



Teachers' Perception Related to the Implementation of Curriculum 2013

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Abstrak

Kurikulum 2013 merupakan kurikulum nasional terbaru di Indonesia yang menuntut siswa untuk menguasai empat kecakapan Abad 21, yaitu berpikir kritis, kolaborasi, kreativitas, dan komunikasi. Terutama bagi sekolah kejuruan, siswa harus menguasai Bahasa Inggris sebagai salah satu tuntutan dunia kerja. Dalam Kurikulum 2013 terdapat tiga aspek yang perlu diukur, yaitu (1) implementasi kompetensi inti, (2) implementasi proses pengajaran dan pembelajaran, dan (3) implementasi proses penilaian hasil belajar. Penelitian ini menggunakan kuesioner terbuka dan tertutup yang hasilnya kemudian dianalisis menggunakan statistik deskriptif. Penelitian ini menemukan bahwa tiga aspek dari Kurikulum 2013 telah diterapkan dengan baik, namun tetap memerlukan program pelatihan dan pengembangan guru untuk menguasai keseluruhan aspek kurikulum. Kedepannya, perhatian dari siswa terhadap tuntutan dari kurikulum ini juga diperlukan. Oleh karena itu, *in-house training* Kurikulum 2013 yang efektif dan efisien direkomendasikan untuk guru Bahasa Inggris.

Abstract

The curriculum 2013 is the latest Indonesia curriculum that requires students to have 4 C's learning (Critical thinking, Collaboration, Creativity and Communication) as demanding of 21st century need. Especially for vocational school students, they have to be mastered in English as one of requirement for them to be involved in workforce. In the curriculum 2013 includes three main aspects that need to be measured; the implementation of core competence, the implementation the process of teaching and learning process and the implementation of assessment process. This study employed open-ended and close-ended questionnaires that analyzed statistically and descriptively. The finding of this study revealed the three aspects of the curriculum 2013 is well implemented yet the training and teacher development program are needed for the teachers to master the whole aspects this curriculum. Further, any attention from the students to the demands of this curriculum is also needed. Thus, it is recommended an effective and efficient trainings or in-house training of the 2013 curriculum for English teachers.

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INTRODUCTION

Nowadays, 21st century education focuses how to humanize a human, which establish a better person that they can adapt into their environment. Particularly in Indonesia, 21st century education is expected to prepare students who are able to compete globally, especially after the agreement of the AEC (ASEAN Economics Community) which the chance for a foreigners to work in Indonesia has widely opened. Therefore, the latest of Indonesia curriculum as known as the 2013 curriculum is to prepare a smart people who are not only best in intellectual aspect but also a better attitude, mentally and emotionally human.

In consequences, the orientation of the latest curriculum in Indonesia namely the curriculum 2013 is addressing to 4 C's learning (Critical thinking, Collaboration, Creativity and Communication) that is identified as the 21st century skills. Furthermore, the concept of the 4 C's is derived into the curriculum 2013 that represented into several approaches as follows; project-based learning, problem-based learning, discovery and inquiry. All these approaches lead a new approached from teacher-centered into students-centered, means the teaching and learning is processed on students how they acquire a knowledge, well-communicated with their peers, working in work group, solve a problem and how they free to speak out their idea and thought that addressing them to train their critical thinking. The teacher is not as the only one source to deliver the material in the classroom, but teacher as guidance to lead students to explore and find out what the material should they learn.

Meanwhile, the implementation of the curriculum 2013 is a collaboration effort among the central government which is delegated to local governments through the provincial government. In fact--it seems a habit towards something new--that there are complaints and problems arise in the implementation of the curriculum 2013. As writer conduct an informal conversations with several teachers about the implementation of the curriculum 2013, it got an information that the teacher do not fully understand the basic concepts of the curriculum 2013, additionally, some of them are getting confused about the new methods of teaching in the classroom. Then, some teachers are not easy to switch the way of teaching from teacher-centered to student-centered.

Vocational high school (SMK) is a voca-

tional institution which the function is to prepare the graduates to work in certain work fields. SMK that equals to Senior High school (SMA) is focusing on preparing their graduates heading a workforce, by developing a specific skills based on their major has studied at school. In fact, the graduates of SMK has three options what they are expected to; first, they have a chance to continue their study to a university based on the previous related major, then they can be a middle-level labor in a various job field based on their internship-students experience or they can start build their own small business since they have already studied about entrepreneurship at school.

