

**TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF THE 2013  
CURRICULUM IN SMPN 9 MATARAM  
IN ACADEMIC YEAR 2017/2018**



**A JOURNAL**

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**BY**

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**Teachers' Perception on The Implementation of The 2013 Curriculum in  
Smpn 9 Mataram in Academic Year 2017/2018**

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## ABSTRACT

**PEBRIANI.** *Teachers' Perception On The Implementation of The 2013 Curriculum In SMPN 9 Mataram In Academic Year 2017/2018.*(Supervised by H.Sahuddin and Amrullah).

This research was aimed to find out the teachers' perception on the implementation of the 2013 curriculum in SMPN 9 Mataram in academic year 2017/2018. The population is of this research was conducted for the entire teachers of SMPN 9 Mataram. The data of this research was collected through spreaded the questionnaire for the entire teachers of SMPN 9 Mataram. The data collected then analyzed and found that almost all of the teacher (87%) at SMPN 9 Mataram said agree very much if the 2013 curriculum being implemented and only 13% of the total number of the teacher at SMPN 9 Mataram. It clearly indicates that all of the teachers very antusiastic by the current curriculum. Beside that almost all of the teacher understand well for the thematic approach that demanded for the current curriculum all of the teacher agree very much that the 2013 curriculum is fully scientific approach. It is clear that most of the teacher agree that the 2013 curriculum is effective in build the students' character. For the references and books, 62% of the teachers stated that the 2013 references and book series deeply involved on the demand of the attitude, knowledge and skill. 29% said very good for such cases and only 10% of the teachers do not agree. Meanwhile, For the problems that having by the teachers were having problem with the lack of the teaching and and learning facilities and about 5,7% said that they felt sometime lack of facilities were 5,7%. Whereas for the distribution of the handbook in the process of the implementation of 2013 curriculum, 90% of the teachers said that it was hard to find any handbook that reliable for the 2013 curriculum and only 10% said it was a bit hard. Another problems that having by the teachers in SMPN 9 Mataram were poor in such case (94% )and only 6% of the total number of the teachers claimed that they are reliable for such case.

Key Words: *Perception and 2013 Curriculum*

## **A. INTRODUCTION**

The regulation of Indonesian government No 20, 2003 article 1 and verse 19, that is curriculum is planning set and rule about purpose, content and lesson material also the method which is used as a guidance to conduct learning activity to achieve certain educational goals. Considering the importance of curriculum, I will discuss further about Curriculum 2006 which is known as KTSP and to be continued with curriculum 2013.

Curriculum 2013 has started to be applied to conventional schools and Islamic (well known as Madrasah in Indonesia). The Indonesian government realizes that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 to be curriculum 2013 is to improve the quality of education in Indonesia. This curriculum offers some progress from the former curriculum. For example, curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active.

In the curriculum 2013, students are expected to teach using a Scientific Approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. So, teachers are demanded to be more creative and curriculum 2013 offers some models. The important thing is curriculum 2013 offer some models of teaching. In the assessment, teachers must use the authentic assessment. It will be helpful for teachers so that they do not use false assessment since in curriculum 2013, they will also assess the affective aspect. The former curriculum does not give the way how to assess the affective, but the curriculum 2013 has been existed the way how to assess it. Curriculum 2013 was implemented in the school year 2013/2014 on some schools (limited) including some schools in West Nusa Tenggara. Curriculum 2013 was officially launched on July 15, 2013 in Ministry of Education and Culture. While, in Ministry of Religion it was begun in July 2014.

The new curriculum officially launched for 4th, 7th, and 10th graders on July 15<sup>th</sup> 2013. According to the current curriculum, teachers should facilitate the learning process by asking guided questions that help students discover content

for themselves. Students are expected to become active and engaged learners. The new approach hopes to stir curiosity in students in order to build their critical-thinking and communication skills.

In West Nusa Tenggara Province, the curriculum 2013 has implemented by some schools. One of the school that implementing the new curriculum is SMPN Number 9 Mataram That is why I chose SMPN Number 9 Mataram as the object of my study. The school is located at Jl. Abdul Kadir Munsyi in Dahlia Block, Punia in Mataram West Nusa Tenggara. Some of the teachers there will serve as teacher-trainers to other teachers in the region as the curriculum expands to all schools. As one can imagine, there is immense pressure to successfully apply the curriculum and improve student success.

