

The English Teachers' Perception toward the Implementation of Educational Unit Level Curriculum (KTSP) and 2013 Curriculum at Junior High School in Tana Toraja Regency

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ABSTRACT

The English Teachers' Perception toward the Implementation of Educational Unit Level Curriculum (KTSP) and 2013 curriculum at Junior High Schools in Tana Toraja Regency.

The objective of the research is to find out the English teachers' perception toward the implementation of Educational Unit Level Curriculum and 2013 curriculum at junior high schools in Tana Toraja Regency that at the end can be useful information for educational participant.

In this research, researcher used the qualitative descriptive method, to describe the English teachers' perception toward the implementation of Educational Unit Level Curriculum and 2013 curriculum at Junior High Schools in Tana Toraja Regency. The researcher used the procedure of collecting data as follow: the researcher record the interview result and taking note from the interview , obsevation, documentation.

The result of this research, generally every teachers has their own understanding toward both curriculum based on their knowledge do they have same even different perception toward both of these curriculum. In concluded, most teacher has good perception toward 2013 curriculum concept and teaching process but prefer KTSPs' assessment technical the better.

Keywords : Perception, Implementation, KTSP, 2013 curriculum.

A. INTRODUCTION

Education is one of the most important things for every human being in this earth. We can get insight, knowledge, values of life, norm, ideas, thought and etc through Education, in order to have a meaningful life and bright future. Education as a process has passed many changes from time to time. Like the other countries, in Indonesia, education is considered as a necessary thing in forming national identity. Therefore, education cannot be separated from a device to manage the education itself. It is known as curriculum. Furthermore, a good curriculum is also one of the main points in education. Education and Curriculum can't be separated. We need curriculum in education world as a compass to get a systematic and useful education. A good education really depend on how well its curriculum. A good curriculum a country has, the better it will be. Without education and a good curriculum, people

will not get bright future and so does the country. To prevent this case, every government in each country always struggle to produce smart, clever, good and bright societies. They always try to make a new educational program, in order to refresh their educational devices in their country according to worlds' development.

Nowadays, in our country; Indonesia, curriculum has experienced many changes, Ministry of education and culture of Indonesia has already published the new curriculum for Indonesia's education. It is called the 2013 curriculum. The 2013 curriculum will change the last curriculum KTSP. By variety of reasons, the 2013 curriculum is expected to be able to increase Indonesia's education in this globalization era.

2013 Curriculum, the newest curriculum of national education of Indonesia, will make a lot of changes to the face of education system of this archipelago country. For all stages of educational institutions, from elementary school to senior high school, the changes made will be on the four aspects. Those are Graduation Competence Standard, Process Standard, Assessment Standard and Content Standard. As the impact of those spreading issues about this new curriculum, some education stakeholder think that the curriculum 2013 will causes pros and cons perception.

There are some reasons why there must be the replacement of KTSP into 2013 Curriculum, but the main point is by considering the negative phenomenon now. When we watch TV or Read the newspaper, we can see a lot of negative incidents causes by students now. We can see various cases in students' life, such as gang fight, drugs, absent in schools' time without permit, and so forth. Through 2013 Curriculum, student and all education participants are expected can realize about these social phenomenon, and holding hands each other to overcome these problem together.

In order to answer the negative phenomenon above, ours' government then try to overcome that through the arrangement of 2013 curriculum. The main difference between Curriculum 2013 and the Education Unit Level Curriculum (KTSP) are located on the competence aspect of knowledge. Where Curriculum 2013 puts attitude on the higher priority than skill and knowledge competencies than in KTSP which put Knowledge, attitude then followed by skill. In order of this changed, in junior high school, it says that the students have to be taught more lessons in Math and Science than the last curriculum and the information and communication technology will be removed because they think this subject is a medium for learning other subjects.

In consideration of this change, we can not obey that we really need teachers' ideas about this changed of curriculum as the addition insight in education development. Teacher as the main stakeholder in education world who directly work with students has a big contribution in education development, so every stakeholder in education world can not obey that they really need the teachers' perception in supported the changes of curriculum. Same with other education stakeholder, teacher also has their own thought toward the recently changed of curriculum.

Based on the explanation above, the researcher is interested in conducting a research with title: “The English Teachers’ Perception toward the Implementation of Educational Unit Level Curriculum (KTSP) and 2013 Curriculum at Junior High School in Tana Toraja Regency”

The Researcher formulates the Research Problem based on the background above as follow: How is the English Teachers’ Perception between the implementation of Educational Unit Level (KTSP) and 2013 Curriculum at junior high school in Tana Toraja Regency?