SMKN 2 Teluk Kuantan is located in Jln Raja Ali Haji - Teluk Kuantan in Kuantan Singingi that is one of the district in Riau Province. This schools is first established vocational school in this district, the total area is 35,000 m² that consist of 39 classroom, 6 laboratories for each major and language, 1 small hotel, 1 ballroom, 1 restaurant, 5 teachers' room, 1 administration room. This school has 22 extracurricular, consists of; English Club, Mandarin Club, Japanese Club, Basketball, Volleyball, Table tennis, Silat, Dancing, Cheerleaders, Traditional music, Wall magazine, Scout, others.

In addition, the motto of this school is *Berbagi Prestasi*, it relates to this school has been gaining many achievement as a the first place or big three position in district, province and even national level in both academic and extra-curricular in last 4 years; such as English and Mandarin Debate Competition, English Olympiad, Cerdas Cermat, LKS (Lomba Keterampilan Siswa) for all majors, O2SN (Olimpiade Olahraga Siswa Nasional, FLS2N (Festival Lomba Seni Siswa Nasional). Furthermore, SMKN 2 Teluk Kuantan also has a student exchange program to SMKN Seri Bintang Utara, Kuala Lumpur - Malaysia. Additionally, this school was the only former RSBI (Rintisan Sekolah Berstandar International) in this district. When RSBI has switched off in 2014 based on the Education Ministry regulation, this school still attempt to achieve a various numbers of achievement that made this school has selected as Sekolah Rujukan. This school already accredited A.

Moreover, SMKN 2 Teluk Kuantan consists of 1,467 students in total, divided into 39 classes. This number of students is identified as the biggest amount of students in this district. The total teachers are 79 people, 7 of them are

English teachers. SMKN 2 Teluk Kuantan is a high vocational school that has 5 majors in active, that are Accounting, Technical Computer and Networking, Office Administration, Marketing and Hotel Accommodation. Additionally, there are 11 vocational schools in this district, then only 2 vocational school was selected to implement the 2013 curriculum since it was released in 2013, one of them was SMKN 2 Teluk Kuantan. This latest curriculum was implemented for first – year students in academic year 2013/2014 so it has been already 4 years of the implementation on the curriculum 2013 at this school, then it is interested to find out the perception of teachers specifically English teachers towards the implementation of the curriculum 2013.

Why the English teacher perception toward the curriculum 2013 is crucial to be discussed? As stated in Cambridge Dictionary (2017) perception is defined as belief or opinion that held by many people based on how things seem. Meanwhile, curriculum of a school is the formal and informal content and process by which learner gain knowledge and understanding, developing, skills and alter attitude appreciations and values under the auspice of that school (Doll, 1992). Hence, curriculum is a highly appropriate for professional teachers. In addition, as proposed by Print (1993) curriculum is a very substance of schooling and the guideline for teachers in schools.

In addition, English as international language that need to be mastered by vocational students as one of skills in order to heading a job vacancy after they graduate. Therefore it is highly need for English teachers to be knowledgeable about curriculum and understand how to implement it at school. Especially for the curriculum 2013 in which a new thing for teachers to dealing with. Based on the burning issue aforementioned before, this study is held in order to find out English teachers' perception and situations occur towards the implementation of the curriculum 2013 in SMK N 2 Teluk Kuantan.

The research questions that guided this study are, (1) how does the English teachers' perception of SMK N 2 Teluk Kuantan towards the implementation of the curriculum 2013 and (2) what is the situation occurs in implementing of the curriculum 2013 in SMK N 2 Teluk Kuantan?

This study is carried out to find out English teachers' perception towards the curriculum 2013 that can used as a reference material for teachers and school's management where the stu-

dy has conducted. For teachers, this study can be an overview, correction about how the 2013 curriculum has already implemented in SMKN 2 Teluk Kuantan. Additionally, the result of this study can be the portfolio that help them to implement a better latest curriculum over time, in which ultimately help them to reach an achievement in educational sectors. Moreover, the result of this study hopefully could be a future reference and improvement for another similar research.

METHOD

This study uses a quantitative approach with descriptive statistics. Quantitative research method is a research method that based on philosophy of positivism which is used to examine the population or a particular sample (Hamied, 2017). Meanwhile, Darmadi (2011) proposed that descriptive research is a method of research that describes and interprets objects relies on the fact of reality. Therefore, the researchers did not manipulate the variables in this type of study. As stated by West in Sukardi (2003) mentioned that descriptive research is also known as non-experimental research that is because in this study the researcher do not control the variables.

