

TEACHERS' PERCEPTION OF 2013 CURRICULUM IMPLEMENTATION IN JUNIOR HIGH SCHOOL

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Abstract

The aim of this study was to examine English teachers' perceptions and concerns about the implementation of the 2013 curriculum in Junior high school in Indonesia. This study reports findings from interpretive case study design in a private junior high school in Medan region, Indonesia with 2 teachers. Data were generated using questionnaires, focus group interview, classroom observation and documentation. The research focus was on how the English teachers have implemented the 2013 curriculum. The findings indicate that the implementation of the curriculum was still problematic due to the teachers' lack of knowledge of the 2013 curriculum and the teachers' pile of work. In addition, one of the teachers was still confused with the implementation of the 2013 curriculum, to work with teenagers' students, overcrowded classrooms, learning environments, and insufficient teaching and learning materials and facilities. This study recommends that to improve the current situation and attain quality provision of junior high schools, teachers need to develop their professional knowledge through socialization and the in-service training. The government policy planners need to provide initial teacher education that suit junior high school contexts, professional development, and conducive teaching and learning environments with available resources for effective teaching and learning practices.

Keywords: junior high school; teachers' perceptions; 2013 curriculum;

1. Introduction

Recently there has been a worldwide tendency to renew or formulate curricula for the students at schools, this renewal also occurs in Indonesia (Wahyudin & Suwirta, 2020; Nugroho, 2016). Much literature advocates that English curricula for the junior high school students ought to focus on the equal distribution of oral and written discourse (Putra, 2014) and learning English in primary and secondary schools serves two purposes, first, the students need to be prepared to read English texts in their college years, and secondly the students need to be competent in the English language as a determining factor in securing a favorable position and remuneration in the job market (Lie, A. 2007). All of these can only be explored further through interactions between teachers, parents, families, and community.

While in English language teaching (ELT) contexts, the implementation of curriculum plays an important role in planning experiences where students practice and achieve proficiency in content and apply learning skills (Mojkowski, 2000). Curriculum is devoted to saying what it ought to do, and what it aims are, with less regard for what exactly a curriculum is a structure that constrains not only the activities of those involved—primarily teachers and students, but also those who design curricula or attempt to achieve certain goals with them (Young, 2014). While language teachers may find curriculum helpful in guiding their teaching learning practices, hitherto, systematic attention to curricula as such in higher education has been barely evident. As a result, curricula are adopting ad hoc patterns that are an unintended consequence of this complex of factors at work, diversifying and universalizing at the same time. In consequence, curricula will be unlikely to yield the human qualities of being that the current age of super complexity requires (Barnett, 2000). Henceforth, selecting, adapting, and designing curriculum can catalyze the meaningful educational ideas in practice. Undoubtedly, that the purpose of the 2013 curriculum is the development of the demands, needs and conditions relating to aspects of the community in educational output (Prihantoro, 2015). When the only way to improve quality of graduates and make them useful in the international labor market is to incorporate English as part of the curriculum and as medium of teaching in Indonesia (Mappiasse, & Sihes, 2014), teacher-implemented curriculum becomes of great concern. This happens to the teaching English to the students at Junior High Schools in Medan, Indonesia, where language teachers need to implement the 2013 curriculum and rely on the available curriculum that most teachers have accepted, however, according to them, the curriculum should be evaluated and further developed (Nur, M. R., & Madkur, 2014).

