

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

LITERATURE REVIEW

2.1 The Concept of Perception

There are lots theories from the scholars about the perception theories. In the English Indonesia Dictionary, the word perception refers to the "vision" or "response"⁴. Term perception according to Henry Clay Lindgren: "*Perception is viewed as the mediating processes that are initiated by sensations*"⁵. Still, according to Clifford T. Morgan, stated his opinion about perception: "*Perception is the process of discriminating among stimuli and of interpreting their meanings*"⁶.

According to Huffman and Vernoy, perception is the process of selecting, organizing, and interpreting sensory data into useable mental representation of the world⁷. On the other hand, according to Worchel and Shebilske, perception is the process of interpreting information⁸. Besides, Szilagyi and Wallace defined perception as a process by which individuals attend to incoming stimuli, organize, and interpret such stimuli into message

⁴Echols & Shandily, *Kamus Inggris Indonesia*, (Jakarta: PT Gramedia Pustaka Utama), p. 242

⁵Henry Clay Lindgren, *An Introduction To Social Psychology*, (USA: Mosby Company, 1973), p. 292.

⁶Clifford T. Morgan, *Introduction to Psychology*, (Newyork: Mc GRAW-Hill Book Company INC, 1961), p. 299.

⁷Huffman, L., Vernoy, M., & Vernoy, J. *Psychology in action* (4th ed.). (Hoboken, NJ: John Wiley & Sons. Inc, 2000), p.113

⁸Worchel, S. & Shebilske, W. *Psychology* (3rd ed.). (Upper Saddle River: Prentice Hall, Inc, 1989), p.68

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that in turn indicate an appropriate action or behavior.⁹ Thus, perception is an action in which someone gives the stimulus and response about something which happens in the reality.

Although some people are facing a similar object, they may have a different perception about it. It is because everyone has their own experience in the past. There are many experts that describe the relation between the people's experience and perception. Mouly stated that two persons looking at the same phenomenon may see very different things¹⁰. Wick and Pick also stated that there is a connection between perception and experience¹¹.

According to Leavitt cited by Desmita in developmental psychology students, the term perception comes from the English "perception", taken from the latin "perceptio", which means to accept or take. In addition, the perception in the mean Levit narrow sense is "the vision", that is how someone sees something, whereas in a broader sense, the perception is "view", namely how someone looked or mean something.¹²

Perception is closely related to attitudes. Perception is the process by which organisms interpret and organize sensation to produce a meaningful

⁹Szilagyi, A. D., & Wallace, M. J. *Organizational behaviour and performances*. (Santa Monica: Good Year Publishing Company, 1980), p.65

¹⁰Mouly, G. J. *Psychology for effective learning*. (New York: Holt Rinehart and Winston, 1973), p.49

¹¹Wick, M., & Pick, M. *Ecological study of learning*, (New York: Harper and Row, 1978), p.55

¹²Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung: PT Remaja Rosdakarya, 2010), p. 117

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

experience of the world (Lindsay & Norman). In other words, people are dealing with a situation. The people interpret the stimulation into something meaningful to them based on their formerly experiences. However, what an individual interprets or perceives may be substantially different from reality.¹³

According to Slameto, perception is the process by which a message or information concerning the entry into the human brain. Through continuous human perception, held a relationship with its environment. This connection is done via the senses, such as sensory-viewer, listen, touch, taste and olfactory.¹⁴

Bimo Warlito revealed that perception is a process of organizing, interpreting the stimulus received by individuals so that it becomes something meaningful and an integrated activity within the individual¹⁵. Davidoff in Bimo stated that with perception, the individual will be aware of the circumstances surrounding and also own situation, because perception is an integrated activity within the individual, then what is in the individual will participate actively in the perception. Based on this case in perception can be expressed because the feelings, ability to think, individual

¹³Peter H. Lindsay and Donald A. Norman. *Human Processing Information: an Introduction to Psychology*. (New York: Academic Press, 1972),p.90

¹⁴Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), p. 102.

¹⁵Bimo Warlito. *Pengantar Psikologi Umum*. (Yogyakarta:ANDI OFFSET, 2004), p.88



experiences are not the same then in perceiving a stimulus, the results of perception may be different between individuals with each other.¹⁶

It is mentioned that perception is the response of stimuli that come from the senses. Everyone tends to see the same thing in different ways. These differences can be influenced by various factors such as knowledge, feelings, experiences, and point of view or mindset, this is as stated by Eric B. Shiraev (2016) revealed that experience will shape and influence perception¹⁷. The same also delivered by Douglas et.al (1999) that perception is the process of using information and your understanding of the world, so that sensations become meaningful experiences. By shaping experience, perceptions influence thought, feeling and actions.¹⁸

From the description above, it can be concluded that perception is a process which is complex which causes one can accept or summarizing the information obtained from the environment. It is also influenced by experience, thought and feeling.

2.2 Factors Influencing Perception

Basically everyone has a different perception. The perception of differences can be caused by some things.

¹⁶ *Ibid*, p.89

¹⁷ Eric B. Shiraev, *Cross Cultural Psychology: Critical Thinking and Contemporary Applications*, transl. Triwibowo, (Jakarta: Prenadamedia Group, 2016), p.130

¹⁸ Douglas et.al., *Essentials of Psychology*, (New York: Houghton Mifflin Company, 1999), p.72



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In order to give a positive and negative perception, there are six factors which influence someone's perception. According to Gibson, Ivanovich, and Donnelly, there are six factors which influence someone in drawing a perception, namely stereotype, selectivity, self-concept, situation, needs, and emotion, as follow:

1) Stereotype. Gibson et al., stated that stereotype is someone's view in a particular member in a group but generalizes all of the members in that group. In other words, stereotype is a few people's judgment on an issue which represents the whole group's judgment. If the teachers consider that the Curriculum 2013 has a good implementation and they do not find any difficulty in understanding the implementation of Curriculum 2013 especially in English teaching learning process, they will perceive the implementation of Curriculum 2013 positively.