The aim of descriptive research is systematically describe the facts and characteristics of the object or subject appropriately and accurately (Darmadi, 2011). In this study, the writer chose a descriptive research because she wanted to present the data systematically, factual, and accurately about English teachers' perception toward the implementation of the curriculum 2013 by asking the object to fill in the questionnaire.

The population of this research was English teachers in SMKN 2 Teluk Kuantan that all numbers of them are 6 people. According to Arikunto (2010) when the research subject is less than 100, it is prefer to take all the number of population. Thus, the writer chose the type of study population, so in this study did not use the sampling method but the all number of population will be involved in this study.

Instrument is the generic term that researchers use for a measurement device, such as survey, test, questionnaire, etc. (Perception, n.d.). The instrument used in this study is a questionnaire about English teacher's perception towards the implementation of the 2013 curriculum. Before develop an instrument, it is required to state grating first. The variables is de-

Table 1 The Outline of Questionnaire

Variable	Sub-variable	Indicators	Number of Item	Total
English teachers' perception toward the implementation of the 2013 curriculum	The implementation of Core Competence	Attitude	1-2	2
		Social	3-6	2
		Knowledge	7-8	2
		Skill	8-10	2
	The implementation the process of teaching and learning process	Planning	11-12	2
		The preparation	13-14	2
		Opening	15-16	2
		On going	17-18	2
		Closing	19-20	2
	The implementation of assessment process	Attitude	20-24	4
		Knowledge	25-27	3
		Skill	28-30	3
	Total			30

fined first before drawing up questions, then determine the indicators that should be measured. Then, the indicators is elaborated into questions or statements. The outline of research questions are attach in table 1.

There are 30 questions all together attached in this questionnaire that given for all respondents. The scale of measurement is used a Likert scale. Likert scale is used to measure attitude, opinion, and perception of person or a group about social phenomenon (Sugiyono, 2007). This is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. The answer of each item of instrument that use a Likert scale has a level started from very positive up to very negative optional. Here is the scoring of each statement.

Table 2 The Scoring of Each Optional

No	Optional	Description	Score
1	SB	Well implemented	4
2	B	Implemented	3
3	KB	Poorly implemented	2
4	TT	Not implemented	1

The collecting data in this study is intended to find a reliable information about English teacher perception towards the implementation of the 2013 curriculum. In this study the data collection techniques used is by giving a questionnaire in which the respondents only choose the options given. In addition, there is one question in a form of open-ended question, that the source can choose one or more answer also can state what they have in mind based on the situation occurs. As proposed by Sugiyono (2007) questionnaire is a kind of data collection technique

that conducted by giving the respondent a written questions or statement then needed answer by them. A questionnaire is such a simple, effective and efficient of data collection technique that can gather any information and data that expected from respondents.

As proposed by Darmadi (2011) here are some advantages of questionnaire; it can be responded individually or in a group, can be distributed for all respondent in one time, can be anonym so the respondent can state their answer well, can be answered by respondent based on their leisure time, simple and cheaper; the form can be printed or online document, can gather any information in wide scale in short time.

The researcher adapted and adjusted the questionnaire from the previous relevant research. The questionnaire were distributed in online form, teachers were asked to fill in by choosing one of the option available. The questionnaire used in this study was in form of structured questionnaire with cloze answer form.

Data analysis technique used in this research is descriptive statistics. Descriptive statistics is statistics that used to describe or give an overview of the object under study through the data sample or population, without analyzing and making conclusions that generally accepted (Sugiyono, 2012). The purpose of descriptive analysis is to provide a description of the subjects of the study based on data, do not intended to verify the hypothesis. The data have been compiled from a questionnaire is being counted and analyzed, afterwards is being described and concluded based on the criterion.

This study under the tittle Teachers' Perception Related to the Implementation of the 2013 Curriculum has conducted in SMKN 2 Teluk

Kuantan. SMKN 2 Teluk Kuantan is the only one of Sekolah Rujukan in this district that consist of 5 major – Accounting (AK), Office Administration AP), Marketing (PM), Hotel Accommodation (AKP) and Technique Computer and Network (TKJ). This study consisted of a single variable that is English teachers' perception toward the implementation of the 2013 curriculum. The purpose of this study to elaborate the implementation of the 2013 curriculum through English teachers' perception. This study conducted a whole population of English teachers in SMKN 2 Teluk Kuantan in academic year 2016/2017.

