
MATHEMATIC TEACHERS' PERCEPTION TOWARD THE IMPLEMENTATION OF CURRICULUM 2013

Suharti¹, Ulfiani Rahman², Habibah Ulfahyana³

^{1,2,3}Universitas Islam Negeri Alauddin Makassar

^{1,2,3}Jl. H. M. Yasin Limpo No. 36 Romangpolong

Email: suharti.harti@uin-alauddin.ac.id¹, ulfiani.rahman@uin-alauddin.ac.id²,

habibaulfahyana@yahoo.co.id³

Abstract:

This study aimed to find out the mathematic teachers' perception about the implementation of Curriculum 2013 the tenth grade in one of schools in Makassar. This research was qualitative descriptive research. The subjects of this study were 4 Mathematic teachers of the tenth grade. Data obtained through interviews, observation and documentation. Data analysis was done by reducing data through summarizing all of the result from interview, observation and documentation. Then, the data were presented in the form of narration and conclusion. The results of this study indicated that the Mathematic teachers' perception toward the implementation of Curriculum 2013 got negative response. This result based on research analysis: First, the teachers described that Curriculum 2013 was complicated because the core competencies assessed the students from all aspects of attitude, knowledge and skills. Second, the teachers had misconceptions about the scientific approach implemented in Curriculum 2013 which was using discovery/inquiry learning or project based learning model however in reality the teachers used STAD model of cooperative learning. In this case, the lack of socialization had an impact on teachers in applying the Curriculum 2013.

Abstrak:

Penelitian ini bertujuan untuk mengetahui persepsi guru matematika tentang penerapan Kurikulum 2013 kelas sepuluh di salah satu sekolah di Makassar. Penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah 4 guru Matematika kelas X. Data diperoleh melalui wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan mengurangi data melalui meringkas semua hasil dari wawancara, observasi dan dokumentasi. Kemudian, data disajikan dalam bentuk narasi dan kesimpulan. Hasil penelitian ini menunjukkan bahwa persepsi guru matematika terhadap penerapan Kurikulum 2013 mendapat respon negatif. Hasil ini berdasarkan analisis penelitian: 1) guru menggambarkan bahwa Kurikulum 2013 rumit karena kompetensi inti menilai siswa dari semua aspek sikap, pengetahuan dan keterampilan. 2) guru memiliki kesalahpahaman tentang pendekatan ilmiah yang diterapkan dalam Kurikulum 2013 yang menggunakan pembelajaran penemuan/penyelidikan atau model pembelajaran berbasis proyek namun pada kenyataannya guru menggunakan model pembelajaran kooperatif STAD. Dalam hal ini, kurangnya sosialisasi berdampak pada guru dalam menerapkan Kurikulum 2013.

Keywords:

Mathematic Teachers' Perception, The Implemetentation of Curriculum 2013

INTRODUCTION

Education has a role as a means for preparing educated generation. Education makes everyone able to develop and possess knowledge that is useful in life. If education becomes a priority for everyone, it will make a person has a character, advanced personality and can be a supporter in the development of the nation, religion and state.

Educational development in Indonesia can be seen through curriculum changes. Curriculum is one of the educational powers that can provide a significant contribution to manifest developmental process of the students' potential quality (Mania, 2014). The curriculum is a guideline and learning goals in each school (Guntur, Hiltrimartin, & Indaryanti, 2015). According to Law Number 20 in 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals (Kemendikbud, 2013).

In history since 1945, the curriculum of national education had changes in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum or KBK), 2006 (School-Based Curriculum or KTSP) and Curriculum 2013 or K-13 (Ibrahim, 2014). The former Minister of Education and Culture, Muhammad Nuh, who became the first to implement Curriculum 2013 stated that the latest curriculum emphasizes competency base on attitude, skills and knowledge (Napitupulu, 2013).

Another former Minister of Education and Culture, Anies Baswedan, explained that the implemetation of Curriculum 2013 was not balanced with the readiness. He also said the implementation of the curriculum was unclear and not well-documented. Anies Baswedan stated that his decision to stop the implementation of Curriculum 2013 and return to the Curriculum 2006 was the right step for national education. He refused if his policy was called a setback. Anies only regretted that the application of the curriculum was very hasty. Anies stated, many teachers and students objected to the rush to apply Curriculum 2013. In fact, said Anies, teachers were the main key to the successful implementation of the curriculum (Akuntono, 2014). In addition, the Minister of Education and Culture in 2016 spoke about the 2013 curriculum, Muhadjir also assumed that the educational curriculum system in Indonesia which often changed became a sustainable nature (Reportase Guru, 2016).