Based on the reason above, I want to know the points of view of the teachers in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram and the purposes of the teachers in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram. I am also interested in knowing the teaching and learning phenomenon that is related to the implementation of 2013 curriculum, especially in teaching and learning process.

Based on the explanation above, I draw “Teachers’ Perception on the Implementation of 2013 Curriculum in SMPN 9 Mataram in Academic Year 2016/2017” as her thesis proposal title.

➤ **Problem of Study**

Based on the background of study, the researcher expects to answer the questions bellow:

1. What are the teachers’ perceptions in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram ?
2. What are the teachers’ problems in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram ?

➤ **The Purposes of Study**

Related to the problems mention above, the researcher mentions the objectives of the study. The objectives are:

1. To find out the perceptions of teachers in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram .
2. To know the problems of the teachers in using 2013 Curriculum in teaching and learning process at SMPN 9 Mataram.

## **B. REVIEW OF RELATED LITERATURE**

### **B.1 National Curriculum 2013: From Literacy to Scientific Approach**

The Implementation of the newest National Curriculum 2013 in every public school gives problem to the teacher's way of thinking especially for language teacher. It is projected to change the language teaching paradigm from literacy approach which gives the students opportunity to use the information from what they read and write to scientific approach that gives students chance to develop their intelligence to higher order thinking in learning language and expected in using it in proper way as life skills equipment in facing the rapid changes of global society system in the near future. Copying this fact about this new curriculum, this article is trying to describe deeper about new feature that brought by curriculum 2013. The aspects start from the concept of curriculum, the assessment process, the learning process namely scientific approach which can be implemented by using some procedures in the classroom and the textbook.

The Curriculum 2013, scientific approach, language learning, textbook Curriculum is a product of education policy that has to change all the time. In reality, it is not tended to change but rather to make improvement. The continuous improvement which is conducted has purposed to accommodate the material which is considered important and up-to-date. The improvements are conducted as implementation of one of curriculum development principle that a curriculum should be dynamic and flexible, so it can be change anytime according to the need (Sukmadinata, 2007: 109). In order to fulfill the need of the society, the curriculum changes should be done gradually and systematically. The curriculum change is not only happened in Indonesia, but also in another modern country,

since it is changed depend on the needs. The curriculum change is accepted in various countries normally and naturally. It is different with the negative view of ordinary people in Indonesia. This point of view should be straightened by looking at positive side that the change or improvement of curriculum cannot be stopped, and always be done because of the society needs (Katuk, 2014: 13), knowledge, technology, art and culture.

### **B.3 The Nature of Perception**

Everyone has their own perception that differ with the others. Perception can be defined as human recognition and interpretation of sensory information. Perception also includes how people respond to the information. A man or a Women can think of perception as a process where he or she takes in sensory information from his or her environment and use that information in order to interact with the environment. Perception allows people to take the sensory information in and make it into something meaningful.

Actually, Different people perceive different things about the same situation. But more than that, we assign different meanings to what we perceive. And the meanings might change for a certain person. One might change one's perspective or simply make things mean something else.

According to Kamus Ilmiah (Science Popular Dictionary) (2009) the term of perception come from the Latin namely perception percipio. It is defined as the organization, identification, and interpretation of sensory information in order to represent and understand the environment. All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. For example, vision involves light striking the retina of the eye, smell is mediated by odor molecules, and hearing involves pressure waves. Perception is not the passive receipt of these signals, but is shaped by learning, memory, expectation, and attention.

Perception can be split into two processes. Firstly, processing sensory input, which transforms these low-level information to higher-level information (e.g., extracts shapes for object recognition). Secondly, processing which is

connected with a person's concepts and expectations (knowledge) and selective mechanisms (attention) that influence perception.

