

TEACHERS PERCEPTIONS TOWARD THE IMPLEMENTATION OF CURRICULUM 2013

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Abstract

Teachers' perception toward the implementation of new curriculum is one of fascinating topic to be discussed. This study discovers teachers' perceptions toward the implementation of curriculum 2013, investigates factors affecting the application of curriculum 2013, and identifies the effect of teachers' perceptions into classroom practice. Through qualitative design, the study was conducted at one of private junior high schools in Solo, Central Java. The data were collected by interviewing, administering questionnaire, observing the classroom practices and reviewing the documents. The findings reveals that; (1) teachers have positive perceptions toward curriculum 2103 (2) there are four factors which influence teachers' perceptions toward the implementation of curriculum 2013, which includes teachers' teaching experience; teachers' educational background, teachers' teaching training, and teachers' personal experience; (3) teachers' perceptions contribute significantly in influencing teacher's decision making in the classroom related to the choice of learning and activities for students. Since teachers' perceptions have a powerful impact on teachers' classroom practices, teachers are required to improve their competences and keep up with the advance of knowledge and technology.

Keywords: 2013 curriculum, teachers' perceptions, classroom practices

Introduction

Curriculum is one of the essential elements in Education since its role is as a guideline in 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 the guidelines in implementing the teaching and learning process to achieve the goals that have been set. Based on that definition, there are two dimensions of the curriculum, the first is setting the plan, content, and material, while the second is preparing the means used for learning activities. Curriculum as a guideline of education is always changing. The needs to change curriculum are influenced by several factors. Richards in Shofiya (2014) points out several factors affecting the change of curriculum: (a) the shift of paradigm in Education; (b) the change of the need in the field of education; and (c) the policy of the government (language policy). The change of

curriculum in Indonesia has gone through a long history since post-independence. Starting from the curriculum that was first called *Rencana Pelajaran 1947* to the newest one, Curriculum 2013. Muhammad Nuh, the previous Minister of Education says "Renewing and developing curriculum needs to be done because a curriculum should be able to go along with the era development" (Mulyasa, 2013, p. 60). The previous curriculum did not emphasize on the development of human resources character. For that reason, Curriculum 2013 focuses on building students' characters and competences. The goal of applying this curriculum is to facilitate Indonesian people to be productive, creative, innovative, and effective through integrated attitude, skills, and knowledge emphasis. In line with Mulyasa (2013, p. 65), Curriculum 2013 also proposes an idea to integrate attitude in education. Related to the execution of Curriculum, the perception of the teachers toward new curriculum is important since teacher is the one who implement the

curriculum in the classroom. Perception can be defined as a process that involves people to organize and interpret their sensory impressions with the aim of giving meaning to their environment (Robbins, 2005). According to Hornby in Srakang (2013, p. 17), perception refers to “an idea, belief, or an image that you have as a result of how you see or understand something. Pajares (1992) notes that teachers’ perceptions have a close relation to teachers’ beliefs. Therefore, it can be inferred that the words ‘belief’ and ‘perception’ can be used interchangeably (Moloi, 2009). Moreover, Kurniawati (2006) points that teachers’ belief are tools for understanding more about their practice and values in teaching. Jia (2004, p. 25) states that recognizing teachers’ perceptions and belief gains deeper understanding of teachers behaviors in the classrooms and provide guidance for enhancing teachers’ practice. Yu in Srakang (2013, p. 18) mentions that teachers’ perceptions influence what teachers do both inside and outside the classroom. Therefore, teachers need to be aware toward their beliefs about the teaching and learning process. It means that teachers’ perceptions are the basic assumptions of the teacher to make decision. In brief, teachers’ perception plays a significant role in the teaching and learning process since they do not only influence teachers’ decision making and teachers’ actions, but also provide significant insights into many aspects of education.

Thus, this study is interesting because it investigates not only the perceptions of teachers toward the implementation of Curriculum 2013 but also the effect of teachers’ perception of Curriculum 2013 into the classroom practice. The investigation is done in one of State Junior High School in Solo. Therefore, it is important to explore the teachers’ perception toward the implementation of Curriculum 2013 that may contribute to the teachers’ educational development.