Based on results of preliminary observation in one of the schools in Makassar City, it was found that the school had implemented Curriculum 2013 since academic year 2015/2016 in the 10th Grade of MIA and IIS. According to one of the Mathematic teachers, the implementation of Curriculum 2013 well-run as expected by the ministry's target. Although this school was deemed ready for the implementation of Curriculum 2013 but there were several obstacles, one of them was the learning plan using complex assessment. It happened because the major changes that occurred in School-Based Curriculum became Curriculum 2013 led several teachers did not fully understand the intention of that curriculum and how to implement it. Applying

Curriculum 2013 formed different perception or opinion among the teachers about the implementation of the 2013 curriculum.

In particular, the meaning of perception is vision, how the people see things; while in the broadest meaning is the view or understanding, how someone perceives or interpret something. According to De Vito (Sommeng, 2012), perception is a process when we become aware of stimuli that affect our senses. Yusuf (Mahanani, 2016) calls perception "the meaning of observation". Gulo (Sommeng, 2012) defines perception as the process of becoming aware of everything in environment through the senses. According to Rachmat (Mulyana, Hidayat, & Sholih, 2013), perception is the experience of objects, events, and relations that are obtained by deducing information and interpreting messages. Perception is also interpreted as the teachers' view of a process (Ahmadi, Rahman, & Suharti, 2017). Based on this definition, it can be concluded that the occurrence process of a perception that is, the object provides a stimulus to the senses. In this study, the object was the teachers' perception that was formed from the experience in implementing Curriculum 2013. The experience was concluded based on the individuals' opinion who experience it then the teachers' perception toward the implementation of Curriculum 2013 is formed. It is in line with Zaerani's opinion (Zaerani, Hasan, & Suharti, 2017).

Curriculum 2013 is the development and improvement of the previous curriculum to respond various internal and external challenges. One of the reasons for the importance of Curriculum 2013 is that Indonesian young generation needs to be prepared in the competencies of attitudes, skills and knowledge. The use of the scientific approach in Curriculum 2013 is an effort to achieve those needs (Kustijono & HM, 2014). Curriculum 2013 aims to prepare Indonesian people to have the ability to live as citizens who are faithful, productive, creative, innovative and able to contribute to the life of the world, nation, state and world civilization (Umar, 2016).

The phenomenon that appears now becomes the concern in the changes from School-Based Curriculum in 2006 to Curriculum 2013, including: student brawls, drugs, corruption, plagiarism, cheating in examinations, and turmoil in society. Some people think that this happens because the School-Based Curriculum (2006) is too focused on cognitive, the students' burden is too heavy, lacking in character, and less oriented towards science, technology, faith and piety. In the development of national life now, strong tendencies in solving problems often involve brawls or mass fights. Several educational experts assume that one of the root causes of the problems is the implementation of curriculum that overemphasizes the cognitive aspects and restriction of the students in their learning space, the activities are less challenging for them. Therefore, the curriculum needs to be reoriented and reorganized for overcoming the burden of teaching and learning activities (Idi, 2014).

In responding to the implementation of Curriculum 2013, the teachers are required to improve competencies or abilities that can support and make the students achieve the educational goals. This is consistent with Rahman in his book said that the main capital that must be possessed by someone who wants to be a teacher is the

sense of being a teacher from deep inside his/her heart. In addition, there are three teachers' responsibilities namely; responsibilities for the lesson/subject character, for social development, and for academic achievement. To carry out this responsibility, the teacher must be able to perform various professional roles (Rahman, 2014).

RESEARCH METHOD

This study was a qualitative research. The location of this study was at Senior High School 16 of Makassar, the address is at Amanagappa Street No.8, Makassar. The subjects of this study were Mathematics teachers which consisted of 4 teachers who taught in the Tenth Grade. All of the teachers had educational background as bachelor and post-graduated (S1 and S2) and had implemented Curriculum 2013 in the Tenth Grade students. Data obtained through interview, observation, and documentation. Source and technique triangulation were used to obtain data from different sources with the same technique, and different data collections to obtain data from the same data source. Data analysis was done by reducing data which summarized all data from interviews, observations and documentation, then the data presented in narrative form and conclusions.