In literature of curriculum development in Indonesia (Wahyuni S., 2016; Habiburrahim, H., 2019; Jazadi, I., 2015; Fanani, A., Yasin, I., & Murniati, A., 2020), a countless of studies into curriculum development, evaluation and design has been undertaken. However, little empirical evidence reports curriculum development designed for the students at Junior High School in Indonesia. For example, prior research examined that the Madrasahs in Indonesia has met the standards of curriculum development and the model of education unit level curriculum in terms of mechanism (Nasir, M., 2021), the low percentage of school's readiness and the teachers' difficulties in developing a lesson plan based on the 2013 curriculum resulted a need of specific training on the 2013 curriculum implementation (Suyanto, S., 2017). Despite the existence of prior research on the 2013 curriculum implementation, teachers' perceptions of the 2013 curriculum implementation remain under-explored. To bridge this empirical gap, the present case study aims to explore the teachers' perceptions of the 2013 curriculum implemented to teach the students at Junior High School throughout Indonesia, notably Medan territory. The contribution of the present study is to provide empirical evidence detailing what curriculum features should be considered when designing and adapting lesson plan of the 2013 curriculum. In this respect, teachers-as-curriculum-users' perceptions can be the foundation for further 2013 curriculum development. This suggests that the language teachers at Junior High School are perceptible as reliable individuals, who can assess curriculum.

The present study is aimed to canvas teachers' perceptions of the implementation of the 2013 curriculum at the Junior High School in Medan, Indonesia. It is beneficially important to note that since the enactment of the 2013 curriculum, the moderate-proficiency students in Yogyakarta, for example, experienced difficulties with vocabulary

they had never been taught at school and were challenged with long sentences while the test designer had problem in assessing text level of difficulties (Supriani, Dardjito, & Istiqomah, 2019). Inevitably, teachers at Junior High School must design their own lesson plans or adapt and or adopt the available 2013 curriculum.

2. Literature Review

Curriculum is one of the most crucial components of education since it serves as a framework for the educational system. According to Minister of Education and Culture number 20, 2003 about national educational system, curriculum is a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended to serve as guidelines in implementing the teaching and learning process to achieve the goals that have been established. According to that description, the curriculum has two dimensions: first, it establishes the structure, content, and material, and second, it provides the tools for learning activities. Curriculum as a framework for education is always evolving. A wide range of reasons impact the need for curricular changes. There are some factors that affect the change of curriculum, they are the shift of paradigm in Education, the change of the need in the field of education, and the policy of the government (Shofiya, 2014).

Curriculum changes in Indonesia have an extensive background dating back to post-independence. Curriculum 2013 is the most recent curriculum, succeeding Rencana Pelajaran 1947. Renewing and developing curriculum needs to be conducted because a curriculum should be able to go along with the era development (Mulaysa, 2013). The preceding curriculum placed little emphasis on the development of human resource character, while curriculum 2013 focuses on developing students' character and competencies. The purpose of implementing this curriculum is to aid Indonesians become more productive, creative, innovative, and competent by emphasizing integrated attitudes, skills, and knowledge.

Furthermore, curriculum 2013 recommends the integration of attitude into education like (Mulyasa, 2013). In terms of curriculum implementation, teachers' attitudes regarding new curriculum are crucial since instructors are the ones who put the curriculum into practice in the classroom. Perception is described as the process by which humans organize and interpret their sensory perceptions in order to provide meaning to their surroundings (Robbins, 2005). Whereas, perception is an idea, belief, or image that you have as a result of how you see or understand something (Hornby, 2005). This is to verify that instructors' perceptions are closely related to their beliefs (Pajares, 1992).

The terms of "belief" and "perception" themselves can be interchangeably applied (Moloi, 2009). Therefore instructors' beliefs might provide insight into their teaching practices and principles (Kurniawati, 2006) and identifying teachers' views and beliefs leads to a better understanding of their classroom actions and provides direction for improving their practice (Jia, 2004). Teachers' perceptions impact their actions both within and outside the classroom (Yu, 2013) and as a result, teachers must be mindful of their own views regarding the teaching and learning process. At the end, teachers as decision makers, use their perceptions to make decisions. To sum up, teachers' perceptions have a tremendous impact on teaching and learning, influencing decision-making and providing insights into various elements of education. Consequently, this study is distinctive in that it examines teachers' perceptions of Curriculum 2013 implementation and its impact on classroom practices. The inquiry being carried out at a private junior high school in Medan,

Indonesia. Exploring teachers' perceptions on Curriculum 2013 implementation should promote their educational progress.