Methodology

The method which was used in carrying out this research was descriptive method. Descriptive method is defined as a method that is intentionally done to collect information about a phenomenon as in the pure condition (Yin, 2011, p. 7). This research was done in sort of case study to find out and describe the teachers’ perceptions toward the implementation of 2013 Curriculum. This research was determined as a case study research which forms of a qualitative research focused on providing a detailed account of one or more cases. Moreover, this study can also be regarded as a case study since it was carried out in a small scale, a single case and focused on one particular instance of educational experience or practice and not be generalized (Cresswell, 2008). Merriam (1998, p. 19) defines case study as a study that is employed to gain in- depth understanding of the situation and meaning for those involved. The interest is in process rather than a specific variable in discovery rather than confirmation. In this research, the case is that there are some factors which influence teacher’s perceptions. Moreover, perception plays important role related to teachers’ particular action in making decision in the classroom practice. The assumption is then studied deeply which means that teacher’s perceptions influence teacher’s activity in teaching and learning process. The sources of data were two teachers as the respondent and teachers documents. To answer the research questions, four different data collection methods were employed: interviews, questionnaire, classroom observations and document analysis. The documents were written information which is in the form of important material which support the data collected from the interview and observation. In this study, the documents chosen were teacher’s note, syllabus, lesson plan and schedule. Then, the questionnaire used was close questionnaire which consist of statement or questions and its option about

types of teacher's perceptions based on predetermined options. Next, interview was a technique that is used by the researcher by having dialog with the interviewee. This technique was used to confirm the data collected by questionnaire. The classroom observation is applied in order to see what teachers' perception toward the implementation of Curriculum 2013 in live situations. The data source in the observation is the teachers' activity in every step of learning activities.

Findings and Discussion

1. Teachers' Perceptions toward the Implementation of Curriculum 2013

Perception is someone understanding's to interpret something. According to Kottler (2000, p. 94) perception is a process of how a person selects, organizes, and interprets the information inputs to create a meaningful overall conception. Teachers' perceptions regards new curriculum is essential to be investigated since it has big impact in educational process. Understanding the significant of new curriculum is the first thing that the teacher should do. It enables the teacher to respond the change of new curriculum professionally. However, curriculum change is not easy (Fullan, 2001). It automatically will give real impacts to the teachers who are expected to take up the challenge of the new curriculum; sometimes, it is often not supported by socializing the project to teachers maximally which enables them to have incomplete thought and understanding toward the essence of the curriculum (Cressdee, 2002). There are four indicators of teacher's perceptions; knowledge, emotion, behavior and motivation.

a. Teachers' Knowledge

i. Teachers' knowledge of curriculum 2013

All the teachers in this research had good understanding about 2013 curriculum. Their knowledge about 2013 curriculum was quite close to the basic principles of 2013

curriculum. Both of them thought that 2013 curriculum had objective to create active students and build a good character of the students as well as knowledge and skill. Thus, the students were not only clever but also have good attitude. The complete description of the teachers' knowledge can be seen as follow:

Teacher A : "I think 2013 Curriculum is better than KTSP because 2013 Curriculum is more complete. The steps of teaching activities are clearer. For me, teaching by using 2013 Curriculum is fun because children are more active in the classroom."

Teacher B : "I think curriculum 2013 is a curriculum that is referred to character based curriculum. Well, I think it's good, as long as the methods and activities really can be applied in class."

It was in line 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 meet the demands of the individual, society, nation, and country. Mulyasa (2013, pp. 64-65) stated that Curriculum 2013 is based on three main foundations: philosophical, juridical, and conceptual foundations. The philosophical foundation is Pancasila which gives many basic principles in education development. Another philosophical approach is educational philosophy which is based on moral and academic values accompanied by the needs of the students and society. By having good understanding about curriculum 2013, it encouraged the teachers to teach creatively and effectively so that it foster the students to understand the material given by the teacher and to be more active during teaching and learning process.

In short, the two teachers have almost the same definition of 2013 curriculum. The definition explained by the the teachers was already correct.

ii. Teachers' knowledge of the purpose of curriculum 2013

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.

Teacher A : "The goal of K-13 is good so that children will be more active and will understand the knowledge well. Hence, they do not only memorize lessons but they also find out the answer by themselves."

Teacher B : "Curriculum 2013 basically intends to improve the previous curriculum. If the previous curriculum only emphasis on knowledge, in Curriculum 2013 as I said before, there is a character building, social value, and also a religious value. So, the goal is not only being knowledgeable in academic but also being intelligent from the emotional quotient (EQ) side. Not just IQ but also EQ. So it becomes balance).

