TEACHERS' DIFFICULTIES IN IMPLEMENTING THE 2013 CURRICULUM*

Rian Juanda[1], Anjas Pratama[2], Wita Rela Ningsih[3], Nina Afriani[4], Siti Raudha[5], Nurbaiti[6], Siti Barliana[7]
English Study Program
Universitas Islam Indragri - Tembilahan Riau[1.2.3.4.5.6.7]

ABSTRACT

The implementation of the 2013 Curriculum is the continuity of the implementation of the Competency-Based Curriculum and School-Based Curriculum, which includes integrated competency of attitudes, knowledge, and skills. It is not as easy as imagined since, in reality, it has been found some obstacles in implementing it. Therefore, the primary purpose of this research is to find out and describe the obstacles faced by teachers in implementing it. Moreover, the researchers used descriptive research design to achieve its goal. The research samples were English teachers who were from several different juniors and senior high schools. Then the researchers used a questionnaire and interview to gather the corpus. After analyzing the data, it found that they do not get significant obstacles in preparing the Lesson Plans. However, some points as evaluation are obstacles in adjusting the character values based on the basic material competencies, and incompatibility between the materials in the syllabus and the 2013 Curriculum textbooks. Also, they find the difficulties in learning implementation such as how to bring applicative skills in the learning process, how to foster the students' creativity with the limited facilities, and how to apply the scientific approach stages especially for "Asking" and "Reasoning." Then they get quite tricky in implementing assessment of the 2013 curriculum, like many assessment instruments must be completed, and some teachers are proficient using the 2013 Curriculum assessment application.

Keywords: *The 2013 Curriculum, Teachers' Difficulties*

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INTRODUCTION

Law Number 20 the Year 2003 regarding the National Education System as a mandate for the administration of education is expected to be able to create a growth and development process of the students' personal qualities as the relay holders of the nation's future successors.

The implementation of the 2013 Curriculum is the continuity stage of the implementation of the Competency-Based Curriculum, which was initiated in 2004 and

School-Based Curriculum in 2006 which includes integrated competencies of attitudes, knowledge, and skills. The challenges of the 21st century underlie the 2013 Curriculum initiation, which is marked by the centuries of science, knowledge-based society, and future competencies. Besides, several needed reasons of the 2013 Curriculum development are the learning process change (from students being told to students find out), the assessment process change (from output-based to process and output-based) requires additional hours of study, many countries tend to add more study hours, and the study hours in Indonesia compared with other countries are relatively shorter.

In reality, the implementation of the 2013 Curriculum is not as easy as imagined because many things become obstacles or problems in implementing and developing them. Many studies have been done by previous researchers relating to the implementation of the 2013 curriculum in the field. Hendrik Purnomo (2018), from Muhammadiyah University of Surakarta, conducted a study about the implementation of the 2013 Curriculum in English Lesson at Muhammadiyah Surakarta Junior High School. His research findings showed that the problems faced by the teachers in implementing the 2013 curriculum were related to the time allocation and the students' condition. Moreover, Pradita Amelia Nugraha (2016), from Sebelas Maret University, also researched the implementation of the 2013 Curriculum in English Teaching for Vocational High School. It was conducted at SMK Negeri 2 Surakarta. The research results revealed some difficulties found by the teachers in implementing the 2013 curriculum such as incompatibility material in K-13 books and Scientific Approach steps in the syllabus, lack of objective implementation of attitude assessment, and lack of time allocation in the implementation of Scientific Approach.

The phenomena are appealing for the researchers to examine if it happens for educators who have implemented the 2013 Curriculum, especially schools located in the regions. Three points were as the indicators of this study which were how teachers prepare the lesson plan, implement the learning process, and conduct an assessment. Therefore, the purpose of this research is to find out and describe the teachers' difficulties in implementing the 2013 Curriculum.

REVIEW OF LITERATURE

Curriculum

The curriculum is a set of plans and arrangements regarding content and learning material that teachers submit or learn by students. The curriculum contents are composed of studies and lessons to achieve the objectives of organizing an education unit. It adapts to the national education goals as stated in article 3 of Law Number 20 of 2003, that is to develop the students' potential to be human beings who believe and be devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The curriculum is closely related to the quality of education, although it is not the only factor influencing the education quality (Kwartolo, 2002: 106). According to Nasution (2008: 5), it is something that is planned to achieve educational goals. Kwartolo (2007: 47) explains that there are many definitions of the curriculum, but the essence is to deliver students through learning experiences so that they can grow and develop optimally.