For English subject particularly, there is a slightly distinct perspective for teachers to interpret competences because many of them are derived from psychomotor domains, specific competences derived from the language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading), and micro-skills or the linguistic features, such as grammar, vocabulary, pronunciation, and every of these should be handled in an integrated manner in every core competency and basic competency. It was also discovered that various incorrect interpretations of the prior curricular framework, such as the policy of one Lesson Plan covering one basic competency, but in the English curriculum, one basic competency is expected to cover all four competencies (Hapsari, 2013).

3. Research Method

This research was conducted using a descriptive method. A descriptive approach is described as one that is used deliberately to collect information on a phenomenon in its most basic form (Yin, 2011). This research employed a case study approach to explore teachers' perspectives on implementing the 2013 curriculum. This research was classified as a case study, which is a type of qualitative research that focuses on presenting an in-depth analysis of one or more situations. Furthermore, this study could also be referred to as a case study because it was carried out at a limited scale, a single case, and focused on one instance of educational experience or practice rather than being generalized (Cresswell, 2008). Following this focus, researchers conducted a curriculum evaluation that involved 6 teachers at junior high school (3 female, 3 male, 30-50 years old, 5-25 years of English teaching experience). With the approval, the teacher participants were invited to assess the 2013 curriculum implementation. The 2013 curriculum implementation comprises 3 basic framework and curriculum structure and has 16 pages.

In advance of data collection, opportunities were given to participants to conscientiously read the 2013 curriculum over a span of one week before they implemented it in the classroom. This was then called as a pre-use of the 2013 curriculum-text evaluation. Subsequently, they were accordingly requested to complete the questionnaire used as a guide that assisted the participants analyzing the 2013 curriculum.

A case study which was used to get a thorough knowledge of the circumstance and its significance for people concerned. The focus is on the process rather than the specific variable in discovery rather than confirmation. This research suggests that some circumstances impact teachers' views. Perception significantly impacts teachers' decision-making in the classroom. The premise is well researched, indicating that teachers' views impact their teaching and learning activities. The data was collected from two teachers who served as respondents, as well as teacher documentation.

To address the research questions, four techniques for collecting data were utilized, they are interviews, questionnaires, classroom observations, and document analysis. The documents comprised written information in the form of significant data that supported the evidence gathered via interviews and observations. This study focused on teachers' notes, syllabuses, lesson plans, and schedules. The questionnaire applied was a closed questionnaire, consisting of statements or questions and prepared answers for instructor perceptions.

The researcher then employed an interview in which he or she had a dialogue with the interviewee. This approach was used to check the data gathered by questionnaire. Classroom observation is finally conducted to assess teachers' perceptions of implementing Curriculum 2013 in real-classroom life scenarios. Observations are based on the teachers' activities during the learning process.

Ensuing the submission of the questionnaire, the participating teachers were invited to join a focus group interview to share their depth-evaluation of the 2103 curriculum text. Consent forms were also completed by the participating teachers to confirm their voluntary participation in the interview phase. The interview phase took 20 to 30 minutes at each. The collected data were thematically analyzed as a tool to see "commonalities, relationships and differences across a data set (Brown, 2009).

4. Results and Discussion

Perception refers to an individual's capacity to understand information (Kottler, 2000), and is defined as the process by which a person selects, organizes, and interprets information inputs to produce a meaningful holistic concept. Understanding the teachers' perspectives of new curriculum is crucial since it has a significant influence on the educational process. The first step for the teacher is to understand the significance of the new curriculum.

Understanding teachers' perspectives of new curriculum is crucial since it has a significant influence on how students learn. The first step for the teachers is to understand the significances of the new curriculum. It helps the teachers to respond professionally to the shift in the new curriculum. However, curricular modification can be tough (Fullan, M. 2001). It will automatically have a real impact on the teachers who are expected to take on the challenge of the new curriculum; however, it is frequently not supported by fully socializing and training the project to teachers, allowing them to have incomplete thoughts and understanding of the core concepts of the curriculum (Cressdee, 2002). This study concerns on the four indicators of teachers' perceptions, they are teachers' knowledge, emotion, behavior, and motivation.