According to Bruner (2009) The process of perception begins with an object in the real world, termed the distal stimulus or distal object. By means of light, sound or another physical process, the object stimulates the body's sensory organs. These sensory organs transform the input energy into neural activity a process called transduction. This raw pattern of neural activity is called the proximal stimulus. These neural signals are transmitted to the brain and processed. The resulting mental re-creation of the distal stimulus is the percept.

An example would be a shoe. The shoe itself is the distal stimulus. When light from the shoe enters a person's eye and stimulates their retina, that stimulation is the proximal stimulus. The image of the shoe reconstructed by the brain of the person is the percept. Another example would be a telephone ringing. The ringing of the telephone is the distal stimulus. The sound stimulating a person's auditory receptors is the proximal stimulus, and the brain's interpretation of this as the ringing of a telephone is the percept. The different kinds of sensation such as warmth, sound, and taste are called "sensory modalities".

Psychologist Jerome Bruner has developed a model of perception. According to him people go through the following process to form opinions:

1. When we encounter an unfamiliar target we are open to different informational cues and want to learn more about the target.
2. In the second step we try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
3. At this stage, the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. We also actively ignore and even distort cues that violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns (2001), there are three components to perception.

1. The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defence" where they tend to "see what they want to see".
2. The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."
3. The Situation also greatly influences perceptions because different situations may call for additional information about the target.

### **C. RESEARCH METHODS**

#### **➤ Research Design**

The present study used qualitative method because it is similar to other qualitative research it attempts to generate rich, detailed and valid (process) data that contribute to in-depth understanding of the context. Qualitative research is a set of research techniques in which data are obtained from a relatively group of respondents. The most important qualitative research techniques are the narrative and the visual research, which is still often neglected.

According to Subana and Sudrajat (2001) "The qualitative method is conducted in this study because the data analyzed are not to accept or to reject the hypothesis, but the result of the analysis is the description from the observed symptoms, which are not always in the form of numbers or inter-variable coefficient."

The population of this study were the whole teachers of SMPN 9 Mataram in academic year 2017/2018 that thought as informant, they were the teachers who used curriculum 2013 when they teach. The total number of the population was 52 person. By taking the population, the researcher was able

to take the real data from setting and situation of the teaching and learning process.

The object of this study especially was concerned with the teaching and learning process especially curriculum 2013 used by teacher in teaching at SMN 9 Mataram.

Getting sample is very important in the research because the total number of population was usually too many. According to Cohen (2000: 101) sample is a data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population. If the population in the large number then I as the researcher may take sample as the representative of the population. Otherwise, if the researcher able to take the whole number of the population, it more convenient for the research and it is called "population research" Cohen (2000: 101). For this research, I took the whole number of the population in other word all the teacher at SMPN 9 Mataram were taken into sample of this research. So the total number of the sample of this research was 52 person of teacher.

#### ➤ **Technique of Data Collection**

In order to get better results of this research the researcher have to use basic technique of data collecting which consist of:

##### a. Questionnaire

I gave questionnaire to the teachers which written in Indonesian to avoid the difficulties in understanding the items given.

The questionnaire was concerns with the curriculum 2013 that was used by the teacher in teaching and the problems that might be found by the teacher. To fill the questionnaire, the respondents were allowed to choose one of four options in every item. It was similar as multiple choices. The total number of the questionnaire for this research was 38 items. The respondents asked to cross the letter A, B, or C based on their judgment. To analyze the data used the corpuses. The corpuses were used to classify the result of the observation written in the field-note and observations.

b. Observation

The observation described about curriculum 2013 used by the teacher in teaching at SMPN 9 Mataram. I observed directly to get the data when teaching-learning processes was conducted and intended to monitor the application of 2013 curriculum.

➤ **Technique of Data Analysis**

a. Display

A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow me as the researcher to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

b. Reduction

Reduction is a screening of the display. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions." Not only do the data need to be condensed for the sake of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed. In this case I am as the writer selected then abstracted the options that chosen by the teachers at SMPN 9 Mataram for each number of the questionnaire. This was intended to focus and simplify the answers.

c. Analysis

Based on the data reduction, I calculated the percentage of any option based on the answer of teachers of SMPN 9 Mataram. The percentage have described from the highest percentage into lower percentage for each number of the questionnaire. The percentages have

been exaggerated for the 38 questions of the questionnaire. Concerning such way of analysis, I have been conveniently able to describe and exaggerate the points of view of teacher in using curriculum 2013 in teaching at SMPN 9 Mataram.

