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**STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION OF CURRICULUM
USED IN SMP PANGUDI LUHUR MOYUDAN**

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ABSTRACTS

As one of the education elements, curriculum has an important role as a guide to succeed the educational system. It is formed to achieve the goals and objectives of educational desires. Thus, the government, teachers, administrators, and educators need to consider the implementation of the appropriate and suitable curriculum in order to achieve the educational goals. This study aims to investigate the students' perception towards the implementation of current curriculum used in SMP Pangudi Luhur Moyudan. It is a qualitative study involving 61 JHS students. Those students represent the high-achieved, the middle-achieved, and the low-achieved students. The data were collected through interviews and analyzed using the analysis model of Miles, Huberman, and Saldana, following the steps of data condensation, data categorization, data display, data interpretation, and conclusion drawing and verification. The findings show that the students of SMP Pangudi Luhur Moyudan have positive perception towards the implementation of current curriculum in their English class, which is 2013 Curriculum.

Keywords: Curriculum, English Class, Junior High School, Students' perception.

INTRODUCTION

As one of the education elements, curriculum has an important role as a guide to succeed the educational system. It is formed to achieve the goals and objectives of educational desires. Thus, the government, teachers, administrators, and educators need to consider the implementation of the appropriate and suitable curriculum in order to achieve the educational goals. Curriculum, physically can be in form of a document which contains of various components such as thoughts about education, objectives to be achieved, the content which are designed and should be mastered by the students, a process that is to control the content, and an evaluation to determine the ability

stated in objectives as well as other components (Fajriyanti, et.al, p.2). According to Richards (2001, in Hidayah 2017:1), curriculum is the entire knowledge that is learned by students in the school. Marsh (2009, in Hidayah 2017:1) added that curriculum is structured by ‘things’ that are related to the given subjects in form of school documents, newspaper articles, committee reports and educational school books.

Indonesia had implemented several curricula since its independence day. The current implemented curriculum is known as 2013 curriculum which has different aspects with the previous curriculum. The changes of curriculum would be accompanied by different educational goals, and each curriculum has a specific goal that should be achieved to advance the national education of Indonesia. The goal of K-13 itself is to develop attitude, knowledge, and skill competences as unity. The form of K-13 is as manifestation of technology awareness that is occurring all around the world. In addition, the characteristic of this curriculum is the usage of information and technology to advance the efficiency and the effectiveness of learning.

Comparing to the previous curriculum, School-Based Curriculum (KTSP), there are some differences between the implementation of each curriculum in the school and classroom practical. First of all, the aspects of balance competence between hard skills, soft skills, and knowledge that should be required by the students in the K-13, meanwhile the SBC emphasized more on knowledge competence. Second, it can be seen from the learning patterns of K-13 which is more on student-centered rather than teacher-centered. Teachers’ roles in K-13 also shift from tutor into facilitator and guide. In delivering the material, teachers are also expected to be able to use the multimedia. The other difference is the teaching and learning approaches that are used in SBC such as exploration, elaboration, and confirmation. Otherwise, according to Permendikbud number 81 A/2013, teaching and learning approach which is used in the K-13 known as scientific approach in which there are five stages which are promoted, such as observing, questioning, collecting information, associating, and communicating. In addition, Kemendikbud (2013) implies that building knowledge, in the learning process used scientific approach through scientific method which is adopted by scientific approaches. Moreover, as well as the goals of K13, the assessments of this curriculum involve knowledge, skill, and attitude (spiritual and social).

However, there are pro and contra from various part of education such as minister/government and the society in implementing K-13. Those who come from society include the teachers, parents, as well as students. According to Thiessen (2006, in Vanderjagt, 2013), teachers' and parents' role in educational process is identified as two third, and the important one third is played by the students. In other words, it can be concluded that the students' thoughts and perceptions on curriculum changing should be considered since they are involved in the learning process implementing the legislated curriculum.

According to the activity indicators which are mentioned in the 2013 curriculum, it can be seen that there are many learning activities should be done by the students inside or outside the classroom. Relating to the objectives of 2013 curriculum, students are expected to be more autonomous in learning. They should identify, analyze, and solve the problem which is given. With many activities students need to do related to the indicators of 2013 curriculum, it can be concluded that students are one of the important players who can indicate the success or failed a curriculum implemented. In addition, the changing of curriculum gives influence on students' motivation in learning language. The students always be the receivers of curriculum changing. As noted by Cook- Sather (2006, in VanderJagt, 2013), students have their own perspective on learning, teaching, and schooling. Thus, students' perspective is very important and need to be considered in order to succeed the implementation of new curriculum and to achieve the educational goals. Therefore, based on the background of study explained before, the researchers would like to analyze the students' perception towards the implementation of K-13 in English classroom at SMP Pangudi Luhur Moyudan.