In order to answer the Research Problem above, this research is aimed to: (1)To find out the English teachers’ perception toward the implementation of Educational Unit Level Curriculum(KTSP} and 2013 Curriculum at junior high school in Tana Toraja Regency. The Researcher expects that the result of this research can be used as additional information for the people as follow: (1)Through this research, the lecturers are expected to prepare lectures materials by considering this research result as the added information in faced the Education Development.(2) By this study, the researcher can increase her knowledge about curriculum, especially about Education Unit Level Curriculum and Curriculum 2013 in order to prepare herself to become an educator in the future.(3)To be additional information for the Students of English Department of UKI Toraja about the curriculum in order to pass their lectures that related with this research. Especially, in preparing their selves to becomes an educator in the future.(\$)The Researcher is expected this research will be useful for readers who want to increase their knowledge about curriculum

B. Review of Related Literature

The term of curriculum come from Greek, namely “Curriculae”, the meaning is the distance that must be passed through by a runner. In that time, the definition of curriculum was the time span of education that must be passed through by student to get certificate. The popular definition the curriculum of a school is all the experiences that pupils have under the guidance of the school. The definition of curriculum used in this study refers to the one stated in the Curriculum Guidelines (BSNP, 2006, p.5): “a set of plans and coordination about the goals, content, materials and ways that are used as guidelines in learning activities in order to achieve certain educational objectives.”

A curriculum may also refer to a defined and prescribed course of studies, which students must to fulfill in order to pass a certain level of education, so based on the explanation above the researcher conclude that curriculum is a set of studies courses which consist of content teaching procedures and learning experience that must be fulfilled by students to achieve a certain goal based on its level in education institutions.

The regional autonomy in education field has been effected since 2001 based on the Constitution No.22 year 1999 about the regional government. The regional autonomy in this education filed try to return the education to its owner society (region) in order to live from, by and to the society in that region or try to be autonomous an institute or a

region to take care of itself by making efficiency of human resource that in region. The biggest autonomy that has given in education field is about the advance of curriculum, and then called as KTSP (Educational Unit Level Curriculum).

KTSP is operational curriculum that arranged by and implemented in each education unity (school). Whereas the center government only give the signs that need to be referred in the advance of curriculum, namely: (1) The Reconciliation No. 20/303 about the National Education System; (2) The Governmental regulation No. 19 year 2005 about the National Education Standard; (3) The Regulation of the Minister of Education No. 23 year 2006 about Content Standard (*SI, Standar Isi*) to the Base and Middle Education Unity; (4) The Regulation of the Minister of Education No. 23 in 2006 about Graduated Competence Standard (*SKL, Standar Kompetensi Lulusan*) to the Base and Middle Education Unity; (5) The Regulation of the Minister of Education No. 24 year 2006 about the implementation of both of The Regulation of the Minister of Education; (6) the guidance of BSNP, The Educational Nation Standard Agency (*Badan Standar Nasional Pendidikan*).

The KTSP was an operational curriculum which was developed and implemented by each school based on the Curriculum Policies and the Curriculum Guidelines prepared by the government of Indonesia through the National Education Standard Bureau (BSNP, 2006). KTSP consists of the goal of educational unit level, the structure and the content of educational unit level curriculum, the educational calendar, and the syllaby. Syllaby is the lesson plan in a or a group of certain subject which include the competence standard, the basic competence, the main material/learning, indicator, evaluation, the time allocation, and source/material/learning media. Syllaby is the spelling out of the competence standard and the basic competence in the main material/learning, the learning activity, and the indicator of the competence achievement indicator to the evaluation.

KTSP also offers autonomy at school to determine the policy of school in increasing the quality, and efficiency of education in order to modify the desire of local society and work out a closer cooperative among school, society, industry, and government in forming the personal of student. The main aim of KTSP is to be autonomous and efficiency the school in developing the competence that will be said to the students, suitable with the environment condition.

The essence of Curriculum 2013 is exist in the simplification effort, and integrative-thematic. Curriculum 2013 specially prepare to created the new generation which all ready in faced the future. According to that consideration, Curriculum ordered to anticipate the development of future. The main purposed to motivated learners capable in making observation, thinking and present what they already known after accepting materials. While the object which become

the learning in structuring and completing the Curriculum 2013 pressed on the nature, social, art and culture phenomenon.

Through that approach be expect students will have better attitude-competence, skill-competence, and knowledge-competence. They will be more creative, innovative and productive, so that they will be success in facing varieties problem and epoch demand today to get a better future.

C. RESEARCH METHODOLOGY

The method that is used in this research namely: qualitative descriptive method by using library and field research. In library research, the researcher find the related discussion with this research title to conduct the preparation of this research in library and Net, while in field research the researcher take the data from the English teachers at several junior schools in Tana Toraja Regency through interview. In order to complete the data about the English Teacher in Tana Toraja Regency, the researcher also teke data from the Tana Toraja Education Official (Kantor Dinas Pendidikan)

In this research, the researcher used the library and field research. Interested to describe the English teachers' perception toward the implementation of KTSP and Curriculum 2013 from several schools in Tana Toraja Regency, the researcher used descriptive method in describing the data from the interview result.