2) Selectivity. People may select something which they like or not. Therefore, the perception is based on the people like or dislike toward the implementation of Curriculum 2013. Gibson, Ivanovich, and Donnelly explained that the people tend to ignore the information or cues that might make them feel discomfort. People have various interests, so that they may select what is important to fulfil their needs.

3) Self-concept. The way how individuals see and feel about themselves is called self-concept. Self-concept also comes from someone's experience previously (in the past). Gibson et al. stated that people usually make

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

themselves as a measurement or benchmark in perceiving others. They will perceive other's behaviours and differences based on the self-concept.

4) Situation. Situation affects someone's perception, since it influences their feeling and habit in their daily life. The situation which people face also influences perceptual accuracy. Dealing with this research, if the teachers find that they work in hurrydue to of having a lot of requirement from the government, then they would consider a negative perception on the implementing of Curriculum 2013.

5) Need. Perceptions are significantly influenced by needs and desires. Someone's needs of something influence his/her perception. A willingness to know something's good demands them to have good perception on it. In order to implement Curriculum 2013, the primary need that the teachers want is the availability of textbooks and government's training. If those needs are already fulfilled, the teachers will perceive a positive perception on the implementation of Curriculum 2013.

6) Emotion. Gibson, et.al stated that strong emotions often warp perceptions. Someone's emotion also affects his/her perception. For instance, if someone is happy, she / he can have a good perception on something¹⁹.

¹⁹ Gibson, J. L., Ivanovich, J. M., &Donelly, J. H. Jr., *Organizations: Structure, processes, behavior*. (Texas: Business Publication, Inc, 1985), p.87

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Then according to Walgito (2004:90) stated that some factors play a role, which is a condition for perception, namely: the object or stimulus perceived, the sense device and the nerves and the central nervous system, which is a physiological requirement; and attention that is a psychological requirement. The same thing is also conveyed by Abdul Rahama (2009: 128) stated that in the perception individuals organize and interpret the stimulus received, so that the stimulus has a meaning for the individual concerned. Thus it can be argued that the factors that may affect perception are: *selective attention*, in human life at any time will receive a lot of stimulation from the environment. Nevertheless, man does not have to respond to all stimuli he receives, he will focus his attention on certain stimuli only, *second the characteristics of stimulation*, *third individual values and needs* and *previous experience*.

Based on the description above, there are some that determine the perception which are of the internal factors that originate from within the individual such as feelings, need, experience, the thought of the individual toward certain object or stimulus. External factors that affect the perception that comes from outside the individual self such as certain situations, people judgment about the stimulus and the intensity of individuals in interacting with a particular object or stimulus.



2.3 The Concept of Curriculum

One of the variables that affects the national education system is the curriculum. The curriculum should be organized to follow the existing dynamics in the community in order to realize the goal of national education. According to Kunandar curriculum should up to date along with the reality, changes and challenges in the education world to equip learners to become human beings who are prepared to live in a variety of circumstances.²⁰

Therefore, the curriculum must be mastered to bolster teacher competency mastery and it is in line that the curriculum is an educational response to the needs of people and nations in creating a younger generation.

The curriculum is also a public policy that is based on the philosophical basis of the nation and juridical decisions in the field of education. It is as mentioned in Act No. 20 of 2003 on the national education system that the "curriculum is a set of plans and arrangements concerning the objectives, content, and materials as well as ways that are used as guidelines for learning activities to achieve specific educational goals"²¹

²⁰Kunandar, *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. (Jakarta: PT RajaGrafindo Persada, 2007),p.113

²¹Permendiknas.Peraturan Menteri Pendidikan Nasional, *Undang-undang No.20 Tahun 2003 tentang Sisdiknas*, (Jakarta: Kementrian Pendidikan Nasional, 2003)



According to Winarno Surahmad in Burhan Nurgiyantoro the curriculum is defined as an educational program that is planned and implemented in order to achieve a number of specific educational goals²². Meanwhile, Nasution argued that the curriculum is planned as a handle to achieve the goal of education. The planned curriculum are usually ideas, ideals for either people or the citizens will be established. The curriculum usually contains high expectations.²³

Ronald c. Doll quoted from Ali Mudlofi, defined the curriculum as “The curriculum of a school is the formal and informal content and process by which learner gain knowledge and understanding, developing skills, and alter attitude appreciations and values under the auspice of that school”²⁴. While Tanner dan Tanner in Rakhmat Hidayat stated that: The planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner’s continuous and will fill growth in personal social competence²⁵.

So, curriculum is the design of education that provides opportunities for learners to develop the potential skill in an atmosphere of fun and

²²Burhan Nurgiyantoro, *Dasar-Dasar Pengembangan Kurikulum*, (Yogyakarta: BPFE, 2008), p.6

²³Nasution, *Asas-Asas Kurikulum*. (Jakarta: Bumi Aksara, 2006), p.8

²⁴Ali Mudlofir, *Aplikasi Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Bahan Ajar dalam Pendidikan Agama Islam*, (Jakarta: PT. Raja Grafindo Persada. 2012), p.1-2

²⁵Rakhmat Hidayat, *Pengantar Sosiologi Kurikulum*, (Jakarta: PT. Raja Grafindo Persada, 2011), p.9

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning in accordance with the ability to have the desired quality of society and the nation in systematical procedure.

According to Olivia et.al in Selçuk Doğan said that curriculum is a comprehensive and multidimensional process, in which planned, designed and then implemented in the classrooms.²⁶

The curriculum includes not only materials, but also covers the entire life of the classroom, including social relationships between teachers and learners, teaching methods and how to evaluate. The curriculum which stated in Ministry of National Education's Regulation No.22, 2006 curriculum should contain various components that include: the purpose of education, structures and charge the curriculum, calendar of education and syllabus.²⁷

Based on the above description it can be concluded that the understanding of the curriculum is the ability of teachers to describe, classify, develop and implement curriculum concepts drawn up and implemented by the respective units of education in order to realize the goal of national education.