According to Ralp Tyler in S. Nasution (2012: 6), curriculum development is determined by four aspects; the philosophical aspect, the sociological aspect, the psychological aspect and subject matter. The curriculum is designed to actualize national education goals that are adapted to the students' development based on environment development. The curriculum as a system has interrelated components to develop learning systems. Its components consist of several things; Objectives, Methods, Organization and Evaluation (Oemar Hamalik, 2008: 24).

Concerning the theories above, it can be concluded that the curriculum is a series of plans and arrangements which regard to the content and subject matters. It is to achieve the education units' implementation objectives that are adjusted to the national education purpose. It has several components; curriculum objectives, curriculum methods, curriculum organization, and curriculum evaluation.

The 2013 Curriculum

The 2013 curriculum aims at preparing Indonesian to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and practical and

able to contribute to social, national, state, and world civilization life. Learning planning in Curriculum 2013 is designed in the form of a syllabus and lesson plans that refer to the Content Standards.

Learning planning includes the preparation of lesson plans, media, learning resources, learning assessment tools, and learning scenarios. Preparation of syllabus and lesson plans adjusted to the learning approach used. Whereas for the implementation of learning is the implementation of the lesson plan, which includes preliminary, core and closing activities.

The implementation of the 2013 curriculum in learning process includes preliminary activities, core activities and closing activities. The preliminary activities aim at strengthening the students' understanding of the concepts and materials that will be learned by them. The core activities emphasize the application of scientific approaches in the learning process, learning models, learning methods, learning media and learning resources that are tailored to the students' characteristics and subjects. Closing activities are used by the teachers and students to evaluate the whole set of learning activities.

The learning process assessment uses an authentic assessment approach (authentic assessment) that assesses the students' readiness, the process, and learning outcomes. It is tailored to the learning material and students' characteristics. The evaluation stage consists of determining the learning objectives, the assessment plan, the preparation of assessment instruments, the data collection, the data analysis, the interpretation and the follow-up (Abdul Majid, 2014: 29).

Changing mindset affects the changing learning approach in the 2013 curriculum. It supports the students' activeness which includes the scientific approach, integrated thematic (thematic between subjects), and thematic (in a subject) need to be applied to disclosure-based learning or research (discovery/inquiry learning). Encouraging the students' ability to produce contextual work both individually and groups is strongly recommended to use a learning approach that produces work based on problem-solving (project-based learning).

The 2013 curriculum has different learning characteristics from the previous curriculums, namely from passive learning to active learning where students are required to

actively search learning materials with a variety of learning approach that can be applied in learning. One of them is a scientific approach. It consists of five stages; observing, asking questions, gathering information, associating and communicating.

Learning in the 2013 curriculum is complemented by Teacher Guidelines and Student Books provided by the government to facilitate teachers and students in carrying out learning in class.

The 2013 curriculum brings changes in the classroom learning process. It is carried out interactively, inspirational, fun, challenging, motivating students to participate actively, as well as providing sufficient space for the initiative, creativity, and independence in accordance with the talents, interests, physical and students' psychological development.

Teachers' Difficulties

Difficulties are usually experienced by the teachers in the teaching-learning process. Teacher difficulties can be interpreted as if they feel genuinely unable to do anything else in the face of students' actions, then the possibility that he faces is an inability feeling (Rohani, 2010: 146).

The teachers' difficulty is the problem because the teacher feels dissatisfied with what happens, and he sees it as something that needs to be prioritized (Hamalik, 2014: 12-13). Learning process difficulties can be interpreted as a condition in the teaching process that is marked by the existence of certain obstacles for a teacher in teaching activities to obtain the results to be achieved, the obstacles may be realized or not realized by a teacher, whether psychological, sociological or physiological in the teaching process (Asep, 2008: 7).

Three opinions above almost have the same view of teacher difficulties, but slightly different from the second opinion which explains that teacher difficulties are problems that occur because the teacher feels dissatisfied with what happens and is seen as something that needs to be prioritized, while in the opinion of the first and third explain that the difficulty of the teacher is a condition that occurs in the classroom during the learning process which is characterized by a feeling of inability and certain obstacles for a teacher in teaching

activities in order to achieve precise results, the barriers are either psychological, sociological or physiological in the process teach.

Several factors cause difficulties (Shah, 2006:182):

1. Internal factors. Things or circumstances arise from within oneself, such as low intellectual capacity, emotional instability, attitudes and disruption of sensory organs and organs of motion.
2. External factors. Things or circumstances come from outside oneself, such as from the school or community environment.