LITERATURE REVIEW

In this section, the researchers present a literature review and review of relevant studies. The researchers discuss some theories that become the frames of thoughts of the study.

1. Curriculum

The word curriculum comes from Latin. The definition of a curriculum is developed from time to time by most of the educators. The first meaning of curriculum was a running, a race, and a course and the secondary purposes were a race-course or a career as stated by Connelly and Lantz

(1991:15) and Egan (2003: 10). According to Tanner and Tanner (1995: 151), curriculum refers to "the body of subjects or subject matters set out by teachers for students to cover". As stated by Oliva (1982: 10), the curriculum is a plan or a program the learners must come across which is under the school's direction.

Based on the curriculum's definition, it implies that curriculum is utilised as guidance in implementing the learning process by the teachers in the education field. It used as a study guide by the students. Then, the curriculum employed as a guideline in conducting supervision by the principals and supervisors.

2. 2013 Curriculum

The current curriculum used is K13 curriculum. It is launched based on the two presidential decrees namely No. 5/2010 about the National Midterm Growth Planning (RPJMN 2010-2014) and No. 32/2013 (as for revision series of No. 19/2005) about National Standard of Education (Widyastono, 2014). K 13 curriculum was born because of the response of various criticism of previously curriculum namely 2006 curriculum. The core of 2013 curriculum is the inclusion of fundamental competencies (Kompetensi Inti), namely KI-1 (attitude), KI-2 (social), KI-3 (knowledge), and KI-4 (skill) as written in Kementerian Pendidikan dan Kebudayaan (2014). It is made to balance between hard skills and soft skills. Therefore, the definition of the 2013 curriculum is competency and character-based curriculum. This newest curriculum is created to overcome several problems in the world of education.

In 2013 curriculum, the teaching and learning activities utilise a scientific approach. There are five stages in the scientific approach such as observing, questioning, experimenting, collecting data, associating, and communicating. The teachers must trigger their students. So the teacher may not receive for granted that their teaching activities have occurred smoothly, scientifically and interactively without assessing key competencies KI-1 (attitude), KI-2 (social), KI-3 (knowledge), and KI-4 (skill). In the observation stage, this refers to the introduction of the activity such as greeting and motivating students before learning. In questioning, the students are given a chance to ask questions about what has not understood related to the lesson given previously. In the third stage, the students the students can gain more information about what is observed when they are triggered to make questions. Its purpose is to extend students' creativity and curiosity. In the third stage, the students can get more information not only when the students are in class but also when

they are outside the class. The students can find it by reading another source or from the authentic material. The authentic material is such as newspaper, magazines, internet etc. Experimenting stage develops students' positive attitude which is honesty, open minded and carefulness. The fourth stage is associating. It encourages the students to infer what the students' get inductively and deductively. In communicating, the students are expected to be able to talk or produce based on the knowledge they have acquired.

Based on the core of the 2013 curriculum, this curriculum is character based curriculum which is in K1-1 (attitude). So, the character values are instilled in the implementation of this curriculum. It is hoped that the students become not only smart but also have good characters and personality in their social life.

The books in 2013 curriculum emphasize on activity-based and integrated thematic according to Kementerian Pendidikan dan Kebudayaan (2014). The activity-based refers to the nature of language learning from receptive to productive (listening to speaking and reading to writing).

The assessment in the 2013 curriculum covers three aspects such as cognitive, affective, and psychomotor aspect. Cognitive assessment is the assessment based on the student's knowledge. Effective assessment is the assessment based on the students' behaviour and attitude. The teacher does observation through the students' activity in and outside the class while a psychomotor assessment is an assessment based on the student's performance for example role play in speaking.

3. The Students' Perception

The word perception is frequently used in daily life. It has various meanings depends on context. According to Bruno (2002), there are three stages in the process of perception such as selection, organization, and interpretation. The choice of information is made through the sense organs (sight, sound, smells, taste, and touch). The information is arranged to understand or to make sense out of the data. Then the interpretation is subjective because based on someone's values, beliefs, and experiences.

In language teaching and learning, the study of perception has been explored by many researchers. It has been written about the role of perception in teaching and learning whether it has an impact or not on the teachers and learner' behaviour. In this mini research, the students'

perception refers to the students' opinion based on their experience in learning through the 2013 curriculum.

4. The Previous Research

The previous research that has the same topic with this research is done by Desi Fajrianti et al (2014). The title of the research is entitled "Analyzing Students' Perception on 2013 Curriculum Implementation in English Teaching-Learning Process". This research focused on the students' perception toward the implementation of the 2013 curriculum. The result from this research is the questionnaire has a positive perception of the students.