4.1 Teachers' Knowledge

The two teachers in this study have acknowledged to have good and proper understandings of what the 2013 curriculum is. Their knowledge is discovered to have understood the basic principles of curriculum 2013. They are aware that the 2013 curriculum was designed to create active and good character students. This means that the students are expected to master not only hard skills, but also soft skills. Based on the interview conducted, it was uncovered the complete comprehension of what the teachers' knowledge on the 2013 curriculum. It can be revealed as follows:

English Teacher 1:

"The 2013 curriculum is interesting. It guides me in delivering the lesson with complete and detailed instructions. There are stages of teaching learning activities. Compared to the previous curriculum, I prefer the 2013 curriculum than the previous ones. It is fun, the students sometimes seem more active. But unfortunately, I personally had difficulties and sometimes got confused in its application. I mean, in implementing the

lesson and soft skills at once. I never attended a workshop about this. I think that's it"

English teacher 2:

"I know that the 2013 curriculum required English teachers to teach the students with character-based curriculum, so I mean it is interesting. I must teach my students not only about English but also about how to work collaboratively in groups and get involved in teamwork. I believe this curriculum is better than KTSP"

It was in accordance with the Act of National Education System Number 20 Year 2003 Article 1 Verse 1, which states that Education is a systematic and conscious effort to deal with a learning condition and learning process in order that learners are actively involved in developing their own potential to gain religious spiritual power, self-control, good personality, high intelligence, good behavior, and sufficient skills which are required to fulfil the needs of the individual. The 2013 Curriculum itself has three primary foundations, they are philosophical, legal, and conceptual foundations (Mulyasa, 2013). The philosophical foundation is Pancasila, which provides many fundamental concepts for the improvement of education. Yet another philosophical approach is educational philosophy, which is founded on moral and intellectual ideals while also considering the requirements of the students and the society. By having a solid understanding of the curriculum 2013, the teachers were encouraged to teach creatively and effectively, allowing students to understand the materials delivered by the teacher and remain actively involved in the teaching and learning process.

In conclusion, the teachers have proper knowledge in defining and understanding the 2013 curriculum, although one of the teachers seems to have problems in the implementation of the 2013 curriculum. This confusion is as the result of the absence of the stakeholders in providing seminar or workshop to the teachers.

Furthermore, the teachers have also shown a comprehensive understanding of the purpose of the 2013 curriculum. Both could distinguish the purpose of the implementation of the 2013 curriculum and the previous ones. ELT 1 is to indicate the first English language teacher and ELT 2 is to indicate the second English language teacher. This can be seen as follows:

ELT 1:

"I am sure the government developed this curriculum to let the students realize that hard skills are not everything. They also must have soft skills to succeed in the future. That character is needed to be accepted well in their work environment"

ELT 2:

"I can say that the 2013 curriculum is about teaching the students how to behave well, how we have to be honest in our work, and how to have good emotional and spiritual quotations. As teachers, I must be able to deliver my English materials, and being the role model of a person with good characters, which I think it is not always easy to do. Explaining about the importance of mastering the good characters sometimes has made my class overcrowded"

Both of the teachers agreed that understanding the purpose of curriculum was essential for the teacher before they implemented the curriculum in the teaching process. Teacher A and teacher B recognized that the purpose of curriculum 2013 was to refine the previous curriculum and to design intelligent student with a good attitude.

From this data, it can be assumed that the teachers also comprehended what the purposes of the 2013 curriculum are. The 2013 curriculum were designed to get emphasised on building knowledge and character of the students. The students are expected to have good value on their social, religious, emotional and spiritual characters. Still, the teacher must be more creative and well-prepared in the implementation of the purposes of the 2013 curriculum to avoid the overcrowded class.