The statement in questionnaire consists of three variables that addressed to measure the implementation of the 2013 curriculum in SMKN 2 Teluk Kuantan that are; the implementation of core competition, the implementation the process of teaching and learning process and the implementation of assessment process. Additionally, there was one question stated in open-ended question in order to find out what the situation occurs in the implementation of the 2013.

RESULT AND DISCUSSION

A word perception is derived from Latin; perception which is the organization, identification, and interpretation of sensory information in order to represent and understand the environment (Perception, n.d.). As proposed by Devito (1996) perception is a way of understanding the world and that is about the process by which you make sense out of what is around you. Rakhmat (1999) stated that perception is the experience towards objects, events or relationship that obtain from collecting of information and interpret a message. What you perceive and what you think about it, who you judge positively and who negatively and how others perceive and judge you will be influenced by a wide range of factor. The process of interpretation towards the acceptance of information each individual is different.

Meanwhile, the main goal of the curriculum 2013 is continuing the development of a competency-based curriculum that has been developed in 2004 by incorporating an integrated attitude, knowledge and skills competency (Mulyasa, 2013). Moreover, the regulation of Ministry of Education No 70 about the 2013 stated that the 2013 curriculum is preparing the people of Indonesia to have an ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to well-

contributed to the society, nation, state, and world.

Furthermore, the characteristics of the curriculum 2013 are (1) Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor skills, (2) schools are part of a community that provides a planned learning experience whereas the learners apply what they got at school to the community, also they make use of the community as a learning resource, (3) developing an attitudes, knowledge, and skills and apply these at school and the community, (4) provide enough time to develop a various of attitudes, knowledge, and skills, (5) competence is expressed in terms of core competencies in which elaborated in detailed form in the basic competencies of the lesson, (6) core competence becomes the organizing elements of basic competence, in which all basic competencies and learning processes are developed to achieve the competencies that is expressed in core competencies, and (7) basic competencies are developed based on the accumulative principles, reinforced and enriched amongst subject matters and education (horizontal and vertical organizations).

Moreover, core competencies are designed based on the increasing age of learners in a particular class. Through the core competence, the vertical integration of the various basic competencies in different classes can be maintained. According to the regulation of Ministry of Education No 70 there are 4 core competences, the notion of core competence are (1) core competence 1 is about spiritual attitudes, (2) core competence 2 is about social attitudes, (3) core competence 3 is about knowledge, and (4) core competence 4 is about skills.

The implementation of learning is the implementation of lesson plan itself. According to the regulation of Ministry of Education No 65 about the Standard Process of Primary and Secondary Education (2013) the teaching and learning process consist of (1) preliminary activities, i.e. prepare student to follow the learning process, motivate student in contextual set to the benefits of teaching materials, describe the learning objectives or basic competencies that needed to be achieved, (2) core activities, i.e. teacher use such learning media, methods, approaches, learning, and learning resources, and (3) closing activities, i.e. both student and teacher reflect of what have been done in previous activities in or-

der to evaluate the learning activities, inform the next learning activities.

The assessment system, according to regulation of Ministry of Education No 66 about Standard Education Assessment, the instrument and technique applied in the scoring system of attitude, knowledge and skill competence are (1) the assessment of attitude competencies, i.e. self-assessment, peer-assessment, journal, (2) the assessment of knowledge, including written and oral test, assignment or homework, and (3) the assessment of skills, i.e. practice test, project such as ask the students to plan, create and make a report, and portfolio by collection all students' assessment.

The similar problem has studied by Arifin (2014) about teacher's perception toward the implementation of the curriculum 2013, specifically productive skill that was Building technique's teachers. This study took place in SMK Negeri 2 Yogyakarta, the population of this study were 19 teachers. The method of this study used quantitative descriptive. In addition, the data collection of this study used two steps, open and close questionnaire. The close questionnaire was given to the teachers and asked to choose one the optional available. Meanwhile, the open questionnaire filled in by them based the situation occurred. Based on the result, it could be found that the implementation of the curriculum 2013 was tend to well-implemented for all characteristics of the curriculum 2013 (84, 21%)

Additionally, another similar study was about teachers' perceptions of the recent curriculum reforms and their implementation: what can we learn from the case of Korean elementary teachers? This study was carried by Park and Sung in 2011. This study used a qualitative research interview method, by interviewed six elementary school teachers in Seoul. In selecting participants, this study followed the general process of purposeful sampling. The data showed that there was an evident that in the launching of the new curriculum, certain critical contextual considerations requiring more attention were neglected, such as lack of adequate resources necessary for implementation and teachers' workload. The teachers questioned whether the resources for implementing the new curriculum would really be made available – and, in fact, despite the increasing expectations and demands placed upon teachers by the new curriculum, the resources allocated to them were not enough for their needs. This insufficiency of resources (te-

achers, materials, space) was cited as one of the causes of the teachers' limited implementation of the new curriculum.