In this study, researcher analyzed Mathematics teachers' perceptions from their experience when implementing Curriculum 2013 in terms of the preparation of lesson plans, learning approaches, learning models, assessments, and training or socialization in implementing Curriculum 2013, as well as the application of Curriculum 2013 in the whole subjects in Senior High School 16 of Makassar.

RESULT AND DISCUSSION

In the implementation of Curriculum 2013, it includes several components. Therefore, in this study each component was described in order to be able to dig up information from the teachers about Curriculum 2013 by describing the implementation of Curriculum 2013 and analyzed through teachers' opinion. Based on the results of interviews and direct observations conducted by researcher, there were several descriptions of the teachers' perception related the implementation of Curriculum 2013. By applying Curriculum 2013, it formed different perception or opinion among the teachers. Each teacher had different experiences when implementing the curriculum so that their perceptions vary. This statement related to Rachmat's perception theory (Sommeng, 2012), he stated that perception is the experience of objects, events, and relations that are obtained by deducing information and interpreting messages (Sobur, 2013). The teachers have experienced how to implement Curriculum 2013 in schools so that they had perception or assumption based on their experience. In this case, the teachers' perception was described based on the focus of the study as follow:

Teachers' Perception about Learning Plan of Curriculum 2013

The most important thing in a curriculum is lesson plan or RPP (Learning

Implementation Plan) because it contains activities that will be carried out by the teacher in each learning appropriate with the rules in the current curriculum, namely Curriculum 2013. One of its contents is the core competency which is a description of attitudes, knowledge, and skill aspects that must be assessed by the teacher in each subject in order to manifest good characters and attitude of the students. But in this case, there were various criticisms from several teachers. According to one of the interviewees, he said that:

It's a bit complicated because all the core competencies are assessed from knowledge, attitude, and skills. In addition, the assessment is too complex for me but it is also good because in School-Based Curriculum only focuses on the students' knowledge whereas Curriculum 2013 evaluates the overall knowledge, attitude, and skills (Subject 1: September 27, 2017).

The same thing was also expressed by another teacher, namely subject 2, in his interview he said as follows:

The format is different from the previous curriculum. Curriculum 2013 has four core competencies, namely religious, social attitudes, knowledge, and application of the knowledge while there is no in School-Based Curriculum. It is just the knowledge so if a student is clever, he/she will get A (good score). Covering everything from cognitive, affective, and psychomotor aspects, actually it's good, but I think it's rather difficult to implement. Let us imagine that we are asked to assess the students one by one using these assessments. Well, we spend the time just to evaluate so I think it is suitable to implement in elementary school (Subject 2: October 2, 2017).

Besides that, the same thing also expressed by the subject 3. He said in interview, "the previous curriculum used passing grade but nowadays only using core competencies" (Subject 3: October 2, 2017). This was confirmed by the explanation of subject 4, additional information related to the preparation of lesson plan in Curriculum 2013, where in his interview he said as follows:

First preparation of preliminary activities, there are core competency (KI) and base competency (KD) that have been set by the government, then there are also examples of lesson plans made by the government so that the teachers just follow it. Because I am also active in Subject Teacher Organisation (MGMP), there we can discuss draft of the lesson plan (Subject 4: September 25, 2017).

Based on the interviews of four sources above, it can be concluded that the teachers have understood how to formulate lesson plans at least about core competency which is one of the important parts of the preparation of lesson plan in Curriculum 2013. The statements were strengthened by the observation result which showed the teachers' lesson plan appropriated with Curriculum 2013. It corresponded to the characteristics of Curriculum 2013 that competencies expressed in the form of class core competency which was further detailed in subject

competency, and core competency became organizing elements of basic competencies where all of them and learning processes were developed to achieve the core competencies (Kemendikbud, 2013).

Teachers' Perception of Scientific Approach Applied in Curriculum 2013

Curriculum 2013 emphasizes the students to be active and think critically to solve problems in learning through a scientific approach which aims to provide the students understanding of various materials. Scientific approach is the student-centered which encourages the students to find out knowledge from various sources, not just informed from their teacher. It related to what was conveyed by the interviewee as the following:

The teacher no longer explains from A to Z but the students are stimulated to think reasonably and creatively by giving group assignments then the questions will be analyzed. The questions leads the students to discuss more. Curriculum 2013 also uses authentic assessments by using attitude assessment. It is not only to evaluate cognition, but also skills and attitude especially when the students discuss, their participation are assessed. Teachers no longer teach from A to Z. Therefore, in Curriculum 2013 the students are active not the teacher (Subject 3: October 2, 2017).