This result is aligned with the purposes of the 2013 curriculum implementation, which is to promote positive character development and prepare the students to play meaningful roles in society. Meanwhile in the previous curriculum, it was only focused solely on knowledge and cognitive aspects, neglecting attitude and creative thinking. By the existences of the character education, it is expected to produce Indonesian generation with strong characters, moral integrity, and challenging mental-spiritual behaviour (Nur & Madkur, 2014; Mulyasa, E. 2013). As a result, the teachers are required to be more well-prepared particularly in creating new teaching materials that includes activities that are facilitating the students to be more productive, creative, inventive, and affective in the classroom.

4.2 Teachers' Emotion

The teachers in this study had almost similar satisfaction concerning the implementation of the 2013 curriculum. They show an absolute satisfactory with the implementation of the curriculum. The only distinct features of the satisfactory level of the implementation of the curriculum were only found at the availability of the resources, learning environment and the facilities.

ELT 1:

“Like I told you previously, I like implementing the curriculum. Although, I sometimes finds difficulties in the implementation, but years by years I learn. I am eager to implement this curriculum unless I often had problems with the presence of supplementary learning materials and learning environments”

ELT 2:

“I specially love to implement this curriculum while asking my students to work collaboratively in team. I used to ask them to do a work visit or a visit work. They did these activities happily in the classroom by moving around the class, but unfortunately, the space of the classroom was too narrow, that made my students could not move freely”

Both teachers exhibit positive satisfaction to the implementation of the 2013 curriculum. They further explained that their satisfactory level can only be increased by the support of the satisfactory learning environments, and sufficient teaching and learning materials and facilities. This strong emotion sharpens the perceptions of the teachers. Their positive emotion towards their satisfactory level affects his or her perception. However, these positive perceptions could only be maintained and increased by fulfilling

the deficiency of the supplementary learning materials, learning environments and facilities. The different teaching method could be implemented to decrease the difficulties in the teaching learning process.

At the same time, teachers' anxiety toward the implementation of the 2013 curriculum were discovered. Each teacher has shown their own anxiety in distinguished perceptions.

ELT 1:

"I feel discomfort about the result of my teaching methods. Because at the end, I have to make sure that my students have mastered both soft skills and hard skills"

ELT 2:

"My time management had intervened me a lot. I was always worried about running out of time in the teaching learning progress. I feel worry that I could not deliver all the targeted materials based on the allocated time"

This is to evidently stated that the teachers need to upgrade their pedagogical competences based on the need of the 2013 curriculum. A recent and up to date pedagogical competences to adapt with the learning revolution. One of the recent pedagogical dimensions provided by the 2013 curriculum is the scientific approach (Syahmadi, 2013) that consists of five stages. The stages are observing, questioning, associating, experimenting, and networking. The demand on the mastery of this approach is crucial to succeed the implementation of the 2013 curriculum as well as the disappearance of the teachers' anxiety.

4.3 Teachers' Behavior

Teachers' behaviours towards the scientific approach implementation are in good manners. However, both of them indicated the inconsistency of the implementation of the 2023 curriculum, principally in applying the stages of the scientific approach.

ELT 1:

"I carried out the five stages of the scientific approach. I always try hard to obey the order of the approach. I am particularly in favour of applying the questioning stage. I used to force my students to questions to each other, to improve their critical thinking skills"

ELT 2:

"I put lots of efforts in succeeding the implementation of the 2013 curriculum. I personally think that the scientific approach stages have described clearly how teacher-centred learning are figured. I think I only need to vary my learning activities in every stage of the scientific approach to lessen my students' boredom"

This data demonstrated that both teachers had good behaviours towards the 2013 curriculum. The teachers were willing to improve their pedagogical competences in their classroom, and even one of the teachers had shown enthusiasm in particular stage of the scientific approach. Perhaps, the teachers only needed to be given more socializing and

training to rule the stages of scientific approach in a more likely perfect manner. The fact that the number of teaching hours of the English subjects as written in the Act of National Education System Number 20 Year 2003 Article 1 Verse 1 is less than the previous curriculum has resulted this to prevail. The experiences of the teachers in the implementation of the curriculum are part of the successful teaching learning process. This is displayed in the following data when the researcher enquiring deeper about the order of the curriculum implementation.