RESEARCH METHOD

The researchers used a survey or descriptive research in this research. Sugiyono (2014: 207) said that descriptive research is research used to analyze data by describing data that has been collected without intending to make conclusions that apply to the public or generalizations. This study aims at describing the teachers' difficulties in implementing the 2013 curriculum. Then the research samples were English teachers from several junior and senior high schools. There are 15 schools involved in this research: SMK Al Ikhlas, SMA Tuah Gemilang, SMP N 2 Batang Tuaka, SMP N 4 GAS, SMP N IT SWTSI, SMA N IT SWTSI, MTs An Nur Pebenaan, SMA Swasta Persada Pebenaan, SMP Tunas Bangsa, SMP N 1 Kempas, MTs Al-Islahiyah, MA Babussalam, MTs Babussalam, SMP Babussalam, dan SMPN Satu Atap TL. Kelasa.

There are two research instruments used by the researchers to collect data; questionnaire and interview. The questionnaire, in the form of a Likert scale, was used to find out the teachers' difficulty in implementing the 2013 Curriculum. The results of the questionnaire data were analyzed by using descriptive statistics. Then the interview results were analyzed by three stages of qualitative data analysis as explained by Miles and Huberman (in Sugiyono, 2012: 337-345); data reduction, data display, and data verification/conclusion.

Tabel 1. Score Category of Teachers' Difficulty

No	Interval Score	Category
1	00 – 50%	Not Difficult
2	51 – 75%	Difficult Enough
3	76 – 85%	Difficult
4	86 – 100%	Very Difficult

FINDINGS AND DISCUSSION

Questionnaire Results Data

In collecting data, the researchers used questionnaires which were distributed to 15 English teachers at different schools. The results of the data analysis are as follows:

Table 2. Students' Questionnaire Results

Items No.	Statements	Percentage (%)
1	I do not fully understand the K-13 objectives.	44%
2	I do not fully understand the scientific approach in the K-13.	45.3%
3	I have difficulty in determining the basic competencies in the syllabus based on the material to be taught.	42.6%
4	I have difficulty in adjusting the character values to be achieved based on the basic competencies of the material.	60%
5	I get difficulty to match the material in the K-13 textbook and the steps in the scientific approach to the lesson plan.	46.7%
6	I get a few inappropriate materials in the syllabus and K-13 textbook when compiling lesson plans	60%
7	I find the use of K-13 textbooks to be less effective in improving the learning process.	52%
8	I find the use of language in the K-13 textbook challenging to understand.	46.7%
9	I have difficulty in implementing the learning process that leads to applicative skills.	65.3%
10	I have difficulty in implementing the learning process that fosters students' creativity.	58.7%
11	I have difficulty using information technology in the learning process.	54.7%
12	I have difficulty in applying the scientific approach to the "Observing" stage.	48%
13	I have difficulty in applying the scientific approach to the "Asking" stage.	60%
14	I have difficulty in applying the scientific approach to the "Trying" stage.	46.7%
15	I have difficulty applying the scientific approach to the	49.3%

	"Associating/Reasoning" stage.	
16	I have difficulty applying the scientific approach to the "Communicating" stage.	46.7%
17	I have difficulty in developing learning models according to the needs of each material.	49.3%
18	I have difficulty in evaluating attitude competencies.	42.6%
19	I have difficulty in assessing knowledge competence.	44%
20	I have difficulty assessing skills competency.	53.3%
21	I find a mismatch in K-13 textbooks in learning assessment/ evaluation.	53.3%
22	I get less objective scoring rubrics.	60%
23	I have difficulty processing students' grades in a report card.	57.3%

The table above shows the participants' response to the statement "*I do not fully understand the K-13 objectives*". The results of the data analysis showed that there were two participants answered Strongly Disagree, ten participants answered Disagree, one participant answered Neutral, two participants answered Agree, and no one answered Very Agree. It indicates that participants have a good understanding of the 2013 curriculum purpose. The percentage result (44%) indicates that understanding the 2013 curriculum objectives is not difficult for them.

Then it shows the participants' response to the statement "*I do not fully understand the scientific approach in K-13*" The data displayed that there were three participants answered Strongly Disagree, seven participants answered Disagree, three participants answered Neutral, two participants answered Agree, and no one answered Very Agree. It indicates they have a good understanding of the scientific approach in the 2013 Curriculum. The percentage result (45.3%) reflects that understanding the scientific approach in the 2013 Curriculum is not difficult for them.