#### d. Conclusion

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirm ability' - that is, their validity" (Miles and Huberman, 1994: 11).

## 4. FINDING AND DISCUSSION

### ➤ Teachers' Perception for the 2013 curriculum

Table 9. Teachers' Perception for the 2013 curriculum

Questions	Sangat Setuju	Setuju	Tidak setuju
Kurikulum 2013 wajib diterapkan disemua sekolah di Indonesia.	87%	13%	0%

For this question, Almost all of the teacher (87%) at SMPN 9 Mataram said agree very much if the 2013 curriculum being implementated and only 13% of the total number of the teacher at SMPN 9 Mataram. It clearly indicates that all of the teachers very antusiastic by the current curriculum.

Untuk SMP : Bagaimana pemahaman Bapak/Ibu terhadap pendekatan tematik	Sangat Paham	Paham	Tidak Paham
	15%	81%	4%

For the question above, almost all of the teacher understand well for the thematic approach that demanded for the current curriculum

Kurikulum 2013 merupakan pendekatan saintifik.	100%	0%	0%
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For the question above, it is conveniently stated that all of the teacher agree very much that the 2013 curriculum is fully scientific approach.

Penerapan kurikulum 2013 efektif membentuk karakter murid	6%	92%	2%
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It is clear that most of the teacher agree that the 2013 curriculum is effective in build the students' character.

Table 8. Teachers' Perception towards the readiness of 2013 curricula references.

Questions	Sangat Setuju	Setuju	Tidak Setuju
Isi buku mengurai atau memerinci tuntutan ranah kompetensi sikap, pengetahuan, dan ketrampilan yang tertulisdalamdokumenkurikulum 2013.	29%	62%	10%

For the references and books, 62% of the teachers stated that the 2013 references and book series deeply involved on the demand of the attitude, knowledge and skill. 29% said very good for such cases and only 10% of the teachers do not agree.

Contoh-contoh kegiatan yang ada dalam buku teks pelajaran dapatdenganmudah dilakukan oleh murid.	65%	23%	12%
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For this case, almost of the teacher said that the references available for the 2013 curriculum is easy to adapted by the students. 65% stated agree very much , 23 % said agree and only 12% said disagree.

Ilustrasi (gambar) dalam buku teks sangat tepat dan efisien bagi murid.	35%	52%	13%
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The illustration that available in the series book of 2013 is very effective for the students to understand. I judge so because 35% of the teacher at SMPN (Mataram said that is effective, 52% said very good and only 13% that said that the illustration that available in the series book of 2013 is not effective for the students to understand.

Bahasa dalam bukuteks pelajaran sangat baik dan benar menurut kaidah kebahasaan.	88%	12%	0%
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Allmost all of the teacher said that the language that used in the series book of 2013 curriculum is a good in grammar and structure (88%).

Buku yang tersedia dapat meningkatkan efektivitas proses pembelajaran?	83%	13%	4%
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The series book of 2013 curriculum is efective for the teaching and learning process.

Buku pedoman guru dapat membantu Bapak/Ibu dalam merencanakan proses pembelajaran.	67%	27%	6%
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The teachers' references is very helpfull in arranging the lesson plan. Only 6% of the teachers said that it is not helpfull.

Buku pedoman guru memberikan panduan yang jelas tentang penerapan pembelajaran saintifik.	90%	6%	4%
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It is conveniently to judge that the references is very good in leading the teachers to implement the scientific learning.

Buku pedoman guru memberikan panduan yang jelas tentang penerapan penilaian otentik.	69%	21%	10%
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Most of the teachers said that the teachers' references for the 2013 curriculum is a good references for the teacher. Only 10% of the total number of the teachers said not affective.

Buku pedoman guru membantu meningkatkan efektivitas proses pembelajaran.	71%	29%	0%
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The references for the teachers' concerning the 2013 curriculum is very helpfull and effective.

Table 9. Teachers' Perception towards teaching and learning process.