It is aligned with Darsih (2014), she mentioned that the purpose of implementing curriculum 2013 is to build a prime character of in order to encourage and prepare the learners to play their roles in society positively and meaningfully because the previous curriculum only focuses on improvement of knowledge and cognitive aspect and not pay attention on attitude and students' creative thinking. Furthermore, Nur and Madkur (2014) explained that the character education is directed to give birth to generation with strong character, high integrity of moral and tough mental-spiritual behaviour. Mulyasa (2013: 65) elaborated

that the goal of applying curriculum 2013 is to facilitate Indonesian people to be productive, creative, innovative, and affective through integrated attitude, skills, and knowledge emphasis. Teacher's knowledge about the purpose of 2013 curriculum influence them in designing innovative teaching material which accordance to the purpose of 2013 curriculum.

b. Teachers' emotion

i. Teachers' satisfaction about the implementation of curriculum 2013

The two teachers had different satisfaction regarding the implementation of curriculum 2013. Teacher A felt satisfied with the implementation of curriculum 2013. Meanwhile, teacher B felt unsatisfied in implementing curriculum 2013. It was because she found some weaknesses during teaching and learning process when she applied curriculum 2013. The weakness is the class condition did not support the learning process. Besides, the characteristic of the students in each class was different.

Teacher A : "So far, I'm happy implementing Curriculum 2013. It has been done for few years. From the beginning, this school had already applied Curriculum 2013 and now applying this curriculum has become common activity. However, we must update the newest adjustment of Curriculum 2013."

Teacher B : "I think the implementation of the 2013 curriculum has not been maximized because I find a weakness in my teaching process. Maybe the lesson plan has already good. However, when I practice it in the classroom, there will be found some weaknesses. For example, when I applied a certain technique that I think it was a good technique. In fact, the class condition didn't not support. That was the weakness according to me."

Gibson, Ivanovich, and Donnelly (1985) state that strong emotion often warps perception. Someone's emotion also affects his/her perception. It can be said that teacher B had negative emotion since she felt unsatisfied with the implementation of curriculum 2013. However, she could manage her negative feeling by finding solution to overcome the weaknesses. She changed the technique in teaching based on the class condition.

ii. Teachers' anxiety toward the implementation of curriculum 2013

Both teachers had different perspective about their anxiety in applying scientific approach when teaching by using curriculum 2013. Teacher A did not feel worry in applying scientific approach as she has already felt the advantages teaching by using scientific approach. Whereas, teacher B felt worry because she was afraid if the students did not understand teaching material.

Teacher A : "I like teaching by using scientific approach, so I did not feel worry. It was because I could attain all the steps in scientific approach. Nevertheless, sometimes I change the technique. Besides, by applying scientific approach, the activity of teaching and learning could run well."

Teacher B : "Sometimes, I feel worry about my students' understanding. I still doubt whether my student can understand the lesson or not."

Darsih (2014) said that teachers need to adapt with the learning revolution based on curriculum 2013 which emphasizes a modern pedagogical dimension in learning process by using scientific approach. Syahmadi, (2013, p. 35) mentioned that scientific approach covers five steps namely observing, questioning, associating, experimenting, and networking. By using this approach, teachers are pushed to use multimedia to support their teaching and to be creative in providing teaching material for the students. Though teacher B felt worry if

she thought by using scientific approach, yet she kept focusing to teach her students by implementing other methods or approach which were more appropriate with the material so that her students could understand the material easily.

c. Teachers' Behavior

i. Teaching Approach

All teachers did not always implemented scientific approach in the teaching and learning process because of limited time. Though, both of the teachers made an effort to apply scientific approach. To overcome this problem, both teachers decided to continue the rest of scientific approach steps in the next meeting.

Teacher A : "I wish I can always use scientific approach. In the beginning I apply scientific approach but later to enhance students understanding I use teacher centre to discuss the material deeply."

Teacher B : Not yet, but I try to apply the 5 steps of scientific approach. Though, sometimes there are some obstacles. The main problem is the time, the time is not enough."