Moreover, it describes the respondents' response to the statement "*I have difficulty in determining basic competencies in the syllabus based on the material to be taught*" Its results described there are seven participants answered Strongly Disagree, two participants answered Disagree, four participants answered Neutral, one participant answered Agree, and one participant who answered Strongly Agree. These results show that they have no difficulty in determining the basic competencies in the syllabus based on the material to be taught in the 2013 Curriculum, which supported by the percentage results (42.6%).

In addition, it shows the samples' response to the statement "*I have difficulty in adjusting the character values to be achieved based on the basic competence of the material.*" The data showed that there were three samples answered Strongly Disagree, six samples answered Neutral, six samples answered Agree, and none of them answered Disagree and Strongly Agree. It implies that they have difficulty in adjusting the character value to be achieved based on basic material competencies in the 2013 Curriculum. It proves by seeing the percentage results (60%), which were categorized as quite tricky.

Furthermore, the table above also shows the participants' answers to the statement "*I have difficulty matching the material in the K-13 textbook and the scientific approach steps in the lesson plan*" The data analysis results inform that two participants responded Strongly Disagree, seven participants responded Disagree, five participants responded Neutral, one participant answered Agree, and no participant answered Strongly Agree. The results indicate that the samples did not get significant difficulties in matching material in K-13 textbooks and steps in the scientific approach to the lesson plan. It was supported by the empirical data of the percentage results (46.7%).

Next, the data above explains the participants' feedbacks to the statement "*I get a few inappropriate materials in the syllabus and K-13 textbook when compiling lesson plans*" The results show that one respondent claimed Strongly Disagree, three respondents answered Disagree, six respondents responded Neutral, five respondents answered Agree, and no respondent answered Strongly Agree. The percentage result was 60%. It points out that they found difficulty in matching some materials in the syllabus and K-13 textbook when preparing lesson plans.

Additionally, the table above expresses the participants' responses to the item "*I find the use of K-13 textbooks to be less effective in improving the learning process*" The findings display that only one participant gave answer Strongly Disagree, seven participants delivered respond Disagree, four participants answered Neutral, three participants responded Agree, and no one answered Very Agree. It indicates that they felt the use of K-13 textbooks to be less effective in improving the learning process. It supports by the percentage results was 52%.

The table above also represents the participants' response to the statement "*I find the use of language in K-13 textbook difficult to understand*" the data analysis results display that there are two participants acknowledged Strongly Disagree, nine participants responded Disagree, only one participant answered Neutral, three participants gave response Agree, and nobody answered Very Agree. The percentage results (46.7%) also showed that the use of language in K-13 textbooks was not difficult for them.

Considering to the table above, it finds the participants' response to the statement "*I have difficulty in implementing the learning process that leads to applicative skills*" The findings tell to the readers that there are two participants answered Strongly Disagree, Disagree, and Neutral on each alternative options, eight participants answered Agree and only one participant who answered Strongly Agree. The percentage results (65.3%) indicate that they got enough difficulty in carrying out the learning process that leads to applicative skills.

The results of the participants' responses to the statement "*I have difficulty in implementing the learning process that fosters students' creativity*" inform that there are two participants responded Strongly Disagree, five participants commented Disagree, one participant answered Neutral, six participants answering Agree, and also one participant who answered Strongly Agree. The percentage results (58.7%) expressed that they found enough difficulty in implementing the learning process that fosters students' creativity.

Afterwards, the evidence above shows the participants' answers to the statement "*I have difficulty using information technology in the learning process,*" which there are two participants answered Strongly Disagree, five participants said Disagree, three participants selected Neutral, five participants answered Agree and none of them who answered Very Agree. It is supported by the percentage of results (54.7%), which indicate that they obtained enough difficulty in using information technology in the learning process.

The accurate information shows the respondents' answers to the statement "*I have difficulty in applying the scientific approach to the "Observing" phase*". The results show that two participants answered Strongly Disagree, six participants answered Disagree and Neutral on each alternative option, only one participant answered Agree, and Disagree, and

nobody answered Very Agree. The percentage results (48%) imply that they made no difficulty in applying the scientific approach to the "Observing" stage.

Inline the same data, it describes the participants' response to the statement "*I have difficulty applying the scientific approach to the "Asking" stage*". The results show that there are two participants expressed Strongly Disagree, four participants answered Disagree, two participants responded Neutral, six participants feel Agree, and one participant who answered Strongly Agree. The percentage results (60%) indicate that they had enough difficulty in applying the scientific approach to the "Asking" stage.