Furthermore, in the following paragraphs we elucidate several inventions on the English teachers' perception toward the implementation of the new Indonesian national curriculum of 2013.

The data analysis showed that generally English teachers' positively in trend of implemented and well-implemented for three outlines of the 2013 curriculum. First outline, the implementation of Core Competence found that less than 50% of English teachers in trend of poorly-implemented. Meanwhile, for the rest of outlines - the implementation the process of teaching and learning process and the implementation of scoring process, English teachers' perception in trend of well-implemented and implemented.

The perception of English teachers related to the implementation of the 2013 curriculum there were three sub-variables of measurement namely: The implementation of Core Competence, The implementation the process of teaching and learning process and The implementation of assessment process. Each outline also has each indicator that defined of the 2013 curriculum aspects.

According to the data, only in term of the implementation of Core Competence found poorly-implemented or less than 50% of English teachers in which for the rest outlines trends were well-implemented and implemented. There were 4 teachers (66, 7 %) agreed that core value already well-implemented in that school, and two of them (16, 7%) considered that has been already implemented. Then, there was a dissemination opinion related to the second outline – attitude, three of them (50%) agreed that the implementation of honest attitude already well-implemented, one of them (16, 7%) considered implemented then the rest of them (33, 3%) thought it poorly-implemented.

Then, there was well-implemented (83, 3%) regarding how the students obey the school's regulation related to the wearing of uniform, meanwhile, in term of the students did not hostile or fight was only 33, 3% or only 2 English teachers thought it was well-implemented, 4 of them (66, 7%) thought it was implemented. Afterwards, 3 English teachers (50%) thought that the school already led the students to understand, apply,

Table 3 English Teachers' Perception Related to the Implementation of the 2013 Curriculum*

No	Perception	Option		
		Well Imple- mented	Imple- ment- ed	Poorly im- ple- ment- ed
<i>The implementation of core competence</i>				
1	Core value	66, 7	16, 7	16, 7
2	Core value	66,7	33, 3	-
3	Attitude	50	16, 7	33, 3
4	Attitude	33, 3	33, 3	33, 3
5	Obedience	83, 3	16, 7	-
6	Obedience	33, 3	66, 7	-
7	Curiosity	50	33, 3	16, 7
8	Problem solving	50	33, 3	16, 7
9	Problem solving	50	16, 7	33, 3
10	Independence	50	16, 7	33, 3
	Mean	53, 3	28, 3	26, 1
<i>The implementation the process of teaching and learning process</i>				
11	Syllabus & lesson plan	66, 7	33, 3	-
12	Lesson plan	66, 7	33, 3	-
12	Time allocation	66, 7	33, 3	-
14	Students' feed back	66, 7	33, 3	-
15	Material	66, 7	33, 3	-
16	Material	50	50	-
17	Source or learning	66, 7	33, 3	-
18	Learning approach	66, 7	33, 3	-
19	Teaching activity	83, 3	16, 7	-
20	Teaching following up	50	50	-
	Mean	65	34, 9	-
<i>The implementation of assessment process</i>				
21	Observation	50	50	-
22	Self-assessment	16, 7	83, 3	-
23	Reflective journal	16, 7	83, 3	-
24	Reflective journal	16, 7	83, 3	-
25	Written test	50	50	-
26	Oral test	33, 3	66, 7	-
27	Home work	50	50	-
28	Practice test	33, 3	66, 7	-
29	Learning task	16, 7	83, 3	-
30	Portfolio	33, 3	66, 7	-
	Mean	31, 6	68, 3	-

* : all of the competencies has been implemented

analyze factual conceptual based on students' curiosity well-implemented, 2 of them (33, 3%) thought it was implemented and one of them (16, 7%) considered it poorly-implemented. How the school led the students to have an ability

of problem solving a half of them (3 people, 50 %) agreed that it was well-implemented, one of them (16, 7%) was implemented and two of them (33, 3%) agreed that it was poorly-implemented.