Although scientific approach leads the students to participate actively in learning where the teacher acts as a facilitator who must be able to improve the students' interest in the learning process, but it does not mean the teachers do not teach anymore. This related to a statement from another resource, namely subject 4, in his interview he said that:

Yes, Curriculum 2013 requires the students to be active, so the implementation of Curriculum 2013 using scientific approach namely 5M (observing, questioning, experimenting, associating, and communicating) so the students can be active in learning but it does not mean the teacher is hands off. The students still need guidance because in Curriculum 2013 the students are required to active while not all students have the same ability, so I think it is a bit complicated (Subject 4: September 25, 2017).

This statement is in line with the subject 2 which is in his interview he said as follow:

Yes, the students are emphasized to observe, question, collect data, process. Basically it has five stages, discuss as well, so that the students are divided into groups, but sometimes spending much time in learning mathematics because the students' abilities are not all the same (Subject 2: October 2, 2017).

Based on statements of three interviewees above, it can be concluded that the teachers understood the application of scientific approach to mathematics learning appropriated with its characters, namely observing, questioning, gathering

information, associating, and communicating. Based on observation result, the teacher facilitated the students through giving assignments and discussions to generate the students' new ideas verbally or written such as creativity, confidence, critical thinking, mutual respect and courtesy. The teachers also guided the students in learning and gave freedom to the students to investigate, observe, experiment, and solve problems by themselves corresponded to scientific approach. It meant that the teachers' role was no longer to teach them knowledge, but as a facilitator to help the students so that they were able to master the expected competencies. This is supported by the statement of Nurmalasari et al. (2013) on his journal about Toth's opinion that effective learning will only occur if the teacher determines the method, form, and meaning of learning that is delivered to the students by seeing their characteristics.

Teachers' Perception of Learning Model in The Implementation of Curriculum 2013

The success of a learning process is determined by how the teacher presents the material by deciding the learning model that is appropriate to the conditions of the students in class. The learning model is a pattern to present teaching material to the students which describe the stages or sets of a sequence learning activities which appropriates with the basic competency to be achieved. In Curriculum 2013, the students study not individually but in groups. This is in accordance with the learning pattern change of Curriculum 2013, namely individual-learning becomes groups or team-based learning (Kemendikbud, 2013).

Based on the description above, related statement was conveyed by one of the interviewees, he said that:

The cooperative learning model used, in fact, what I know one of the learning models suitable for the Curriculum 2013 is discovery learning model because it relates to the scientific approach. I used to use it but it took much time because the students had to do inventions while not all the students were able to make it. The teachers usually get problems because the students have to be guided repetitively, and this method cannot be used on every topic. (Subject 1: September 27, 2017).

The statement above described that the subject knew the existence of a learning model which appropriated in Curriculum 2013, he understood that the learning patterns in Curriculum 2013 was transformed into groups according to prescribed rules, it was different from the previous curriculum which only applied individual-learning pattern. The interviewee knew that one of the learning models in Curriculum 2013 is discovery learning which leads to scientific-based learning which is appropriate with scientific approach so that the teacher has more role to create learning atmosphere and to encourage the students to be active and creative in learning as well as their learning outcome get improvement. However, several teachers have not fully understood the learning model to be applied in Curriculum

2013, as stated by subject 2 and 3 respectively as follow:

STAD model of cooperative learning can be applied along with lecture method because without explanation the students might not understand so they still need a lot of guidance even though in this curriculum the students more active than teachers (Subject 2: October 2, 2017).

STAD model of cooperative learning, I think it is suitable to teach the students (Subject 3: October 2, 2017).

The statements from the two interviewees shows that the teachers' understanding of the learning model in Curriculum 2013 is only limited to learn in groups. Similarly, Mr. Junius said in his interview that:

The model is in groups but it depends on the material whether it is appropriate or not because sometimes learning process becomes ineffective in groups (Subject 4: September 25, 2017).

The condition was shown when observing, the teacher did not apply the group-learning model, but the students study individually. He considered that the model still appropriated to apply in Curriculum 2013.

When doing observation in the classroom, the teacher seemed to guide the students in solving problems. In Curriculum 2013, there are three learning models that can be used, namely discovery, project-based, and inquiry learnings. Those models are suggested to be used in the implementation of Curriculum 2013. To strengthen the scientific approach, it is recommended to apply discovery/inquiry learning. To encourage the students to produce creative and contextual works, it is suggested to use problem-based solving (project-based learning). Whereas, in interview session the teachers gave answers using STAD learning model along with lecture method because they assumed that the students could not understand without lecture. The students needed a lot of guidance. The teachers realized that they should use inquiry learning model, but the teacher considered that the method was still suitable to be applied.