RESEARCH METHOD

This research uses a qualitative design since it was decided to be appropriate for research involving junior high school students and the topic being investigated. A qualitative research is described as 'a form of social enquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live', (Holloway: 1997). Moreover, Dörnyei and Ushioda (2011) add that quantitative approaches can be restrictive especially when it is applied to the thing as complicated and dynamic as perception.

After looking at the positive and negative aspects of the various of qualitative tools available (Bryman 2008), in this research, it is decided that the data of this research was best gathered with face-to-face interview. Ary et al. (2010) implies that interview is the popular way used as an instrument in qualitative research. Several types of interviews (see Punch 2009) were then evaluated and finally, a semi-structured model was selected. There were also many possibilities for follow-up and elaboration (Dörnyei and Ushioda 2011). In addition, for the order of the questions/prompts, the interviewer would have flexibility (Wilson 2009) to adjust in order to meet the needs of the data.

There were seven interview questions asked. Those questions cover the students' perception towards the enjoyment, activities, English competency improvement, and and the difficulty in learning English through the implementation of K13. The interview was conducted on November, 2022.

The setting of the study was SMP Pangudi Luhur Moyudan, Yogyakarta. The subjects were students of grade VIII. The interview was conducted for the students of grade VIII because they were also experiencing the implementation of the previous curriculum (KTSP) in their 7th grade so that they can compare one another based on their experience. Among the total of the students, the researcher chose 61 students from three different class as the representatives. More specifically, they represent the three groups of students: high-achieved students group, middle-achieved students group, and the low-achieved one. To get the suitable subjects for each students group, the researcher asked the English teacher to hand the students' names based on the school reports.

The data were collected through interviews and analyzed using the analysis model of Miles, Huberman, and Saldana, following the steps of data condensation, data categorization, data display, data interpretation, and conclusion drawing and verification. The data analysis is a process by which the data of research are systematically arranged to help the researcher comprehends and presents what they have obtained.

FINDINGS AND DISCUSISION

As have been mentioned before, in the interview, there are seven questions being asked related to the students' perception towards the implementation of 2013 curriculum in SMP Pangudi Luhur Moyudan. This section will provide the result of each interview question as well as the discussion. The result will be analyzed and interpreted through these following passages.

1. The students' opinion towards learning English.

The first question asks about students' feeling in learning English and what make them enjoy or do not in learning language. Based on the answers which are given by the students, four of five students said that they enjoy in learning English because its activities are more interesting, there are more interesting authentic reading materials, fun activities, for example role play, and etc. Otherwise, there is one of students who said that she does not enjoy learning English because does not know nor understand the meaning of English words or sentences. Moreover, there are more unknown words should be remembered and the difficulty of words pronunciation. However, from those perceptions of students, it can be concluded that students have positive perception on learning English. In other words, they enjoy in learning English because the activities are more fun and interesting and there a lot of interesting authentic reading materials.

2. The students' activity(s) in their English class?

The second question asks about kind of activities they like in the English class. This question is related to the first question. One of students said that she likes to read books and her favorite activity is reading, especially reading aloud. She added that by reading English book, she can improve her vocabulary mastery and her pronunciation skill. The other students answered that they like role play activity because they can act as other characters which are different to them. It is also interesting for them to create their own drama, stories and dialogue. Another fun activity which is liked by students is watching video. They told that their English teacher uses interesting video to deliver the materials. Based on their perception, learning through watching video can help them to comprehend the materials being delivered and help them to pronounce the difficult words. This perception is supported by Widiyawati et al., (2013: that based on their study, the use of video in English learning classroom can help the students to improve their speaking and pronunciation skill by imitating the words.

3. The comparison of learning activity between the use of current curriculum and the previous one.

Responding to this questions, most of students agree that there are differences of classroom activities between SBC and K-13. In the term of learning process, students said that when they were in seventh grade (read: SBC) was more on teacher-centered learning in process in which more of teacher's explanation. Whereas, in eighth grade (read:K-13), most classroom activities are more students-centered in which the teachers just explain general introduction and the rest are students' task to seek the knowledge by their own competence (be autonomous learners), and do some presentation. In addition, when in seventh there were many exercises that must be completed by students, for example students were asked to find out difficult vocabularies in the reading text they read and have to memorize them. Meanwhile, students said that in class eight (now) they not only listening to the teachers' explanation, doing exercises, or memorizing new vocabularies, but they can play games, role play, classroom presentation, or even watching videos to learn the material.