ELT 1:

“I followed all the stages in the scientific approach. I delivered my lessons by following the order of the scientific approach one by one”

ELT 2:

“Yes. I prepared my learning activities in the lesson plan by following the order of the stages of the scientific approach. I started from observing, questioning, associating, experimenting, and networking”

From this data, it can be concluded that both teachers have mastered the teaching order of the 2013 curriculum. This might be a good sign for the teachers' good behaviours towards the stages and order of the scientific approach, but this could not be assumed that the teachers had mastered various teacher-centred learning activities in each stage of the scientific approach. As it is stated in the data, the teachers also mentioned about their difficulties on their lack of teaching method mastery.

4.4 Teachers' Motivation

Both teachers shared enthusiasms in participating the socialization and training in the available seminar or workshop, but unfortunately there are very few opportunities offered by the stakeholders about this theme. Moreover, there were seminars or workshop regarding these themes, very limited seating is provided. If there were seats to join in the related seminar or workshop, they were only available for the teachers at the state schools.

ELT 1:

“The school always encouraged the teachers to participate in a related workshop or training. But it was difficult for me to join because of the working hours I had daily. I taught English language classes in three different schools. But I liked to ask my colleagues at schools about these matters”

ELT2:

“I am always eager to join the 2013 curriculum workshop or training. The only problem I had was to get seats from the available workshop or training. The seating was often intended for state schoolteachers. So, I only had workshop while I was in my master's degree program”

Even if the workshop and training were mandatory and the teachers were willing to participate in the workshop or training, there were obstacles faced by the teachers. The obstacles found were the full schedule of teaching hours of private schoolteachers, the

intension of the workshop or training, the limitation of the number of seats for private schoolteachers.

Additionally, the teachers mentioned about the need of training and workshop for their professional development, one of the teachers who had the experience said that she had it when she was in her master's degree study. While the other teacher, who never had the opportunity to attend a workshop or training, liked to learn from other teachers at schools.

In addition to the teachers' motivation, it was also discovered that the teachers are so ready to implement the 2013 curriculum.

ELT 1:

"It was a must for us, as the teachers here, to submit the lesson plan to the teacher's coordinator at school. This was regularly verified a week before implementing the lesson plan in the classroom. The scientific approach of the 2013 curriculum must be seen in the teachers' lesson plan and should be well-elaborated"

ELT 2:

"The school required us to submit our lesson plan at least a week before the teaching implementation. This must be submitted to the head teacher and signed to prove that we were ready to teach in the upcoming week. I personally like to vary my learning resources and activities to decrease the boredom and lessen the crowdedness"

This statistics on teachers' preparation were then acquired through documentation. The focus was concerned on the teachers' development in designing lesson plans, learning materials and activities. The interview revealed that both teachers always prepared lesson plans and learning materials before the teaching. The information was figures not only from the lesson plan template books provided by the schools, but also from the variety of supplementary materials provided by the teacher, such as handouts, flashcards, and audio-visual learning resources like songs and movies.

Both teachers always planned the lesson well before the teaching. They took notes that one of the big challenges in the implementation of the 2013 curriculum was that the book content provided by the government was relatively monotonous, which needed supplementary learning materials.