Teachers' Perception of The Assessment Forms in Curriculum 2013

Assessment is an effort or action to determine the extent of the goal has been achieved or not. By doing an assessment, the teacher as the fasilitator of learning activities can find out the students' ability and the success of them in achieving the expected competency. The assessment standards in Curriculum 2013 are the aspects of knowledge, attitude, and skills. This assessment is namely authentic assessment which assesses the readiness of the students, learning process, and learning outcomes as a whole (Kemendikbud, 2013). The description above related to one of the interviewees, he said as follow:

Yes, the teacher assess the students in all aspects, whether attitude, knowledge, and skills. They evaluate during the learning process. The attitude of the

students toward their peers can be seen in groups. Then, measuring their knowledge is same as School-Based Curriculum through written or verbal tests, mastery, and skills such as doing presentation in front of the people. Actually, it is the same with School-Based Curriculum but it tends to science. The assignments are either individual or groups but I usually give more individual tasks because in groups there might be only one student does it and the rest were cheating. Only certain students might work even it is group-assignment. That problem often happens in the implementation of Curriculum 2013. Therefore, I divide the students in groups but the answers of the questions are submmitted individually because in Curriculum 2013 the students must be cooperative and active so the teachers must use many strategies (Subject 2: October 2, 2017).

The description explained that the teacher evaluated the students using authentic assessment by assessing the students' participation in group learning. The same thing was stated by two interviewees namely Subject 3 and Subject 4 as follows:

Assessing the students not only with their knowledge through evaluates the results of the tests, but also attitude and skill are assessed as well, I think that is a good thing (Subject 3: October 2, 2017).

Using those assessment through attitude, social, spiritual and others, it is good idea especially about scientific thinking (Subject 4: September 25, 2017).

In addition, from interviews with other interviewee namely subject 1 said that "Yes, assessing in written form is good idea both individuals and groups, then the students are assessed by using percentage and drawing conclusions".

Based on the statements of those several teachers, they understood the authentic assessment in Curriculum 2013. This was reinforced by the assessment carried out by the Mathematic teachers in the class. They prepared the asesment and lesson plan together. Through authentic assessment which included three aspects, namely attitudes, knowledge, and skills were expected to improve the students' learning outcomes based on Curriculum 2013. This is in line with Mulyasa's theory in his book stated that the implementation of Curriculum 2013 will produce Indonesian generations who are productive, creative, innovative, effective, through strengthening integrated attitudes, skills and knowledge. To realize these objectives, in implementing the curriculum, the teachers are required to professionally design effective and meaningful learning, organize learning, choose the right learning approach, determine learning procedures, establish competency effectively, and set success criteria (Mulyasa, 2013).

Teachers' Perception of The Training in Applying Curriculum 2013

The important thing in applying Curriculum 2013 is the teachers' understanding because how good a curriculum set but if the teachers who runs it have no good skills, the curriculum will not success in its implementation. Through implementation

training and socialization, the teachers are expected to be able to carry out the responsibility in accordance with the demands of graduate competencies, contents, learning process and assessment of Curriculum 2013. To strengthen the implementation of Curriculum 2013, the government held various trainings and workshops in the schools. As the statement from the subject, in his interview he said as follow:

Yes, I was the one who attended LPMP (a training of Educational Quality Assurance Council), the training was held for seven days in Rajawali during the fasting month. Started at nine until three o'clock, several participants did not attend because it was fasting days, so it was not effective. They discussed about lesson plan and the students worksheet. The teachers tried to teach using worksheet so they had to spend more money to print out the worksheet every day. There were also simulations and one-day workshop was held in the school (Subject 1: September 27, 2017).

The statement shows that training schedule of Curriculum 2013 implementation has a negative impact on the teachers, so they think that training has not been effective and the teachers feel burdened by using worksheet on each lesson. In addition to the training held by the government, the teacher also participated in the socialization of Curriculum 2013 implementation. As stated by one of the subjects as follow:

I have participated in 2014 but it was Curriculum 2013 that had not been revised yet, it had been a long time. I never attend for the latest one. The briefing of Curriculum 2013 was internally given by the school party and its socialization started before the beginning of semester when the students were not actively learning. At that time, we hold socialization, then we discussed what had not been understood in Curriculum 2013. I am also active in MGMP, so we share each others in MGMP meeting based on our field (Subject: October 2, 2017).