²⁶R.A. Selçuk Doğan, *Teachers' perceptions on the effectiveness of curriculum mapping: The case of turkey*, Journal Of Educational And Instructional Studies In The World, November 2013, Volume: 3 Issue: 4 Article: 07

²⁷_____*Permendiknas RI Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.*
<http://sdm.data.kemdikbud.go.id/SNP/dokumen/Permendiknas%20No%2022%20Tahun%202006.pdf>, accessed on Mei 2017.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.4 The Components of Curriculum

The curriculum has components or parts of certain parts which support each other and form a unity which is inseparable. According to Winarno Surahmad in Burhan Nurgiyantoro stated that curriculum as an educational program that is planned and will be planned to have components such as the goal, content, organization, and strategy. These components will be explained more in detail as follow:

A. Goal

The curriculum is a program that is intended to achieve a number of objectives of education. The purpose of that is what made the reference direction or any educational activities that are run. Successful or whether a program teaching in school can be measured from how far and plenty of goal achievement of these goals. In the curriculum of the school is definitely noted educational goals will be or should be reached by the school in question.

B. Content

The contents of the program's curriculum is everything that is given to a child in the teaching and learning activities in order to achieve the goal. The content of the curriculum includes the following types of fields of study taught and the content of each program of study. The types of field of study is determined on the basis of the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

institutional goals of the school concerned. Hence, it is based on the criterion of whether a field study of propping up that goal or not. The contents of a field study program being taught actually is the content of the curriculum itself, or there are also referred to it as the syllabus. The syllabus is usually divided into the shape of trees and sub discussion topics, as well as a description of learning materials. Description this lesson materials relied upon taking the ingredients in every teaching and learning activities in the classroom by the teacher. Determination of trees and sub topics discussion based on the instructional objectives.

C. Organization

The organization of the curriculum is the curriculum program structure that form the framework of teaching programs that will be delivered to students. The organization of the curriculum can be distinguished into two types, namely the structure of the horizontal and vertical structure. Horizontal structures connected with the problem of organizing curriculum in the form of preparation of teaching materials to be delivered. Forms preparation of subjects that can be separately (separate subject), peace (correlated) subjects, or the unification of the entire lesson (integrated). Also included here are the kinds of programs developed at school, for example public education programs, academic, teacher training, skills, and others.



Vertical structure related to the issue of the implementation of the curriculum in all schools. For example if the curriculum is implemented with system classes, without classes, or a combination of both, with a system description, the unit of time of the semester. Included in this are also the issue of Division in time for each field of study for each level.

D. Strategy

With the components of the strategy meant by strategy implementation of the curriculum in schools. The issue of the implementation strategy can be seen in the way that is execute the instruction, assessment, guidance and counseling, settings, school activities as a whole, the selection of the method of teaching, tool or medium of teaching, and so on.²⁸

From the curriculum components above should be seen in the implementation of a curriculum that should satisfy the elements of the educational purpose itself both from the content of the curriculum that contains the courses and curriculum as well as teaching strategy to support students to be able to compete in the world of work and of course reach of the goal of education itself

²⁸Burhan Nurgiyantoro. *Dasar-Dasar Pengembangan Kurikulum*. (Yogyakarta: BPFE. 2010), p.9

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.5 The 2013 Curriculum

The 2013 curriculum is a new curriculum which is being implemented in the academic year 2013/204. This curriculum is the development of a pre-existing curriculum, both Competency-Based Curriculum which was released in 2004 and the Education Unit Level Curriculum (KTSP) in 2006. It's just that the press point on the curriculum of 2013 is the increase and balance of soft skills and hard skills which includes aspects of attitude, skills, and knowledge competencies. Then, the position of competence that was originally derived from the subject changed into subjects developed from competence. In addition, learning is more integrative thematic in all subjects. Thus, it is understood that the 2013 curriculum is a curriculum developed to enhance and balance the skills of soft skill and hard skills in the form of attitude, skills and knowledge.²⁹

In this case, the teacher must be able to make decisions on the basis of appropriate judgment when learners have not been able to establish basic competencies, whether learning activities are stopped, changed the method or repeat the previous lesson. Teachers must master the principles of learning, selection of instructional media, selection and use of learning methods, skills to assess learners' learning outcomes, and choose and use learning strategies or approaches.

²⁹ M. Fadillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs, dan SMA/MA*, (Yogyakarta: Ar- Ruzz Media, 2014), p.16

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.5.1 Characteristics of 2013 curriculum

In the Regulation of the Minister of Education and Culture No. 69 of 2013 on the Basic Framework and Structure of the Senior High School Curriculum page 3 described the characteristics of the 2013 curriculum as follows:³⁰

- 1) Develop a balance between the development of spiritual and social attitude, curiosity, and creativity, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of the community that provides a planned learning experience where learners apply what is learned in school to community and utilize the community as a learning resource;
- 3) Develop attitudes, knowledge, and skills and apply them in school and community situations;
- 4) Gives enough time to develop a variety of attitudes, knowledge, and skills;
- 5) Competence is expressed in terms of class core competencies detailed further in the subject's basic competencies;

³⁰Kemntrian Pendidikan dan Kebudayaan, *Nomor 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas / Madrasah Aliyah*. Jakarta : Departemen Pendidikan dan Kebudayaan, 2013) p.3

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6) Class core competencies become the organizing elements of basic competence, in which all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;

7) Basic competencies are developed based on accumulative principles, reinforced and enriched between subjects and levels of education (horizontal and vertical organizations).