In formatting this research, the researcher used different sources to strengthen this research. Not only at researcher's house but also the researcher went to library to read and find others references, any books, articles, and material that relate with the researcher title. Other sources, the researcher tried to find the material on net. In order to collecting the data, the data sources passed through primary, collected the data from the English teachers from several schools in Tana Toraja Regency through Interview. The researcher recorded the interview and wrote the important information during the interview. To strengthen this research the researcher went to library to read and find the material, reference book, and find the article/reference on net that relate with this research.

The population of this research was the English teachers in Junior High School at Tana Toraja Regency. There were of 89 junior high schools in Tana Toraja, but because of some reason the Education Official of Tana Toraja can not make sure the amount of the English Teachers in all schools that spread in Tana Toraja. The researcher chosen three junior high school (subdistrict of Mengkendek, Sangalla, and Makale Town) as the sample, those school were SMPN 1 Mengkendek which consist of 3 English teachers, SMP Katolik Pelita Bangsa which consist of 1 teacher and SMPN II Sangalla' which consist of 3 teachers, so the total informants from those schools were 7, by using Random sampling technique.

The research instruments' used by researcher namely interview, observation and Documentation. There were two kinds of interview. The first one was structured,

the interview which used multiple choice and checklist. In order to the researcher's title, this research used the interview that namely In-Depth interview which consist of some question that need to be answer by the interviewee then identified and described by researcher. This instrument; interview used to find out the English teachers' perception toward the implementation of KTSP and Curriculum 2013. The interview instrument consists of 25 Questions and developed based on the research needed. The interview data also supported by documentation and observation data to make the result st

In collecting the data, there were two sources in collecting the data that the researcher passed, those were : (1) Library Research; in order to complete the literature theories which were related to researcher research, the researcher read several related books and found on Net related theories as a foundation in conducting this research. This kind of data collection called Documentation which looked for data about something or variables such as notes, newspaper, book, thesis, notes of meeting, agenda, etc. it's used to collect the data from the source non human. (2) Field Research; while in field source, the researcher came to several schools in Tana Toraja Regency to get the data from the English teachers. The data got through interview by the English teachers from several junior schools in Tana Toraja Regency. Interview that often called oral questioner is a dialogue done by interviewer to get information from informant. The purpose of using interview is to get information orally. The interviewee answer recorded and written by researcher. Researcher also made observation over the school profile to support the data.

In analyzing the data, the researcher used the descriptive method. This meant to find about the English teachers' perception toward the implementation of KTSP and Curriculum 2013. After recorded and written the interview result, the first, the researcher rewrite and transcript the main point from the result of the interview recording, then the researcher identified the main point of each number of interview result based on the interview questions, then the researcher described the data by using descriptive method.

The systematic procedure that the researcher used in analyzing the data, as follow (1) Reading and understanding the result of the interview from the interview table in data collection. (2) Identifying the main point of the interview result based on the interview question (3) Analyzing the answer of the English teacher descriptively. (4) Making conclusion based on the result of the previous data analysis procedure. This conclusion contain the comparison of the English Teacher' Perception between KTSP and 2013 Curriculum descriptively.

D. Result and Discussion

The researcher got the data from interview, observed of those three schools then completed by documentation. The interview data presented as follow:

the English Teachers' Perception between the implementation of KTSP and 2013 Curriculum presented as follow:

No.	KTSP	2013 CURRICULUM
1.	<i>Self depelopment</i> for English ran with every single skills that taught by teachers so it take too much time and didn't enough to fulfill students' need because of the separated skills that taught.	<i>Self depelopment</i> can be included in English teaching and learning process because all skills such Writing, reading, listening and speaking integrated into one indicator that must be passed by students for every single meeting so it can use time effectively and run well to achieve the certain learning purpose..
2.	The expanding of competence stand alone for every subject without be keyed to special competence, and can expand based on students' needs in related school but it take too much time for teach every single skill for every materials even for every meeting.	The competence expanding integrated each other, it meant all English skills taught by integrated into one for one materials even for one meeting so it can make teachers easy to teach without take too much time. The same of <i>Standart Competence</i> for every subjects really support a whole education purpose because even <i>Base Competence</i> for every subjects is different but all of that <i>Base Competence</i> must be keyed to each other to support the same <i>Standart Competence</i> .
3.	Exploration, Elaboration and Confirmation confusing teacher because these term nearly same in concept so they didn't know which one included in <i>Kegiatan Inti</i> .	Scientific approach have clear teaching application and activities, from <i>Standart Competence</i> to <i>Base Competence</i> really systematic and focused on material to support the <i>Standart Competence</i> so it progress students responsibility to work alone. This approach also interested for students because it used natural approach in understanding and solve something independently.
4.	The same books that used by teachers and students make the learning process didn't pure. The books' content also	The separated books between teachers and students make the learning result be more pure. The books' content really fulfilled students need because