In addition, from interviews with subject 3 and subject 4, they implied the same thing through the statement as follow:

Yes, I joined PLPG (Professional Teacher Training) yesterday. I also used to take part in MGMP but for now I am not active. There is socialization from the school once in 3 months (subject 3: October 2, 2017).

I never atted it but every time we have socialization with my friends, there is socialization from the school of fellow Mathematic teachers and also MGMP training is held every month. All the Mathematic teachers in Makassar meet to discuss the difficult things in teaching and learning process or making learning devices based on our school needs. These activities support the implementation of Curriculum 2013 (Subject 4: September 25, 2017).

Based on interviews from those four subjects, they stated that only once participated in Curriculum 2013 implementation training held by the government

such as the Educational Quality Assurance Agency (LPMP) which is the technical implementation unit of the Ministry of Education and Culture and under the responsibility of the Director General Primary and Secondary Education. In addition to the training held by the government, the teachers develop themselves by participating in socialization of Curriculum 2013 implementation, and two of them are active in MGMP.

In this study, the training and socialization of Curriculum 2013 were not effective yet because of the limited time which caused the teachers' lack of understanding Curriculum 2013. Related to training issues (education and training), the teachers admitted that they had only attended it once, the socialization was held once in every three or four months, so the training was not effective. From the statements, the teachers acknowledged that they actually wanted more training to implement Curriculum 2013 because it was one of the methods used to support the success of Curriculum 2013. The teachers still tried to develop themselves by exchanging ideas with the fellow colleague teachers through MGMP. They shared experiences and knowledge which aimed to boost the students' achievement. This description explains that in implementing a curriculum, training and socialization are very decisive things for the teachers' success to apply Curriculum 2013.

Effective training and socialization of the teachers will provide assurance that they who take part in training can gain a good understanding of the curriculum. As Mulyana said, the socializations of curriculum are carried out on parties involved in its implementation, as well as for all school citizens, even the community and the students' parents. The socialization is important especially to make the school community understands the curriculum that will be implemented (Mulyasa, 2013). This understanding is certainly one of the determining factors for the successful implementation of the curriculum.

Teachers' perception toward the implementation of Curriculum 2013

Subject 1 and subject 2 have the same view about the implementation of Curriculum 2013. As in their interview, they said that:

I am agree because it is the government rule (Subject 1: September 27, 2017).

Well, I agree because it is a rule. We are regulated, we have to do it as executors. However, it is the government regulation that must be obeyed. (Subject 2: October 2, 2017).

Based on that statements, they agreed the implementation of Curriculum 2013 because the curriculum change was the government regulation which have been manifested in law and it required all the schools in Indonesia to apply Curriculum 2013 in order to improve the quality of education in Indonesia. Subject 4, in his interview said that:

Yes, I agree because this curriculum can foster the students to do what they want, such as the material taught in each subject can be mastered well by them

(Subject 4: September 25, 2017).

In addition, another interviewee felt doubtful about the application of Curriculum 2013. Subject 3 in his interview said that:

Hm, I am fifty-fifty. In the other hand in K-13, the teachers do not explain but rather ineffective because usually the active students in groups are the smart students. The others who feel themselves are not clever just stay quiet because they do not know, they are becoming indifferent (Subject 3: October 2, 2017).

When discussing the agreement of the teachers about the implementation of Curriculum 2013, the teacher said that they agreed only because it was the regulation from the government, the Ministry of Education and Culture. It was also in line with the juridical curriculum, namely Pancasila and the 1945 Constitution, Law number 20 of 2003 about National Education System, Government Regulation number 19 of 2005, and Ministry Regulation of National Education number 23 of 2006 concerning graduate competency standards and number 22 of 2006 concerning content standards.

CONCLUSION

The Mathematics teachers' perception of Curriculum 2013 got negative responses. This was indicated by: First, the teachers described that Curriculum 2013 was complicated because the core competencies assessed the students from all aspects of attitude, knowledge and skills. Second, the teachers had misconceptions about the scientific approach implemented in Curriculum 2013 which was using discovery inquiry learning or project based learning model however in reality the teachers used STAD model of cooperative learning. In this case, the lack of socialization had an impact on teachers in applying the Curriculum 2013.

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