Sahirudin (2013) explained that the number of hours of learning English at class in the curriculum 2013 are less than that of previous curriculum. This brings a big challenge for both teacher and students to work harder in achieving goal in a limited time. Darsih (2014) added in curriculum 2013, the duration of English is very short, so it is hard for teachers to provide or improve students' competence by giving them exercise and opportunity to practice English.

ii. Teaching Order

Both teachers had the same perspective about teaching order. In this case, teaching order was about the implementation of the five steps of scientific approach in sequenced. Teacher A and teacher B tried to applied the five steps in sequenced. Nevertheless, the lack of time

was the main problem in implementing the five steps of scientific approach. According teacher B, for her the problem is not only limited time but also from the characteristic of the class she taught. There was a class which many active students and other class which had many passive students.

Teacher A : “So far, I always applied the five steps of scientific approach in sequenced. But, form my experience if we cannot finish it in one meeting, we can continue the five steps in the next meeting.”

Teacher B : ”Not yet. I have not applied the five steps of scientific approach in sequenced. It is because limited time and characteristic of the student. The solution is that I have to change the time with another subject and use another technique such as role play, TGT and TPR.

Darsih (2014) mentioned that the problem in questioning step of scientific approach was students especially in the first grade has difficulties to express their ideas, their opinions and their findings in English because they tend to use their mother tongue therefore teachers’ play important role in this step to guide their students to speak English confidently.

iii. Teaching Interaction

All the teachers mentioned that they always had interaction with the students. They also encouraged the students to be active in the class. Teacher A pushed her students to be active in teaching and learning process by giving games and applying interesting technique to attract the students. While, teacher B tried to make her students active by giving additional points for students who were active in the class.

Teacher A: “Yes, I encourage the students to be active by giving games, using role-play, jig-saw so that the students will not get bored.”

Teacher B : Certainly, I always invite the students to be active in the class by giving point to them. I also give additional point if they speak

English actively during the class. We also have a program, named “English Agent”. This agent will get a special pin and they have to speak by using English to other students and the other students should speak English to ‘English Agent’.

Nur and Madkur (2014) stated that teacher could be motivator for the students to make them excited to learn the material. Besides, maintaining the willingness of the students to explore the learning material is the hardest roles of the teacher.

d. Teachers’ Motivation

i. Teachers’ Willingness

All the teachers shared the same answer that they were eager to participate in the seminar of Curriculum 2013. Teacher A said that she was excited to join the seminar about Curriculum 2013 because she would gain knowledge to improve her skill in teaching. Furthermore, she explained that the seminar was mandatory from the government even though she was interested with the training since there was new information about Curriculum 2013.

Teacher A : “I do really want to join training about Curriculum 2013 because I can obtain new knowledge to enhance my teaching skill.”

Teacher B : “Yes, absolutely I do really need the seminar. It is because I have never taught by using curriculum 2013 before. When I was a college student, I taught by using KTSP curriculum. So that my understanding about curriculum 2013 was still low. The seminar is very precious for me because I can get knowledge about Curriculum 2013. Besides, I can share with other teacher from different school about curriculum 2013. “

Teacher B mentioned that she really needed the seminar about curriculum 2013 because she never taught by using curriculum 2013 before. Once she was a college student, she did field practice and

taught by using KTSP curriculum. Therefore, she needs a training to enhance her comprehension about curriculum 2013.

ii. Teachers' Readiness

The data of readiness of the teachers were gathered from the interview and documentation. The question was about whether the teachers prepare lesson plan and learning material or not. The result of the interview showed that all of the teachers always prepared lesson plan and learning material before they taught. The material was not only from the government book but also from additional material from the teacher such as from pictures, story and even movie.

Teacher A always prepared the lesson plan before teaching. She mentioned that the challenge in implementing Curriculum 2013 was the material from the government is very simple and it made the students get bored. Consequently, teacher A should thought deeply how to make interesting material and activities so that the students would not get bored and interested in the lesson. Besides, she also said that the students should observe something. When they observe something, it would trigger their curiosity. When they observe something, it would trigger their curiosity about something such as a movie then she asked the students to find the information from the movie. Later, they discussed the information with their friends. Afterwards, they shared the result of discussion in front of the class. This activity made the students interested because they did not only learn from book but also could learn from other source like movie.

According to teacher B, she also prepared the lesson plan before teaching. The material was not only from the government book but she also combined from another book. If she found the material from handbook which was not appropriate with the government book, she would not use it. Otherwise, if the material from the book was appropriate she would apply the material. The approach and learning strategies that the teacher usually employed were scientific

approach and active learning such as role play and games to encourage students to be active and interested in teaching learning activities.

Teacher A : "Right, I always prepare the material before teaching. The challenge is that the material is too simple and it will make the students get bored. So, I have to think about the lesson plan, material, activities that will make them interested in the lesson."