2.5.2 The Purpose of the 2013 curriculum.

Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and civilization of the world.³¹

The 2013 curriculum aims to address the increasingly complex and complex issues and challenges of the future. These future challenges include globalization and free markets, environmental issues, the rapid advancement of information technology, the convergence of science and technology, the knowledge-based economy, the rise of creative and cultural industries, the shift of world economic power, the influence and the impact of techno sciences, the quality,

³¹*Ibid.* h.4

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

investment and transformation in the education sector, as well as TIMSS and PISA materials that must be owned by learners.³²

It is necessary to change the curriculum in Indonesia certainly cannot be separated from the changing of the times. Therefore, the nature of the implementation of education is to be a solution to the problems facing the nation. In other words, through education, this nation will progress.³³ Therefore, education is held optimally in order to produce qualified graduates who have the competence of attitudes, skills, and knowledge according to agreed national standards.

Basically, the curriculum is determined by the teacher (educational staff). Teachers participate in formulating the curriculum, sitting in a curriculum development committee, or providing input to the curriculum development committee. Whatever the procedures adopted in curriculum development, teachers still play an important role, because teachers are an important element that determines the success or failure of curriculum implementation in an educational institution (school).³⁴ Teachers are actively involved in the curriculum with the students and also the teachers determine the teaching topics, the materials to be taught, the methods used, the tools chosen and used, and evaluates the results of curriculum implementation. Teachers play

³²E. Mulyasa, *Pengembangan*, p.63-64.

³³M.Fadillah, *Implementasi Kurikulum 2013*, p. 17

³⁴Oemar Hamalaik, *Kurikulum dan Pembelajaran*, p. 64

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

an important role in curriculum drafting and enforcement, and hence teachers should understand well the curriculum manners.

Through the development of 2013 Curriculum, it is expected will produce productive, creative, innovative, and affective Indonesian people through strengthening attitudes, skills and integrated knowledge. In this case, curriculum development focused on the formation of competence and character of learners, a blend of knowledge, skills, and attitudes that can be demonstrated learners as a form of understanding of concepts learned in conceptual.³⁵

This is possible, because the 2013 curriculum is character-based and competent, which conceptually has several advantages. First: The 2013 curriculum uses a natural approach, because it departs, focuses, and empowers the essence of learners to develop various competencies according to their respective contents. In this case learners are the subject of learning, and the learning process takes place naturally in the form of work and experience based on certain competencies, not the transfer of knowledge. Second: The 2013 curriculum based on character and competence may underlie the development of other abilities. Mastery of science, and certain skills in a job, the ability to solve problems in everyday life, and the development of aspects of personality can be done optimally based on certain competency standards. Third: there are certain subject areas or subjects that are

³⁵E. Mulyasa, *Pengembangan*, p. 65

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

more appropriately developed using competency approaches, especially those related to skills

The 2013 curriculum allows teachers to assess learners' learning outcomes in the process of achieving learning goals, reflecting the mastery and understanding of what is learned. Therefore, learners need to know the criteria of competency and character that will be used as a standard assessment of learning outcomes, so that learners can prepare themselves through the mastery of a number of competencies and certain characters, as a prerequisite to continue to the level of competence and subsequent characters.

2.5.3 Development of Curriculum 2013

In an educational system, the curriculum is dynamic and should always be made changes and developments, in order to keep up with the developments and challenges of the times. In the Regulation of the Minister of Education and Culture No. 69 of 2013 on the Basic Framework and Structure of Senior High School Curriculum explained that there are several factors underlying the development of Curriculum 2013.

Some of these factors are as follows:

1) Internal Challenges

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Internal challenges, among others, relate to educational conditions associated with educational demands that refer to 8 (eight) National Education Standards which include content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards And educational assessment standards. Other internal challenges related to the development of Indonesian population are seen from the growth of the productive age population. Currently the number of Indonesians of productive age (15-64 years) is more than unproductive age (children aged 0-14 years and parents aged 65 years and over). The population of this productive age will peak in the year 2020-2035 when the figure reaches 70%. Therefore, the great challenge faced is how to strive for human resources of abundant productive age can be transformed into human resources that have the competence and skills through education in order not to become a burden.

2) External Challenges

External challenges are related to the flow of globalization and various issues related to environmental issues, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. The flow of globalization will shift the lifestyle of society from

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

agrarian and traditional commerce to modern industrial and commercial society as can be seen in World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) Community, Asia-Pacific Economic Cooperation (APEC) and ASEAN Free Trade Area (AFTA). External challenges are also linked to shifts in world economic power, the influence and impact of techno sciences and the quality, investment, and transformation of education. Indonesia's participation in the International Trends in International Mathematics and Sciences Study (TIMSS) and the Program for International Student Assessment (PISA) since 1999 also shows that the achievements of Indonesian children are not encouraging in the number of reports issued by TIMSS and PISA. This is due to the fact that the number of test materials questioned in TIMSS and PISA is not contained in the Indonesian curriculum.³⁶

2.5.4 The Foundation of 2013 curriculum development

Based on the Regulation of the Minister of Education and Culture No. 69 of 2013 on the Basic Framework and Structure of Senior High School Curriculum, there are three foundations in the development of Curriculum 2013 namely, philosophical foundations, theoretical foundations, and juridical foundation:³⁷

1) Philosophical Foundation

³⁶Rule of Education Minister No 69 Year 2013, p. 1-2

³⁷*Ibid.* p.5-6

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The philosophical foundation in curriculum development is to determine the quality of learners that the curriculum will achieve, the source and content of the curriculum, the learning process, the learner's position, the assessment of learning outcomes, the learner's relationships with the community and the surrounding natural environment.