4. The most interesting activity in the English class (now and before)?

The question above is dealing with the interest of the students towards particular activity. Three of the participants claimed that they are more interested in the practice activity. They said so because in the practice activity, they can do interesting activity such as role play, discussion, etc where they can actively learn and improve their skill. The practice activity belongs to the “experimenting” stage in scientific approach. Moreover, the other two students also added that they are interested in English classroom activity, especially the communicating one, because they can relate English language with their real daily life. It is, somehow, adding new experience where they can use foreign language in the local context (real life) that is familiar to them.

5. The students’ opinion towards their English mastery improvement. (compared the improvement when K13 and KTSP is implemented).

The next question is about the improvement of students’ English mastery. Regarding to this, all of the students being interviewed feel that their English mastery is more improved when they are in Grade VIII (when K13 is implemented). It happens because in Grade VIII, they feel more motivated in learning English since the activities in the classroom is more interesting and challenging. For further elaboration, they are asked of what is meant by interesting and challenging in this context. Based on their answer, interesting and challenging means that the activities are more students-centered so that the whole class can be actively involved in the classroom learning process. Moreover, this condition is also compared with the way they learn when they were in Grade VII. The students feel there is no significant improvement when they were in Grade VII (KTSP implemented) because the vocab are taught separately and they mostly learn about grammar formula. Meanwhile, in Grade VIII, the grammar is taught inductively. The students learn grammar from the examples or the use of it in the sentences based on the language function being taught, and then they learn the rule. In addition, one of the student stated that in Grade VIII, she also feels the improvement in vocabulary since she (and also her friends) are asked to learn autonomously (when they do not know the meaning of particular vocab, they have to find out on their own).

6. The students' difficulty of learning English (now and before)?

The sixth question asks about the students' difficulty in learning English by using 2006 curriculum and the 2013 curriculum. Based on the answer that is given by students, three of five students said that they feel difficult when they are asked to memorize the vocabulary in 2006 curriculum. While in 2013 curriculum, those students are difficult to rearrange words into a correct sentence. Otherwise, there are two of five students who said that in 2006 curriculum, she get difficulty in learning the material because the materials are too broad. In the 2013 curriculum, it is hard for him to have speaking activity since they are lack of vocabulary.

7. The students' preference about the curriculum used for learning English.

The seventh question asks about the students' preference with the 2013 curriculum or the previous curriculum and its reasons. Four of five students prefer to learn by using 2013 curriculum because of some reasons. The first reason is the students are not easy to get bored in the class because various activities related to the use of media. They feel that media can facilitate and make them not be bored in the class for example video, pictures, and song. Besides, it makes them understand the lesson given by the teacher. The second one is they become more active in the class because they frequently do in pairs or group presentation. The third, the students also feel that they become eager to learn English because the teacher provides an opportunity for them to develop their skills when they are learning. Nevertheless, there is one of the students who said that he prefers to use the previous curriculum. He thinks that he becomes understand well because most of the time the teacher explains in the class.

CONCLUSION AND SUGGESTIONS

Referring to the discussion of the interview findings, it can be concluded that the students have positive perception towards the implementation of 2013 Curriculum. When 2013 Curriculum is implemented, most of the participants enjoy the learning process because the activities are more interesting and related to their real daily life. Moreover, compared with the implementation of the previous curriculum (KTSP), most of the students feel that their English mastery is more improved when the K13 is implemented since they can be more actively involved in the learning process. Thus, once again, it can be said that students' perception towards the implementation of K-13 in terms of the enjoyment, the activities, the improvement of English mastery is positive.

In reference to the conclusion above, some suggestions for this research field, teachers, and the further researcher are given as follows:

1. Before implementing the 2013 curriculum, the teachers may introduce, in a simple way, of what the curriculum is, the purpose, the indicators, and the activities will be done in the framework.

2. English teachers are suggested to develop more language learning activities that can encourage the students' motivation. Moreover, the teachers are also intended to support the students in learning process by giving feedback in every end of the lesson meeting.

3. Teachers also should facilitate the students with the authentic materials and support them using fun, interesting and attractive technique so that the students are willing to learn English. It is also hoped that the teacher can encourage the students to be more active as well as autonomous who are creative and have good character.

4. Based on the findings of the students' perception, it can be seen that 2013 curriculum implementation in SMP Pangudi Luhur M got positive respond in the English learning and teaching (ELT) process. Thus, for the further researches, it is suggested to compare two or more schools to examine on how students' perception about 2013 implementation in their school and how succeed the K-13 was implemented. It is also possible for the further researchers to investigate the English teachers' point of views in order to give more information about 2013 curriculum implementation in the school.

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