	<p>didn't qualify to fulfill students' need because the books exercise and materials just press on students capable to memorize the expressions or grammar, the text name, that at the end become the English elements that must be memorized to pass certain goal not press on students' motivation to use English as language purpose that is communication that at the end can progress students' social life to be a communicative human being.</p>	<p>the book materials till the exercise and test put English as the language purpose that is communication tool as the main point to progress students' social life by producing the communicative human being.</p>
5.	<p>All aspects such knowledge, skill and attitude must be measured together to get a valid result, because every students not only has knowledge but they also supply by attitude and skill so it is important to measure all aspect to produce whole human being competence so the education world must assessed these three competencies to get a perfect result</p>	<p>The final assessment that measure only student knowledge not supported a perfect human being character. To produce a productive and freedom human being, students' knowledge, skill and attitude must be consideration well because it support education purpose to produce a productive and freedom human being.</p>
6.	<p>Explicitly, students' attitude can influence their cognitive score through their daily routine that observed by teacher.</p>	<p>The authentic assessment avoid the subjective assessment by teacher and also can be the proved of the learning process but there are a lot of attitude assessments' form that must be filled by teacher while teaching process running made teachers difficult to prepare theirselves in teaching at classroom, because it will be hard for them to pay attention toward students' attitude in class while teaching and fill the attitude items together. For</p>

		attitude point, there are 9 item that must be assessed by teacher while teaching special for English subject, so it is difficult for them to teach while assess students' attitude at classroom. Without 2013 curriculum details, students' attitude and skill already included in their knowledge score.
7.	The <i>SKL</i> in KTSP still lack because it didn't covered human being whole competencies. It will be nonsense if students just supplied by knowledge only	<i>SKL</i> concept in 2013 curriculum is better which meant that every student must be supplied by skill and attitude too, not only knowledge, because it contained all human competence to support produced a perfect human being and a qualify human being by integrated all competencies into one unity

Based on the data finding above, the researcher describe that the English Teacher Perception' toward Educational Unit Level Curriculum (KTSP) : (a)The expanding of competence stand alone for every subject without keyed to special competence so it took too much time for taught every single skill for every materials even for every meeting. Because of this reason, special for English *Self depeloment*, there is special subject that might be called Mulok and Public Speaking. (b)Practically, most teachers enjoy and interest in KTSP assessment that did not has a lot of point for every single competence to be assessed, but KTSP teaching and learning way that used Elaboration, exploration and confirmation did not enough to fulfill students' needs. (c)In added, unqualified books made students use English as a tool to pass in grammatic, vocabulary, pronunciation not a language purpose that is as communication tool in created communicative human being.(d)In theory, KTSP assessment that measured press on students' knowledge only did not covered a whole human being competence although students' attitude can influenced their knowledge score. It is one of the reasons why KTSPs' *SKL* that press on students' knowledge still lack to produce whole human being competencies.

Beside that, the English Teachers' perceptions toward 2013 Curriculum:(a). Most teachers enjoy and interest toward 2013 curriculum concept and teaching approach because of the systematic and clear teaching and learning process till the learning purpose and result. It meant even though all subject has the same *Standart Competence* but every Base Competence for each subject be keyed to each other to support the same *Standart Competence* so it made the teaching and learning process more focused and systematic, the lesson application also systematic and clear to achieve the same *Standart Competence*. Teacher also did not need to teach every

single skill of English alone. (b).The books' content also supported the learning process to achieve a maximal learning result. It meant the book content present the materials, test and exercise to learn English as language purpose that is a communication tool. (c)Most teachers prefer the theory of 2013 curriculum assessment that assessed students' score not only in their knowledge but also their skill and attitude so according to them 2013 Curriculum's *SKL* covered a whole human being competencies but practically most teachers thought that it make they difficult to prepare their self in teaching and assessed because of a lot of assessment criteria for every single competencies that must be filled by teachers while teaching.

E. CONCLUSION

Based on the data analysis, the researcher that concluded that most of the English Teachers have the same as well as the the different perception toward implementation of KTSP and 2013 curriculum; can be drawn as follow:

1. The expanding of competence stand alone for every subject without be keyed to special competence so it took too much time for taught every single skill for every materials.
2. Teaching and learning process that use scientific approach suitable with the students' basic habitual.
3. Practically, 2013 curriculum made the teachers difficult in prepare their self to teach even when they are teaching at class but in theory 2013 curriculum is the better because it assessed all of students' competencies so it can give our education result more complete. This is why *SKL* concept in 2013 curriculum is the better.

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