The 2013 curriculum is developed with a philosophical foundation that provides the basis for the development of all potential learners into qualified Indonesian human beings listed in national education objectives. There is basically no educational philosophy that can be used specifically for the development of a curriculum that can produce qualified human beings. Based on this, the 2013 curriculum was developed using the following philosophy:

A) Education is rooted in the culture of the nation to build the life of the nation today and the future. This view makes the 2013 Curriculum developed based on the diverse Indonesian nation culture, directed to build a life of the present, and to build the foundation for a better nation's future life. Preparing learners for future life has always been a concern of the curriculum, it implies that the curriculum is an educational design to prepare the lives of the nation's youth. Thus, the task of preparing the nation's youth becomes the main task of a curriculum. To

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

prepare for the present and future lives of learners, the 2013 curriculum develops a learning experience that provides students with an opportunity to master the competencies necessary for life in the present and future, while at the same time continuing to develop their skills as the nation's cultural heritage and People who care about the problems of society and the nation today.

B) Learners are the creative nation's cultural heritage. According to this philosophical view, the achievement of the nation in various areas of life in the past is something that should be contained in the contents of the curriculum for students to learn. The process of education is a process that allows learners to develop their potential to be rational thinking and academic excellence by giving meaning to what is seen, heard, read, learned from cultural heritage based on the meanings determined by its cultural lens and according to the level of maturity psychological and physical maturity of learners. In addition to developing rational and bright thinking skills in academics, the 2013 curriculum positioned the cultural excellence studied to evoke pride, be applied and manifested in private life, in social interaction in the surrounding community, and in today's nation life.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

C) Education is aimed at developing intellectual intelligence and academic excellence through disciplinary education. This philosophy dictates that the contents of the curriculum are disciplines and learning is the discipline of learning (essentialism). This philosophy requires that the curriculum has the same subject name as the discipline name, always aiming to develop intellectual ability and academic brilliance.

D) Education to build a better life of the present and the future of the past with various intellectual abilities, communication skills, social attitudes, concerns, and participation to build a better society and society. With this philosophy, the 2013 curriculum aims to develop the potential of learners into the ability to reflectively reflect on the solving of social problems in society, and to build the lives of better democratic societies.

Thus, the 2013 curriculum uses the above-mentioned philosophy of developing the individual life of learners in the religious, art, creativity, communicating, values and dimensions of intelligence that correspond to a learner's self and necessary to society, nation and humanity.

2) Theoretical Foundation

The 2013 curriculum is developed on the theory of "standard-based education", and competency-based curriculum theory. Education

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

by standards establishes national standards as a minimum quality of citizens broken down into standard contents, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and educational assessment standards. Competency-based curriculum is designed to provide the widest learning experience for learners in developing skills to be knowledgeable, skilful, and actionable. Curriculum 2013 embraces: (1) learning by teachers in the form of processes developed in the form of learning activities in schools, classes, and communities; And (2) direct learning experiences of learners in accordance with the background, characteristics, and early ability of the learners, individual direct learning experience of learners to be a learning outcome for themselves while the learning outcome of all learners to be the result of the curriculum.

3) Juridical Foundation

The juridical foundations of the Curriculum 2013 are:

- a) 1945 Constitution of the State of the Republic of Indonesia;
- b) Law Number 20 Year 2003 regarding National Education System;
- c) Law Number 17 Year 2005 regarding the National Long-

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Term Development Plan, together with all the provisions set forth in the National Medium-Term Development Plan;

d) Government Regulation Number 19 Year 2005 regarding National Education Standards as amended by Government Regulation Number 32 Year 2013 on Amendment to Government Regulation Number 19 Year 2005 on National Education Standards.

2.5.5 Success Key 2013Curriculum

The success of the 2013 curriculum in producing productive, creative and innovative people and in realizing national education goals to shape the character and civilization of a dignified nation are determined by various factors (the key to success). The key to success are related to principal leadership, teacher creativity, student activities, socialization, facilities and learning resources, a conducive academic environment, and the participation of the school community.³⁸

Among of them is teacher creativity. In this case, the teachers may have the creativity in teaching when they understand the must of curriculum change and able how to implement what are the components of the curriculum.

³⁸E. Mulyasa, *Pengembangan*, p. 39



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.6 The Implementation of 2013 Curriculum

Implementation of 2013 curriculum is the actualization of curriculum in learning and the formation of competence and character of learners. It requires the activeness of teachers in creating and growing various activities in accordance with the plans that have been programmed.

In this part, it should be known what implementation is. There are some experts stated about implementation. Miller dan Saller stated: “in some cases, implementation has been identified with instruction ...”³⁹ for a while Saylor said that “instruction is thus implementation of curriculum plan, usually, but not necessarily, involving teaching in the sense of student, teacher interaction in an education setting”.⁴⁰

The term provides an understanding that the curriculum in the dimensions of the activity is as a manifestation of the effort to realize the curriculum which is still a written document to be actual in a series of learning activities. The implementation of the curriculum should place the development of student creativity more than the mastery of the material. Therefore, learning is not just transferring or providing information, but more than that of creating an environment that allows students to think critically of the lessons and inputs received and form knowledge rather than just learning to seek knowledge.

³⁹ Rusman, *Manajemen Kurikulum*. (Jakarta: PT Rajagrafindo Persada, 2011), p.67

⁴⁰ Mulyasa, H. E. *Pengembangan dan Implementasi Kurikulum*. (Bandung : PT Remaja Rosdakarya, 2013) p. 99-100.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The term implementation is a process of applying ideas, concepts, policies or innovations, in a practical action to give impact, whether in the form of knowledge, skills, values and attitudes.⁴¹

The implementation of curriculum is the application or implementation of curriculum programs that have been developed in the previous development then tested with implementation and management, while always adjusting to the field side and characteristics of learners, whether intellectual, emotional, or physical development.⁴²

Thus, the implementation of curriculum 2013 is the actualization of the curriculum in learning and the formation of competence and character of learners, in line with that the implementation of 2013 curriculum is to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and civilization of the world.