Questions	Sangat Setuju	Setuju	Tidak Setuju
Bapak/Ibu harus membuat RPP sesuai dengan kurikulum 2013 sebelum mengajar.	100%	0%	0%

The teachers of SMPN 9 Mataram are very dicipline for the administration for the teacher in implementing the current curriculum.

Bapak/Ibu sudah paham tentang komponen RPP sesuai dengan kurikulum 2013.	Sangat Paham	Paham	Tidak Paham
	62%	23%	15%

Most of the teacher have already understand well for the basic component in arrangging the lesson plan for the 2013 curriculum. Only 15% that they do not undestand well for the basic component in arrangging the lesson plan for the 2013 curriculum.

Bapak/Ibu, mampu melakukan proses pembelajaran menggunakan pendekatan tematik.	Sangat Mampu	Mampu	Tidak Mampu
	59%	8%	33%

Not all of the teachers able to implementing the 2013 curriculum. There are 59% said that they are very confidence and able to implementing the 2013 curriculum, 8% said able for a bit and 33% said not able. The number of the teachers need to be trained more about the implementation about 2013 curriculum.

Bapak/ibu, mampu melaksanakan proses pembelajaran saintifik/ilmiah.	7%	10%	83%
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Most of the teachers still confuse and unable to teach the students in purely scientific.

Bapak/Ibu, mampu melaksanakan proses pembelajaran tematik terpadu.	6%	12%	82%
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For this case, most of the teachers still confuse and unable to teach the students in purely themathic.

Bapak/Ibu, mampu melaksanakan proses pembelajaran yang menuju ketrampilan aplikatif	23%	15%	62%
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In this matter, most of the teachers still confuse and unable to teach the students in to be skilfull.

Bapak/ibu, mampu melakukan proses pembelajaran yang membuat murid menjadi lebih sering bertanya?	27%	40%	33%
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Most of theteachers able to invite their students to be active and give some question for more. Only 33% of the teachet that said unable.

Bapak/Ibu, mampu melakukan proses pembelajaran yang membuat murid menjadi lebih berani mengemukakan pendapat?	23%	15%	62%
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Most of the teachers feel difficult to invite the students to give any comment (62%).

Bapak/Ibu, mampu melakukan proses pembelajaran yang membuat murid menjadi ingin melakukan observasi	35%	38%	27%
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A lot of the teacher able to stimulate their students to make any observation for themselves.

Bapak/Ibu, mampu melakukan proses pembelajaran yang membuat murid menjadi ingin melakukan eksperimen.	42%	12%	46%
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More than half of the total number of the teachers able to stimulate their students to make any eksperiment for themselves.

Apakah Bapak/Ibu, mampu untuk melakukan proses pembelajaran yang menumbuhkan kreatifitas murid?	12%	17%	71%
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It is very poor for the teacher in implementing the current curriculum to build up the students' creatifity.

Bapak/Ibu, mampu memanfaatkan teknologi informasi informasi yang ada di sekolah dalam proses pembelajaran?	73%	12%	15%
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Almost of the teacher able to use the technology that available in supporting their activity in teaching and learning process.

Bapak/Ibu memulai dan mengakhiri proses pembelajaran sesuai dengan waktu yang dijadwalkan?	Ya	Kadang kadang	Tidak
	92%	6%	2%

Almost all of the teaachers able to manage and dicipline for the time scheduled in their school during implementing the 2013 curriculum.

Proses pembelajaran menjadi lebih menarik dan menyenangkan	69%	23%	8%
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The teachers able to entertaint the students by implementing the 2013 curriculum.

Murid menjadi lebih aktif bertanya dan mengemukakan pendapat	15%	4%	81%
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Only few students that give any question and give any comment to their The teachers.

Murid termotivasi untuk melakukan observasi	23%	6%	71%
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The students dominantly low motivated in doing any observation.

Murid memiliki semangat belajar yang lebih tinggi	12%	15%	73%
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The implementation of 2013 curriculum seemly make the The students' motivation is seemly low

Murid menjadi lebih terampil, inovatif dan produktif.	17%	4%	79%
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The result of 2013 curriculum seemly causing the low skill, uninovative and productvive.