Then the participants' response to the statement "*I have difficulty applying the scientific approach to the "Trying" stage.*" show that there are two participants choose Strongly Disagree, seven participants answered Disagree, five participants commented Neutral, one participant answered Agree, and no one answered Strongly Agree. To prove it by seeing the percentage results (46.7%) which indicate they do not have difficulty in applying the scientific approach to the "Trying" stage.

Besides, the participants' response to the statement "*I have difficulty in applying the scientific approach to the "Associating/Reasoning" stage*" were varied. It could be seen from the data analysis results that there are two participants answered on each option of Strongly Disagree, Neutral, and Agree, eight participants responded Disagree and one participant who answered Strongly Agree. The percentage results (49.3%) imply that applying the scientific approach to the "Associating/Reasoning" stage is not difficult for them.

Also, the table above notifies the participants' response to the statement "*I have difficulty in applying the scientific approach to the "Communicating" stage."* The findings show that there are two participants answered Strongly Disagree, nine participants answered Disagree, one participant answered Neutral, three participants selected Agree, and none of them answered Very Agree. The percentage results (46.7%) reveal that implementing the scientific approach to the "Communicating" stage is not difficult for them.

The table above shows the samples' response to the statement "*I have difficulty in developing learning models based on the needs of each material*." After analyzing the data, it found that two samples answered each choice of Strongly Disagree and Agree, six participants responded Disagree, five participants answered Neutral, and not anyone who answered Very Agree. It was supported by the percentage of results (49.3%), which mean that in developing learning models based on the needs of each material is not difficult for them.

From the table above also it could be found the participants' response to the statement "*I have difficulty in evaluating attitude competency"* that there are two participants answered Strongly Disagree and Neutral, ten participants responded Disagree, only one participant answered Agree. None of the participants responded Strongly agree. The percentage results (42.6%) indicate that they did not have essential difficulties in conducting attitude competency assessments.

By seeing the table above, it determines the participants' response to the statement "*I have difficulty in assessing knowledge competence.*" In this case, the results show that there are two participants answered Strongly Disagree, nine participants answered Disagree, three participants commented Neutral, one participant answered Agree, and no one responded Strongly Agree. The percentage results (44%) inform that they did not have significant difficulties in assessing knowledge competence.

The data inform about the respondents' responses to the statement "*I have difficulty in assessing skills competency.*" The analysis output shows that there are two participants answered on each choice of Strongly Disagree and Neutral, six participants chose Disagree, five participants claimed Agree, and none of them answered Strongly Agree. The percentage results (53.3%) point out that they found enough difficulty in conducting skills competency assessments.

Also, it shows the participants' response to the statement "*I find a K-13 textbook mismatch in learning assessment/evaluation."* It displayed that no participant answered Strongly Disagree, Agree, and Strongly Agree, five participants answered Disagree, and ten participants answered Neutral. The percentage results (53.3%) show that they get enough mismatching learning assessment in the K-13 textbooks.

It obviously demonstrates the participants' responses to the statement "*I get less objective rubric assessment.*" The findings inform that only one participant answered Strongly Disagree, four participants answered on each option of Disagree and Neutral, six participants answered Agree, and no participant answered Very Agree. The percentage results (60%) indicate that they found less objective scoring rubrics.

Also, it presents how the participants' response to the statement "*I have difficulty in processing students' grades in the report card."* The results reveal that no participant answered Strongly Disagree and Strongly Agree, seven participants responded Disagree, three participants answered Neutral, and five participants answered Agree, The percentage results (57.3%) expresses that they had difficulty in processing students' grades in the report card.

Table 3. Questionnaire Results of "Preparation of Lesson Plan" Indicator

Indicator	Item No.	Percentage (%)	Category
Preparation of Lesson Plan	1	44.0%	Not Difficult
	2	45.3%	Not Difficult
	3	42.6%	Not Difficult
	4	60.0%	Difficult Enough
	5	46.7%	Not Difficult
	6	60.0%	Difficult Enough
Total		***298.6%***	
Mean Score		***49.76%***	***Not Difficult***

From the table above, it can be seen that the participants did not have significant difficulties in preparing the lesson plans, it is proven by the average score (49.76%) which is in the range of 00% - 50% which means there is no difficulty. Furthermore, two statements that are still considered difficult enough for them are in adjusting the character values to be achieved based on the basic competencies of the material, and the incompatibility of some materials in the syllabus and K-13 textbooks when preparing the lesson plans.