As stated in Permendikbud No 81 A on the Implementation of Curriculum 2013 article 2 paragraph (i) it is explained that; Implementation of curriculum in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK using curriculum implementation guidelines covering:

- a. Guidelines for the Preparation and Management of Education Unit Level Curriculum;

⁴¹ E. Mulyasa, *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah*. (Jakarta: Bumi Aksara, 2009), p.178

⁴² Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2007), p.237

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Guidelines for Local Content Development;
- c. Guidelines for Extracurricular Activities;
- d. General Guidelines for Learning; and
- e. Curriculum Evaluation Guidelines.⁴³

According to Oemar Hamalik (2007), the implementation phase of the curriculum as follows:

- a) Program development includes an annual, semester or quarterly, monthly, weekly, daily program. In addition, there are also guidance and counseling programs or remedial programs.
- b) Implementation of learning. In essence learning is the process of interaction of learners with the environment, resulting in behavior to a better direction.
- c) Evaluation of the process is carried out throughout the process of the implementation of the curriculum of semester or semester as well as final and summative formative and summative appraisal cover the overall value as a whole for the purpose of evaluation of curriculum implementation.

In this regard, in the 2013 curriculum, teachers are required to professionally design affective and meaningful learning, organize learning, choose appropriate learning approaches, determine learning procedures

⁴³ regulation of education minister No 81 A year 2013 about the implementaion of 2013 curriculum

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and establish effective competencies; as well as setting success criteria.

Related to this will be explained more as follows:

a) Designing learning effectively and meaningfully.

Implementation of curriculum 2013 is the actualization of curriculum, in learning and the formation of competence and character of learners. It requires the activeness of teachers in creating and growing various activities in accordance with the plan that has been programmed. Teachers must realize that learning has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously.

b) Organize learning.

Implementation of the 2013 curriculum requires teachers to organize learning effectively. There are at least five things to consider related to the organizing of learning in the implementation of the 2013 curriculum, namely the implementation of learning, procurement and development of experts, utilization of experts and community resources, and development and structuring policies.

c) Choosing and determining learning approaches.

Implementation of competency-based 2013 curriculum in learning can be done with various approaches. This approach is another contextual teaching and learning, role play, participative learning and learning, complete mastery learning.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

d) Implement learning, the formation of competence and character.

The lessons learned in the successful implementation of the 2013 curriculum reflect the entire learning process, the formation of the competencies and the character of the learners. For those purposes, the core competencies, basic competencies, standard materials, learning outcomes, and time should be set in accordance with the learning interests so that learners are expected to get the opportunity and the optimal learning experience. In this case, learning is essentially a process of interaction between learners and their environment, so that there is a change of behavior in a better direction. In general, learning activities include the initial activity or opening, core activities or the formation of competence and character, as well as end or closing activities.

In the implementation of 2013 curriculum, there is an approach which be used as methoed, activity or material guideline in teaching. It is scientific approach, as follow:

- a. Observing. In this step, the students find the fact that there is a relationship between object observed with teaching material delivered or used by teacher. The observing can cover: watching video / film, listening, reading, role-playing and others.
- b. Questioning. In this setep, the teacher gives the model of question to the students first and then the students give question and answer among them or to the teahcer about what they have observed. The

students can ask whatever based on their observation, but the teacher is able to focus the questions based on the teaching material discussed. If a student gives a question to the teacher, the teacher is hoped not to answer the question directly but give chances to the other students to answer it. Furthermore, if it is a silent class, the teacher can give probing and attracted questions to the students. The most important key to create an interactive language classroom in the initiation of interaction by the teacher. However non-directive teaching style is the one to provide the stimuli for continued interaction. These stimuli are essential in the beginning level of a classroom lesson as well as the entire lesson. Without such on going teacher guidance, classroom interaction may indeed be communicative, but it can be easily fall prey to tangential chit chat and other behaviour that is of course form the class objectives.

- c. Associating. In this step the teacher provides students to discuss teaching material that they have observed and proceed to give question and answer and analyze it. Furthermore, the students can find out the other facts or correlate the teaching material with the real daily life. At last, the students can give conclusion based on observation and give question and answer about the teaching material.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- d. Experimenting. In this step, the teacher leads the students to practice, discuss, analyze and write a report either in a pair work or a group work.
- e. Networking. In this step, the teacher facilitates the students to perform or present the reports based on the result of their work.

The five stages above is one of the main aspect in 2013 curriculum which should be done and taught by teachers in the implementation of this curriculum. For a while in teaching English, this curriculum has specific purpose as stated in *Permendikbud* as follows:

Related to English subjects as one of important components in the spectrum of the 2013 curriculum, it has a goal to develop the ability of students to communicate in that language, with communication skills that include the ability to listen, speak, read, and write. In the spectrum of curriculum, English subject for senior high school is an adaptive subject, which is aimed to prepare students to master the knowledge and skills of basic English that will support skills competence achievement in the program of study, and to apply the mastery of English skills in oral and written communication on advanced level (*Permendikbud No. 64, 2013*).

Furthermore In *Permendikbud No. 103, 2013* stated that in the preliminary activities, the task of a teacher is condition learning fun environment, discussing the competence that has been and will be studied, as well as conveying scope of material and activities to be carried out.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Therefore, it was important for teachers to prepare learning environment at the beginning of the activity, so students feel comfortable and motivated to learn.

Beside, to run the activity of teaching English related to the implementation of 2013 curriculum, learning activities need to use principles: (1) centered on the learner, (2) developing the creativity of learners, (3) create conditions fun and challenging, (4) loaded with values, ethics, aesthetics, logic, and kinaesthetic, and (5) provide a diverse learning experience through the application of various strategies and methods of fun, contextual, effective, efficient, and meaningful learning (*Permendikbud No. 81A, 2013*).