Teacher B : "Like what I said before, I do not only use text book. So I combine between Government book and handbook. If the material is not match with government book, I don't use it. If the material from the text book is match with the government book, I will use the material."

2. Factors that Influence Teachers' Perceptions in Implementing Curriculum 2013

a. Teachers' Teaching Experience

Teachers have same perception that experience gives impact to their perception and how the perception influence teaching practice in the classroom. They explained that experience was very important to complete the knowledge, which was delivered to students. Teacher A stated that her teaching experience about students' characteristic help her to employ curriculum 2013 better. Though, she said that she had to learn deeply about curriculum 2013 in order to make the student comprehend the teaching material properly. In line with teacher A, teacher B explained that her teaching experience when she did field practice program helped her in implementing curriculum 2013. Nevertheless, she said that this curriculum is new for her so that she needed to learn more about the curriculum. Furthermore, teacher B stated that the challenge in employing curriculum is how to insert moral value in the teaching material. She gave example, when she taught about Job, she explored the surgeon activity before

surgery. The surgeon and his team would pray before surgery thus the surgery would run well. From her explanation, it could be concluded that teacher B could put in the moral and religious value during his teaching activity.

Both responses indicated that teaching experience help them to applied the new curriculum and enriched the method in the learning process. However, they still kept on learning the new curriculum in order to master the curriculum deeply and deliver it to the student effectively.

b. Teachers' Educational Background

Teachers' educational background is another factor which contributes to teachers' perceptions. It relates to the degree that they have completed but also refers to the content teachers have learnt. The teachers' responses revealed that educational background is useful for them since it could shape their knowledge and perception and had impact to their practice Teacher A mentioned that her teaching background was beneficial to figure out the curriculum 2013. Besides, the skill and method that she applied when she taught in the classroom derived from her knowledge in university. In line with teacher A, teacher B stated that her teaching background could help her to comprehend the curriculum 2013. Even though, she added that she had to learn more about the curriculum. Based on this explanation, it could be assumed that educational background was beneficial to help the teacher comprehend the curriculum 2013 effectively. Furthermore, educational background also shaped teachers' basic knowledge of teaching and gave impact to their practice.

c. Teachers' Teaching Training

Teacher training is essential to help the teacher to figure out 2013 curriculum and to employ it in the classroom practice. Therefore, if the teachers did not understand the curriculum, they would gain difficulties in implementing the curriculum in the teaching learning activity. Teaching training

is the solution to train the teacher to upgrade the teachers' knowledge toward the 2013 curriculum. Both of the teachers thought that teachers' teaching training is useful for them. Teacher A stated that she agreed that teachers teaching training is effective for teachers to implement new curriculum. It is because in teaching training there was a trainer who gave material about 2013 curriculum, peer teaching between the teachers in the training and material which could improve the knowledge of the teachers. In accordance with teacher A, teacher B said that teacher training is advantageous for her because it could enhance her teaching capability. Moreover, by participating in the teaching training she acquired new knowledge about 2013 curriculum.

From the description above, it can be concluded that both teachers had the same opinion that teachers' teaching training is very significant for the teacher to more understand about 2013 curriculum. By attending the training, teachers could comprehend 2013 curriculum deeply and enhance their teaching ability. Besides, if they found difficulties in implementing 2013 curriculum in the classroom practice, they could ask the trainer about the solution and they could share with the other teachers in the training how to solve the problem together. Thus, it could be assumed that teacher who participates in teachers' training would gain better understanding about new curriculum and it will help them to face the difficulties in implementing new curriculum.

d. Teachers' Personal Experience

Teachers' personal experience which includes social interaction, interactions with colleagues and teachers' involvement in organization or community contribute to shape teachers' perception and knowledge. Teacher A and teacher B had different personal experience when they taught in the class. Teacher A made interesting activity to attract the students' attention. She tried to find interesting activity by searching video in

You Tube how to make students active. Based on her experience, students who did not understand the lesson but interest with the activity had willingness to learn more about the lesson. Meanwhile, teacher B had experience with students who have less independent. Then, she provided text and movie to encourage her student to be more independent. From the text and movie presented, she asked the students to analyze the character of the movie and make summary from the movie.