Murid memiliki daya nalar yang lebih baik.	46%	38%	15%
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The students are stimulated to use their instinct. Only 15% teachers said that their students unable to use their uinstinct.

Karakter murid lebih terbangun (lebih sopan, jujur, menghormati perbedaan dll)	48%	37%	15%
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Lot of the teachers judge that their students are more polite or show their well behave

➤ **Teachers' Problems In Implementing the 2013 curriculum**

Questions	Ada Kendala	Tidak Ada Kendala	Tidak Tau
Apakah ada kendala kendala yang bapak / Ibu hadapi dari segi teori pengajaran menggunakan kurikulum 2013.	0%	100%	0%

The table above shows that, all of the teachers at SMPN 9 Mataram were having their own problems in implementing the 2013 curriculum.

Apakah sarana dan prasarana yang tersedia disekolah menjadi salah satu kendala bagi anda dalam mengimplementasikan kurikulum 2013?	Ya	Kadang kadang	Tidak
	94,2%	5,7%	0%

Most of the teachers namely 94,2% strongly said that they were having problem with the lack of the teaching and and learning facilities and about 5,7% said that they felt sometime lack of facilities were 5,7%.

Apakah distribusi buku ajar yang sesuai dengan kurikulum 2013 mudah diakses atau didapatkan oleh anda untuk diperuntukkan bagi siswa?	Mudah	Kadang-kadang	Sulit
	0%	10%	90%

For the distribution of the handbook in the proses of the implementation of 2013 curriculum, 90% of the teachers said that it was hard to find any handbook that reliable for the 2013 curriculum and only 10% said it was a bit hard.

Apakah media pembelajaran yang menekankan pembelajaran yang scientific sudah memadai di sekolah anda?	Sangat Memadai	Cukup memadai	Kurang memadai
	0%	4%	96%

Apakah penguasaan IT bagi anda sudah cukup memadai untuk penerapan kurikulum 2013?	Sangat Memadai	Cukup memadai	Kurang memadai
	0%	6%	94%

For the teachers ability in operating the technologies that supported and demanded for the implementation of 2013 curriculum, 94% said that they are poor in such case and only 6% of the total number of the teachers claimed that they are reliable for such case.

Based on the investigation that was conducted and by considering the result on chapter IV in this research the writer took some conclusion that:

Almost all of the teacher (87%) at SMPN 9 Mataram said agree very much if the 2013 curriculum being implementated and only 13% of the total

number of the teacher at SMPN 9 Mataram. It clearly indicates that all of the teachers very antusiastic by the current curriculum. Beside that almost all of the teacher understand well for the thematic approach that demanded for the current curriculum all of the teacher agree very much that the 2013 curriculum is fully scientific approach. It is clear that most of the teacher agree that the 2013 curriculum is effective in build the students' character.

For the references and books, 62% of the teachers stated that the 2013 references and book series deeply involved on the demand of the attitude, knowledge and skill. 29% said very good for such cases and only 10% of the teachers do not agree.

Meanwhile, For the problems that having by the teachers were having problem with the lack of the teaching and and learning facilities and about 5,7% said that they felt sometime lack of facilities were 5,7%. Whereas for the distribution of the handbook in the procces of the implementation of 2013 curriculum, 90% of the teachers said that it was hard to find any handbook that reliable for the 2013 curriculum and only 10% said it was a bit hard. Another problems that having by the teachers in SMPN 9 Mataram were poor in such case (94% )and only 6% of the total number of the teachers claimed that they are reliable for such case.

Based on the conclusion, the researcher would like to propose some suggestions for the Indonesian Government, for the teachers in Indonesian school and for the Indonesian students. The suggestions are stated bellow:

1. For the Indonesian Government

The Indonesian Government should never ends in developing the Indonesian curriculum for the demand of the global competition.

2. For the teachers in Indonesian School

The Indonesian teachers should be dynamic for the every current curriculum that proposed by the goverment and the teachers should be highly motivated by the changing of the curriculum.

3. For the Indonesian students

Every students in Indonesia should be dynamic in learning in school and do their best in the effort of learning.

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