that they are able and proactively to respond to the challenges of an ever changing era.

The curriculum implementation must be properly carried out by the teacher, because the teacher is the perpetrator of the curriculum implementation. Thus, the teacher must understand correctly the

curriculum changes that occur in education in Indonesia. This means that everything must be well prepared, starting from the 2013 Curriculum learning plan, the implementation of the 2013 Curriculum up to the assessment, and the support of learning tools and media in the school. Therefore, implementing the 2013 Curriculum can work well, it requires openness to curriculum changes through the perceptions of each teacher.

References

1. Akhilanand Sharma(1992). The Principal As A Curriculum Facilitator
<http://directions.usp.ac.fj/collect/direct/index/assoc/D1074262.dir/doc.pdf>
2. Bunyamin Yurdakula (2015). Perceptions of Elementary School Teachers Concerning the Concept of Curriculum
[https://search.proquest.com/docview/2188079752/385107A6B88E497FPQ/4? Accounted](https://search.proquest.com/docview/2188079752/385107A6B88E497FPQ/4?Accounted)
3. Law of the Republic of Indonesia concerning National Education System No. 20/2003 Chapter I, Article I.
4. Republic of Indonesia Minister of Education and Culture Regulation No. 103 of 2014 concerning Learning in Basic and Secondary Education
5. Sugiyono. (2007). Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
6. Minister of Education and Culture Regulation No. 22 of 2016 concerning Standard and Secondary Education Process Standards
7. Minister of Education and Culture Education Regulation of the Republic of Indonesia Number 70 of 2013 concerning Basic Framework and Structure of Vocational Middle School Curriculum / Madrasah Aliyah Vocational
8. Regulation of the minister of education and culture of the republic of indonesia number 23 of 2016 concerning standards for education assessment
9. Uno, Hamzah B. 2008. Learning Planning. Jakarta: PT Bumi Aksara
10. Willits, Fern K; Theodori, Gene L; Luloff, AE. Another Look At Likert Scales, 2016: 126-139.
<https://search.proquest.com/docview/1872116904/E7921EAE7A004AF6PQ/9?accountid>
11. Windha Zulhernanda, Teachers' Perceptions on Application Of 2013 Curriculum for Elementary School in Medan.[https://search.proquest.com/docview/2186487655/fulltextPDF/ 385107A6B88E497 FPQ /41](https://search.proquest.com/docview/2186487655/fulltextPDF/385107A6B88E497FPQ/41)
12. <https://core.ac.uk/download/pdf/33533140.pdf>