For the last, In *Permendikbud No. 65, 2013* stated that the activities of closing activity consist of 1. Joint activities between teachers and learners namely: (a) summarizing/concluding lesson; (b) reflect the activities that have been implemented; and (c) provide feedback of the process and learning outcomes; 2. The activities of teachers, namely: (a) conduct an assessment; (b) plan follow-up activities in the form of remedial, enrichment programs, counselling services and / or provide individual and group tasks in accordance with the learning outcomes of students; and (c) convey lesson plans for the next meeting.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2.7 The Related Studies

Related studies need some formerly researches conducted by other researchers in which they are related to this research. Besides, the related studies have to analyze what the point that focuses on, inform the design and find the conclusion of the previous researches, at least there ten researches can be mentioned as related studies for this research, as follows:

Andrius Akun (2013) did a research about Teachers' And Students' Perception about the Implementation Curriculum 2013 In Learning History (Case Study at SMK Negeri 2 Depok Sleman DIY). This research aims to: (1) describes teacher perception about curriculum 2013 implementation in the teaching of history. (2) describes student perception about 2013 curriculum implementation in the teaching of history. (3) describes the perceived problems by teachers in the Curriculum 2013 implementation and the solution to overcome that problem. (4) describes the perceived problems by students in the Curriculum 2013 implementation and the solution to overcome that problems. This research is a qualitative case study. The result of this research indicates that: (1) Teachers perception is positive because they welcomed the implementation of Curriculum 2013. It is supported by sufficient socialization and training, so that teachers can apply the concept of history teaching in accordance with the curriculum in 2013 like a design lesson plans, authentic assessment and scientific approach. (2) Students perception is positive because they were delighted



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

with the teaching of history using the Curriculum 2013 and can be followed with active learning. (3) the teacher got problems in the form of technical and non-technical. The teachers reduced the problems with developing themselves by knowledge possessed. (4) Students had difficulty in the form of many tasks and difficult materials. The students reduced the problems by being diligent and using various sources.⁴⁴

Meanwhile Haqim Hasan Albana conducted the research of English Teachers' Perspectives on the Implementation of 2013 Curriculum. This study aimed to observe and describe the implementation of 2013 curriculum which was conducted by seventh class English teachers in SMPN 3 South Tangerang. This study also aimed to find out the challenges faced in the implementation of 2013 curriculum in that school. In this research, writer adopted qualitative as the research method, and the design of this research was case study. The data obtained showed that theoretically and administratively SMPN 3 South Tangerang already implemented 2013 curriculum. However, there were misses in some aspects such as in teaching plan, instruction process, and assessment process. Those process had not completely run based on 2013 curriculum principle. The finding is the implementation of 2013 curriculum in English lesson at seventh class of SMPN 3 South Tangerang had not worked supposedly yet according to 2013 curriculum characteristic. Therefore, the

⁴⁴Andrius Akun, "Teacher And Students Perception About The Implementation Curriculum 2013 In Learning History, (Yogyakarta: Universitas Sanata Dharma, 2016),p.ix



practice of this implementation needs more improvement to gain its purpose.⁴⁵

Luh Putu Artini investigated about Perception of the teachers and Students Towards the Use of English in Bilingual Senior High School Classes. This study aimed at analyzing teachers and students' perceptions towards the use of English in the teaching and learning process in bilingual classes in piloted international standard senior high schools in Bali. The data which were analyzed descriptively revealed that there was a consistency between teachers and students' perceptions about the advantage and effectiveness of the use of English as a media of instruction in the classroom.⁴⁶

Furthermore, Jacquelyn Ann Burkett did a research "Teacher Perception On Differentiated Instruction And Its Influence On Instructional Practice". It is helpful to examine how teachers understand and perceive the influence of differentiation on instructional practices. The present study utilized the qualitative method of phenomenology to explore teacher perceptions connected to differentiated instruction and the influence of these on instructional practice. The study found that teachers used the following differentiated instructional strategies: flexible grouping, tiered lessons, literature circles, and curriculum compacting.

⁴⁵Haqim Hasan Albana, "English Teachers' Perspectives on the Implementation of 2013 Curriculum", (Jakarta: Syarif Hidayatullah State Islamic University, 2016), p. iii

⁴⁶Luh Putu Artini, "Perception of the teachers and Students Towards the Use of English in Bilingual Senior High School Classes", Jurnal Ilmu Pendidikan, Jilid 17, Nomor 4, Februari 2011, (Bali: Universitas Pendidikan Ganesha, 2011), p.307

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Consequently, this study supports differentiated instruction as an approach to learning while highlighting the influence of professional development on teachers' use of differentiated instruction.⁴⁷

Amadu M. Abudu investigated "Basic School Teachers' Perceptions About Curriculum Design In Ghana". This study focused on teachers' perception about curriculum design and barriers to their participation. The study found that the level of teachers' participation in curriculum design is low. The results further showed that the importance of teachers taking part in curriculum design include contributing to successful implementation of curriculum, knowing the needs of the students, developing some skills and contributing their knowledge in the design process. Finally, huge workload, lack of expertise, inadequate funding and lack of availability of information emerged as the major barriers to teachers' participation in curriculum design.⁴⁸

Christopher Maddox investigated "Elementary Teachers' Perceptions of Differentiated Instruction". Differentiated instruction is a pedagogical method used by classroom teachers to enhance student learning. The purpose of this hermeneutic phenomenological study was to explore how elementary teachers define, familiarize, use, and perceive differentiation. Purposeful sampling identified 12 participants for

⁴⁷ Jacquelyn Ann Burkett, *Teacher Perception On Differentiated Instruction And Its Influence On Instructional Practice*, (Oklahoma: Oklahoma State University, 2013), p.iii

⁴⁸ Amadu M. Abudu, "Basic School Teachers' Perceptions About Curriculum Design In Ghana", *International Journal of Educational Studies*. Int. J. Educ. Stud. 02 (02) 2015. 59-69. (Ghana: University for Development Studies, 2015), p. 59