4.5 The Factors Influenced the Teachers' Perceptions in The Implementation of the 2013 Curriculum

a. The Teachers' Age

The data was taken from two schoolteachers at one of the private junior high schools in Medan, Indonesia. The study was reliable that it provided two distinct teachers in terms of their age. From the interview conducted, it was further revealed that age was one of the significant factors that influenced the teachers' perceptions in the implementation of the 2013 curriculum. The older teacher had shown composed and calm responses to an overcrowded situation in the classroom, while the younger one had indicated worries in responding the overcrowded situation.

b. The Teachers' Educational Background

Teachers' perceptions are notably influenced by their educational backgrounds. It refers to the degrees that they have completed. The teachers said that their educational background has influenced their knowledge, perceptions, and practice significantly. ELT 1 noted that her educational background has helped her set out the 2013 curriculum implementation. Furthermore, the language skills and teaching methods she applied in the classroom were basically much based on her academic expertise. Meanwhile ELT 2, unlike ELT 1, perceived that her years of teaching experience that had helped her understand the 2013 curriculum implementation. Despite this information, she further mentioned that she needed to understand more about the program by attending workshop and training on the related topic. . It could be summarised that educational background was crucial to assist the teachers comprehending and applying the 2013 curriculum effectively and efficiently. The educational background of the teachers were to sharpen the professional and pedagogical competences of the teachers.

c. The Teachers' Experience in A Training or Workshop

An effective teacher training or workshop was crucial for the teachers to successfully implementing the 2013 curriculum in the classroom. As a result, if the teachers did not comprehend the curriculum clearly, they would have difficulties in integrating the targeted goals into the teaching-learning activities. The related training and workshops would significantly benefit the teachers improved their comprehensive understanding of the 2013 curriculum implementation. The teachers believed that teacher training was urgently required to their professional development as successful teachers. Sharing knowledge through discussion with other teachers in the English language teacher forum or *Musyawah Guru Mata Pelajaran* (MGMP) were one of the solutions that could be recommended to the teachers who were unable to attend the related workshop or training. The discussion was believed that it could enrich the knowledge of the teachers.

d. The Teachers' Experience in Teaching

Both teachers believe that their perceptions are influenced by their teaching experiences, which in turn affects their teaching practices. One of the teachers mentioned that years of teaching experiences she had has enabled her handling the overcrowded classroom. This pedagogical competence was indeed critical to completing the transfer of the knowledge that was taught to the teenagers' students. The teachers further elaborated that the 2013 curriculum has successfully aided them in understanding the student characteristics and delivered the lesson effectively. However, one of the teachers stated that she needed to learn extensively about curriculum 2013 to ensure that the students understood the teaching content and purpose effectively and efficiently. In agreement with ELT 1, ELT 1 shared that her years of teaching experience has assisted her in applying the 2013 curriculum. Nonetheless, she stated that the curriculum was new to her and that she was willing to learn more about it if she was given the opportunities. As a result, the maturity of the teachers was gained through years of teaching practices.

4.6 The Effects of the Teachers' Perceptions in the Classroom Practices

a. The Teaching Learning Process

In this sub section, the researchers examined the teachers' perceptions in the implementation of the 2013 curriculum. The examination was conducted through several

observations and analysis on the data. The data was taken from the analysis of the lesson plan template book, student worksheets, syllabuses, and other related documents. As the result, it was discovered that the teachers were very much affected by their expertise in the knowledge of the teaching methods.

The teachers' perceptions were undoubtedly became one of the significant factors that affected the successful teaching learning process. The comprehensive understandings of the renewal curriculum were the keys factors to the classroom practices. From the observations conducted, the teachers' perceptions were similar to each other. Both teachers stated that executing the 2013 curriculum relied on the lesson planning and the teachers' creativity in the classroom practice. The observation results display that these teachers execute their perceptions through engaging activities. Students were passionate and engaged throughout the teaching and learning process. It can be summarised that the design of the 2013 curriculum has successfully shifted the teacher-centred situated classroom to the student-centred situated classroom.