The finding revealed that both teachers had valuable personal experience with their students during teaching and learning process. Those experiences helped them when they found difficulties in implementing curriculum 2013. Teacher A and teacher B perceived that applying 2013 curriculum in the classroom practice was not difficult since they had personal experience which help them deal with difficulties in implementing 2013 curriculum. Thus, it could be concluded that personal experience influence teachers' perception in implementing new curriculum. This finding is in line with Richardson (1996), he discovered three factors which influenced teachers' perception and beliefs: personal experience, experience with schooling and instruction, and experience with formal knowledge both school subject and pedagogical knowledge.

3. The Effect of Teachers' Perception into the Classroom Practice

a. Teaching Process

This section showed the effect of teachers' perceptions toward the implementation of 2013 curriculum in the classroom practices based on the observation of their teaching practices and analysis of teachers' teaching document such as lesson plan, student's worksheet and syllabus.

Teacher's' perceptions toward the implementation of 2013 curriculum influenced classroom practices, i.e. what they perceived about 2013 curriculum was what they practice in the classroom. Teachers'

perception is the key factor that influences teaching process. Understanding the principal of new curriculum enabled teachers to adapt with the curriculum change and to apply it in the classroom. In line with this, this study used observation to find out the effect of teachers' perception about 2013 curriculum into classroom practice. There is a match between teacher A and teacher B perceptions and their practices in the classroom. Both teachers perceived that implementing 2013 curriculum was based on lesson plan and teachers' creativity in applying the material in the classroom practice. It can be seen on the observation result, these teachers implement their perception by using interactive activity. So that students were enthusiastic and active during teaching and learning process. It matches with their perception about teaching is students' centered. It is also aligned with the purpose of curriculum 2013 which expected to shift from teacher-centered to more student-centered.

b. Teaching Activity

Teachers employed five steps of scientific approach to expand and deepen students' knowledge about the material they learnt. The five steps of scientific approach are observing, questioning, experimenting, associating, and communicating.

i. Observing

In the step of observing all two teachers implemented it well. Teacher A provided the students a video of a town. There were some buildings in a town. She asked the students to observe the video. Then, she told the students to mention name of the buildings in the town. In the step of observing, there was no problem for teacher A. Everything ran smoothly. The school provided media such as LCD and sound system, so that the teacher could play video in the step of observing. The result of interview and questionnaire showed the same thing. Teacher B used pictures as the media in the step of observing. The picture was

based on the book. The teacher chose the picture was based on the topic of the book. The pictures were about things around you. After that, teacher B told her student to observe directly how many rooms in this school by walking around the school. For teacher B, there was also no problem found.

ii. Questioning

In the step of questioning, teacher A always invited the students to ask. However, there was only some students who always actively asked about the material given in the step of observing. Teacher B also guided the students to ask. She even encouraged her students by giving additional score to those who often ask. Hence, her students were still shy and only few of them who asked questions.

iii. Experimenting

In the first observation, Teacher A played a video about a town. In this experimenting step, the teacher told the student to create their own city. The students were free to draw any buildings in their town. The students did it in group. Meanwhile, teacher B in the first observation taught about things around you. Then, experimenting activity was conducted by making sentence about the functions of each room in this school. The student did it individually.

iv. Associating

Teacher A conducted associating by asking the students to make sentence to describe the building in city and describe who work at the building. Teacher B conducted associating step by asking the students to make a descriptive text about the buildings in their school.

v. Communicating

In the step of communicating, teacher A asked the student to come forward and presented the city they have made. Every group created the name for their city. Every student in one group had to present one

building and one job related to the building in the city. Teacher B asked the student to come forward and tell about the buildings in their school with their function.

In applying the five steps of scientific approach, both teacher A and teacher B did not find any difficulties. The teaching and learning process ran properly. The challenge was only limited time. Thus, the five steps could not be finished in one meeting. The solution was the lesson must be continue in the next meeting. From this explanation, it indicated that teachers' perception contributed in influencing teachers' decision making in the classroom related to the choice of learning activities of the student.

Conclusions

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 teacher's decision making in the classroom related to the choice of learning and activities for students.

In line with the findings of the research which revealed that there are some problem found in implementing curriculum 2013; it is suggested that teachers should improve their competences and keep up with the advance of knowledge and technology by participating any training, workshop and socialization of curriculum 2013. Besides, the teachers have to improve their various teaching, methods, and increase their creativity in making interesting material for the students. As a result, the teaching and learning process will be run smoothly and students will be more motivated in the learning process.

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