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

individual or focus group interviews. Data were analyzed through an interpretative analysis of open, axial, and selective coding; interpretations were subject to member checking to bolster trustworthiness. The findings revealed that teacher participants understood the textbook definition of differentiated instruction and focused on student grouping to create differentiated classrooms. Despite that understanding of differentiation, participants perceived differentiation as time consuming and challenging due to a lack of materials and diverse populations.⁴⁹

Lynn Maxey Fagan has done the research “Elementary School Teachers' Perception of Art Integration to Improve Student Learning”. The intent of this study was to explore the participants’ perceptions about the use of art integration in the classroom, effective practices for integrating art into the curricula, and the way art integration supports student learning and provides focus for student learning. Data collected from the 8 teacher participantpool through 8 interviews and 4 classroom observations were analyzed with open coding followed by axial coding to determine emergent themes. Results suggest that art integration enriches the entire learning experience. Teachers used art to make the curriculum visible to students. Students interacted with the curriculum through art making, and finally demonstrated understanding in an art form. Teachers credited the use of art integration for higher levels of learning due to increased student engagement through hands on activities, real life connections, document-

⁴⁹Christopher Maddox, *Elementary Teachers' Perceptions of Differentiated Instruction*, Walden Dissertations and Doctoral Studies, (USA: Walden University, 2015)



based inquiry, and collaborative learning. The findings of this study suggest the expanded use of art integration may lead to social change in the classroom that will improve student learning.⁵⁰

Douglas has done his research on "Student Thoughts and Perceptions on Curriculum Reform". The study was conducted in a large, suburban high school that instituted a change to a trimester system in response to the state mandate. A criterion-based sample of 16 students, both college bound and non-college bound, participated in one-on-one interviews regarding their knowledge about, their understanding of, and their experience with the new Michigan Merit Curriculum, and how this increase impacted the student participants' high school academic choices and/or postsecondary plans. An inductive analysis produced findings for each participant group and was crossanalyzed among groups. Four major themes emerged from the study: (1) students experienced limited or nonexistent involvement in high school graduation requirement curriculum reform; (2) parents, students, and staff expressed concerns that completion of rigorous high school graduation requirements may not be attainable for all students; (3) the high school that served as the site for this study used a creative approach to provide flexibility for meeting the new graduation requirements; and, overall, (4) students were adjusting and doing quite well with the new, more rigorous set of requirements. The experiences of

⁵⁰Lynn Maxey Fagan, *Elementary School Teachers' Perception of Art Integration to Improve Student Learning*, Walden Dissertations and Doctoral Studies, (USA: Walden University, 2015)



students, as described by their parents, and the high school staff themselves, provided insights about how this level of curriculum reform might continue to evolve, and what role students might play in that evolution.⁵¹

Ruth Hirsch investigates on Teachers' Perceptions of Mandated Curriculum Reform: Common Core State Standards. The purpose of this qualitative multiple-case study was to describe and analyze the perceptions of intermediate, middle, and high school teachers regarding the Common Core State Standards (CCSS). The findings revealed that although the teachers were hopeful that future students would be more comfortable and better prepared to analyze real-world problems expected with CCSS curriculum, at the time of the study, their current students would need to be retrained in order to be critical thinkers. The findings also revealed there were discrepancies among the teachers with respect to the professional development they received and with the amount of autonomy they had been given regarding the development of their CCSS lessons.⁵²

Salem Altaieb investigated about Teachers' Perception of the English language Curriculum in Libyan Public Schools. The purpose of this study was to investigate and evaluate the implementation process of the new English language curriculum in Libyan high schools by examining

⁵¹Douglas D. VanderJagt, *Student Thoughts and Perceptions on Curriculum Reform, Dissertations*. Paper 154. (USA: Western Michigan University, 2013)

⁵²Ruth Hirsch, *Teachers' Perceptions of Mandated Curriculum: Common Core State Standards, Dissertations*. 48. (USA: Brandman University, 2016), http://digitalcommons.brandman.edu/edd_dissertations/48

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

teachers' perceptions of the curriculum and how it is taught and reflected in their classroom practices. The data indicate that there is a gap between what is expected in the new curriculum and what is actually being done in classrooms. Therefore, he believe the findings of this study provide invaluable information that can be used for the revision and improvement of the English language curriculum in Libyan high schools. The study also sheds some light on the strengths and weaknesses of the curriculum, reveals some of the obstacles and barriers that teachers encounter in implementing the curriculum, and provides recommendations to overcome these barriers where they exist.⁵³

2.8 Conceptual Framework

From the literature review, can be conceptualized into the following:

1. Teachers' perception on the implementation of 2013 curriculum is what teachers' organize, select and interpret toward stimulus. In this reserach, it is related to the implementation of the 2013 curriculum.
2. The term of organize above in which can be meant as view, know, understand and assume. Then, the term ofselect can be meant as choose, prefer, like and dislike. And the term of interpret can be meant as analyze, clarify, define and explain.

⁵³Salem Rmdan Altaieb, *Teachers' Perception of the English language Curriculum in Libyan Public Schools*, Electronic Theses and Dissertations, (USA:UniversityofDenver, 2013), <http://digitalcommons.du.edu/etd>

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. In the implementation of 2013 curriculum there is scientific approach which teachers organize five steps namely observing, questioning, collecting information, associating and communicating. It can be used as instructional method, activity and material that will help the teachers.
4. There are three steps in the implementation of 2013 as follows; the development of programs encompass annual, monthly, weekly and daily, the enforcement of learning encompass selecting and determine approach learning, the last is the evaluation
5. There are factors which can influence teachers' perception on the implementation of 2013 curriculum both of internal and external. From internal factors which factors come from the teachers itself such as teachers' understanding toward the implementation of 2013 curriculum whether about 2013 curriculum itself, the advantages and disadvantages or the expectation and need of teachers with the presence of the 2013 curriculum. From external factors come from outside the individual such as people previous experience, people judgement, situation, and the teachers' obstacles on the implementation of 2013 curriculum.