b. The Teaching Learning Activities

Both teachers have applied the five stages of scientific approach to expand and deepen the students' knowledge about the material they learnt. The five stages of the scientific approach are observing, questioning, experimenting, associating, and communicating. These stages would be implemented and further elaborated in the following explanations:

i. Observing

In the observing stage of the teaching practices, the teachers were observed carefully and had shown incredible performances. ELT 1 utilised audio-visual learning materials for the students to observe, but before playing the video, ELT 1 has delivered the careful instructions to the students on what to do and what to take notes during the watching or observation. The instructions were also delivered well-structured. The classroom management including the arrangement of the seating and the division of the students were considerably chosen. The qualified facilities, like LCD and speakers were discovered well implemented. The teacher showed the mastery of the technological tools. Consequently, the students were found comfortable and paid good attention the video. On the other hand, ELT 2 has conducted similar successful observing stage. She led the students to observe and scan things around them. She initiated this activity with careful instructions that made the students successfully observed and produced the targeted goals at the end of the observing stage. Both teachers indicated positive perceptions towards this stage of scientific approach.

ii. Questioning

In this stage, both teachers provided handouts consisted of questions related to the learning materials. With the handouts distribution, it eased the students to communicate with their friends interactively, they were seen to confidently ask their friends with the questions made by their teachers in the handouts, yet this learning activity would not develop the students' creativity and initiation in the speaking practice. Although, this activity was fun to be implemented, but it was encouraged to improve the level of difficulty of the learning activity by letting the students made their own questions in the questioning stage.

iii. Experimenting

In this stage, the students were recommended to draw pictures of sequences of events. This drawings would later be utilised to experimenting the story telling activities on what had happened in the students' environment and the video delivered previously. Both teachers had conducted and structured the experimenting stage very well. This could be seen from the students' participation during the implementation of this stage.

iv. Associating

Both teachers have indicated the successful implementation of the associating stage, but unfortunately, one of the teachers failed to show the control of the classroom interactions. The students were found actively discussing the topic in association with the real life context orally, but one of the teachers was seen unable to control the class over crowdedness.

v. Communicating

In the last stage of the implementation of the scientific approach, one of the teachers applied a visiting work and work visit method. This was very interesting since the students could share their works within different groups actively. On the other hands, the other teacher just asked the students to present the results of the previous stages in the classroom.

5. Conclusion

This study has explored teachers' perception toward the implementation of curriculum 2013. There are some conclusions which include 1) Teachers have good perception toward the implementation of curriculum 2013; 2) there are four factors influence teachers' perception in implementing curriculum 2013 such as teachers' teaching experience, teachers' educational background, teachers' teaching training and teachers' personal experience; 3) in practice, teachers' perception influence teachers' decision making in the classroom related to the choice of learning and activities for students.

This research revealed teachers' perceptions on the implementation of curriculum 2013. There are some significant findings to highlight, they are: teachers have a positive attitude and behaviours toward the curriculum 2013 implementation; teachers' perceptions of the 2013 curriculum implementation have been impacted by the teachers' years of teaching experience, educational background, knowledge, creativity and age; and the practices of the 2013 curriculum have led the teachers to be the decision makers in the classroom activities, they were discovered to personalise their learning activities based on the targeted need of the 2013 curriculum.

The research also found out that there are some technical issues faced by the teachers in the implementation of the 2013 curriculum, while the younger teachers demonstrated excellent knowledge in the implementation of the 2013 curriculum and had higher education background, the older teacher with lower level of education background was discovered to have had the better control of the students in the classroom. Even so, the younger teacher was discovered to have better competences in the use of technological devices. This can be concluded that the experiences and digital literacy of the teachers are the two recipes of recent competences of teacher nowadays.

Furthermore, it was revealed that to improve the teachers' pedagogical competences, the stakeholders needed to conduct more socialisation and training to the

teachers of junior high schools to decrease the lack of knowledge of the 2013 curriculum implementation. The pedagogical competences socialisation and training were specially focused on the teenagers' students and current situation of the classroom environment. This sort of professional development presumably will produce a more conducive teaching learning environments. Eventually, the policy makers or the government policy planners are recommended to tailor each individual socialisation and training to each level of education in Indonesia before applying the renewal regulation in the society.

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