Table 4. Questionnaire Results of "Learning Implementation" Indicator

Indicator	Item No.	Percentage (%)	Category
Learning Implementation	7	52.0%	Difficult Enough
	8	46.7%	Not Difficult
	9	65.3%	Difficult Enough
	10	58.7%	Difficult Enough
	11	54.7%	Difficult Enough
	12	48.0%	Not Difficult
	13	60.0%	Difficult Enough
	14	46.7%	Not Difficult
	15	49.7%	Not Difficult
	16	46.7%	Not Difficult
	17	49.3%	Not Difficult
Total		***577.8%***	
Mean Score		***52.53%***	***Difficult Enough***

The data informs that the participants had enough difficulty in implementing learning, which is evidenced by the mean score (52.53%), which is in the range of 51% - 75%. It indicates enough difficulties level. Then the statement which is still considered quite difficult for the participants is in implementing the learning process leading to applicative skills with the percentage (65.3%).

Table 5. Questionnaire Results of "Implementation of Assessment" Indicator

Indicator	Item No.	Percentage (%)	Category
Implementation of Assessment	18	42.6%	Not Difficult
	19	44.0%	Not Difficult
	20	53.3%	Difficult Enough
	21	53.3%	Difficult Enough
	22	60.0%	Difficult Enough
	23	57.3%	Difficult Enough
Total		***310.5%***	
Mean Score		***51.75%***	***Difficult Enough***

Concerning the data above, it can be found that the respondents had quite a difficulty in doing the assessment. It can be seen from the mean score (51.75%), which is in the range of 51% - 75%, which implies that there are enough difficulties. Moreover, the statement that is still considered quite difficult for the participants is still getting less objective rubrics assessment.

Table 6. All Indicators Recapitulation

No.	Indicators	Percentage (%)	Category
1	Preparation of Lesson Plans	49.76%	Not Difficult
2	Implementation of Learning	52.53%	Difficult Enough
3	Implementation of Assessment	51.75%	Difficult Enough
Total		**154.04%**	
Mean Score		**51.35%**	**Difficult Enough**

From the above data, it can be displayed that all indicators scores are 51.35%; it is categorized in the "Difficult Enough" category. It means that the participants were still experiencing difficulties in implementing the 2013 Curriculum.

Interview Data

To support data obtained using a questionnaire, the researchers also used interviews with participants to obtain more accurate data. The interview results from the participants can be as follows:

1. There are a number of schools that have just implemented the 2013 Curriculum, so the teacher got difficulties in preparing the Lesson Plans of the 2013 Curriculum.
2. It is difficult to transfer from School-Based Curriculum to the 2013 Curriculum.
3. In the learning process, the obstacles faced by the teacher are related to the facilities and infrastructure available in the school because many schools do not have maximum facilities.
4. The material in the 2013 Curriculum textbook is not explained in detail as in School-Based School textbook does, so the students have to find out a lot on their own, but limited facilities constrain it.
5. It is difficult to change the teacher-centred learning paradigm to be students-centred learning.
6. It is difficult to encourage children more active in the learning process to be more independent and creative.
7. Questioning and reasoning are still considered difficult to apply in the scientific approach stage.
8. In assessing, several assessment indicators must be fulfilled.

9. In the processing of grades in the report card, the assessment process is different from the previous curriculum (School-Based Curriculum), not all teachers master the 2013 Curriculum assessment application, provide a description of the students' grades, need more detailed assessment because of each Basic Competency, and a lack of facilities to do processing in report cards, for example, the limited number of computers in school.

CONCLUSION

Based on the data that has been presented previously, there are several points as a conclusion. Firstly, it is in preparing the Lesson Plans; in general, they do not get significant obstacles in the preparation of lesson plans. However, there are several points for evaluation; (a). There are still obstacles in adjusting the character values to be achieved based on the basic competencies of the material, and (b). There is a lack of compatibility between the materials in the syllabus and K-13 textbook when compiling the lesson plans. Secondly, it is in learning implementation; the participants still find the difficulties in such as (a). In carrying out the learning process that leads to applicative skills, (b). The lack of facilities to foster students' creativity so that they are more active and creative, and (c). Some stages of the scientific approach are still considered difficult to implement, such as the stages of "Asking" and "Reasoning.". Thirdly, it is in implementation of assessment, it was still quite difficult for them to apply the 2013 curriculum like (a). Many assessment instruments must be fulfilled and (b). Not all teachers are proficient using the 2013 Curriculum assessment application.

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