Still in the same outline, but in term of how the school led students to think critically, give a reason and serve from what they already learnt from independently two English teachers (33, 3%) thought it was poorly-implemented, one of them (16, 7%) implemented then 3 of them (50%) stated that it was well-implemented. At last outline – independence, how school led their students were able to perform a specific task under direct supervision was 50 % stated that well-implemented, one of them (16, 7%) implemented and two English teachers thought it was poorly-implemented.

Furthermore, the second sub-variable of the 2013 curriculum – the implementation the process of teaching and learning process, all of English teachers agreed that the score trend were well-implemented and implemented. 4 of them or 66, 7 % decided that in term of creating a syllabus, lesson plan refers to the Core Competence of the 2013 curriculum that involved an operational terms of attitude, knowledge and skill was well-implemented, the rest of them (2, 33, 3%) stated it was implemented. Meanwhile, in term of arrangement of time allocation, giving a chance for students to give feedback, and motivating the students according to the material available, it showed that 66, 7% or 4 of English teachers was well-implemented, only 33, 3% or two of them implemented.

The choice of source of learning and the application of learning approaches showed that 66, 7% or 4 of them were well-implemented, 33, 3% was implemented. How the teachers invited their students to evaluate learning activities and discover the benefits of learning outcomes showed that almost of them or 83, 3% (5 English teachers) already well-implemented. Then, how English teachers followed up the learning process by giving an individual or group task was showed that 50% - 50% well-implemented and implemented. Additionally, in term of the implementation the process of teaching and learning process was supported by lesson plan attached, it can be found that the time allocation, and material and source of learning, learning approaches conducted.

At last sub-variables of the curriculum 2013 that was the implementation of assessment process consist of 9 outlines within 10 questions, the

trends was focusing on implemented (mean: 68, 3%). At first outline was English teachers already done an observation was 50% well-implemented, in term of the conducting of self-assessment and writing a reflective journal was 83, 3% (5 English teachers) implemented. There 50% or 3 English teachers already conducted well-implemented of written test, 66, 7% of oral-test was implemented. The percentage of giving a student's homework was 50% well-implemented. The percentage of providing a practical test was 66, 7% (4 people) implemented, meanwhile providing a learning task was a good trend (83, 3%). The last of assessment process was compiling a students' portfolio showed that 66, 7% was implemented and 33, 3% was well-implemented.

Moreover, the open-ended question found a various answers towards the situation occurred in implementing of the curriculum 2013. Four participants stated that situation occurred was the lack of socialization of the curriculum 2013. They stated that the training of the curriculum 2013 only once or twice within last 4 years of implementing the curriculum 2013 in which that was not enough to cover all the variables, sub-variables, and the content of curriculum. Meanwhile, two participants considered that the lack of students' responses toward the implementation of the curriculum 2013. The students might be still familiar with a previous system that was teacher-centered, they just needed to listen to the teachers' lesson explanation, accomplish a task and homework given by the teachers, and afterwards attend the final exam at the end of the semester. It seems that they need more time to adapt toward a new system of student-centered that requires them to be more active in learning, asking, thinking and producing a product.

CONCLUSION

As aforementioned before it can be concluded that the trend of three sub-variables was implemented and well-implemented, there was no source stated not implemented. The option of poorly-implemented was be found only in sub-variable of the implementation of core competence, meanwhile at the implementation the process of teaching and learning process and the implementation of assessment process there were only two optional appeared well-implemented and implemented.

The English perception related to the implementation of the core competence is categorized well-implemented (53, 33%). The second

sub-variable is the implementation the process of teaching and learning process is 65, 12% (well-implemented) and third sub-variable the implementation of assessment process is 68, 33% categorized implemented. However, there are some situation faced by English teachers in the implementation of the 2013 curriculum, such as lack of socialization and training of the curriculum 2013 and lack of response from students.

Through this study it is expected that teachers can evaluate the implementation of the curriculum 2013 in whole variables. They are also be expected that to be open-minded towards the situation occurs in the implementation of the curriculum 2013 in order to improve and make better change for achieving and reaching an national education goal. Moreover, it is also expected that more training for related to the curriculum 2013, it is involved the regulation and the content of curriculum, how to construct and arrange the syllabus and lesson plan, how to adjust the time allocation, how to find an authentic material from any kinds of sources available and so on. It is also expected that the training of the curriculum 2013 is trained by the experienced trained from the related subject to the participants. Hence, the conducted training is effective and efficient for the implementation and achievement of the curriculum 2013.

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