

Senior High School Biology teachers perception towards implementation of 2013 revised curriculum according to school area zone in Gunungkidul

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Abstract. The purpose of this research is to describe Senior High School Biology teachers perception towards implementation of 2013 revised curriculum according to school area zone in Gunungkidul Regency, including graduates competencies aspect, process aspect, assessment aspect and follow up aspect. It is quantitative descriptive research. Research subject consisted of 20 Biology teachers from twelve senior high schools in Gunungkidul Regency. The data in this study were collected using a questionnaire, interview and documentation. Validity is determined by construct validity (*expert judgment*) and skalo program. Reliability is calculated by Kuder Richardson 20. The technique of analysis through descriptive analysis. The results indicate that different perception occur in three zones. Teachers perception of four aspects as follows: (1) Northern Zone was good in three aspects and still poor in process aspect (2) Middle Zone was excellent in four aspects (3) Southern Zone was good in four aspects. There was concluded that Biology teachers in Gunungkidul Regency have different perception in four aspects of 2013 revised curriculum.

Keywords: *biology, gunungkidul, perception, teacher, 2013 revised curriculum*

1. Introduction

The current Indonesia curriculum is the 2013 Revised Curriculum. 2013 Curriculum Revision originated from 2013 Curriculum after revision in 2016. The revision includes improvements by emphasizing Pancasila as the basic idea of the curriculum, improvement of documents and affirmation of character building and 21st century competence. Pancasila as the basic idea of the curriculum, the development of Education is based on Indonesian culture to improve the quality of Indonesian people. The substance of the document improvement includes the coherence of Core Competencies (KI) - Basic Competencies (KD) and document alignment, structuring the competence of Spiritual Attitudes and Social Attitudes in all subjects as well as structuring competencies that are not limited by taxonomic beheading of thought processes (high level thinking since elementary school). The characters formed are devotion / religious, love the motherland, tolerant, respect for diversity, honesty, fairness, empathy, compassion, respect, simplicity, forgiveness, humility, integrity, discipline, hard work, creative, independent, democratic, sense of want know, the spirit of nationality, respect for achievement, friendly / communicative, love peace, love to read, care about the environment, care about the social, responsibility, hard work, simple, brave, caring. 21st Century competencies include learning ability and innovation, digital literacy and life skills [1].

Teachers who teach in Gunungkidul will be faced with a unique area of Gunungkidul covering the northern zone, the middle zone, and the southern zone. Each zone gives different characteristics in economic, social and cultural. Northern zone consists of limestone mountains, so people in this area works as farmer and limestone craftsmen. Middle zone consist of urban life, so people in this zone life as labourer, entrepreneur and employee. Southern zone consists of limestone mountains and beaches. People in this zone life as craft man and depend on tourism for their income. Economic, social and



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cultural conditions is helped create the personal character of the people who inhabited the area, as well as the character of the students typical for each zone. Zone near to beaches and mountains tend to have low awareness about learning as evidenced by the low number of students who continue their education after completing junior high school while students in urban areas tend to have high learning awareness [2]. In addition, Gunungkidul has natural resources in the form of diversity of plants, animals and different environments in each zone. It makes Gunungkidul have natural learning resources that are in accordance with the scientific approach applied by the revised 2013 Curriculum.

Rao and Narayan defining acceptable perceptions is dependent on a person's behaviour when conveying that information that enables them to understand the situation around them, "perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment" [4]. According to this statement, teachers who work in Gunungkidul will get perception as based on their work environment. There is positive relation between environment and perception [5].

Curriculum implementation is important part of curriculum cycle [6]. The success of curriculum implementation is not only determined by the regulations or the government responsible, but also determined by the implementing party, namely educators / teachers. Teacher is at the centre of activities in curriculum implementation [7], [8]. Teacher success is related to interpretation, understanding and ability to apply curriculum in Education [9].

Based on the description above, the research to find out the perceptions of Biology teachers in the Implementation of the 2013 revised curriculum in Gunungkidul is important to do.

2. Research method

This research is a quantitative descriptive study with survey design

2.1 Research subject

Population in the generalization of the object/subject who have certain qualities and characteristics set by the researchers to learn and then pulled his conclusion [10]. Population of this study consisted of 20 Biology teachers from 12 senior high schools in Gunungkidul Regency. Saturated sampling is determined for this research. Sampling of saturated is the technique of determination of the sample when all members of the population used as sample [11].

2.2 Data collecting

The data were collected through three ways: survey, documentation, interview. The survey used questionnaires with dichotomy option. The instruments were sent to the respondents a week prior to surveyor coming. The respondents filled the instrument and the surveyor then checked the validity in term of the concordance of the responds to the real condition in schools by making discussion with the respondents and check documentation.

2.3 Instrument

The instrument of the research was questionnaires (Guttman scale). Four aspects are measured in the instrument, involving graduates competencies, process, assessment and follow up. Validity is determined by construct validity (*expert judgment*) and skalo program. Result from skalo program were reproducibility 0.98 and scalability 0.88. This results stated instrument fill requirements reproducibility > 0.90 and scalability > 0.60. Reliability is calculated by Kuder Richardson 20. Result from Kuder Richardson is 0.70, this result fill requirements > 0.60.

2.4 Data analysis technique

Data of this study is nominal data. Nominal data analyses were mainly using descriptive quantitative methods.

3. Results and Discussion

3.1 Results

3.1.1 Perceptions of northern zone biology teacher

There are 5 teachers in the northern zone. Perception seen from aspects of graduate competence, process, assessment and follow-up. There are 2 teachers who have excellent perceptions and 3 teachers have good perceptions in Competency aspects of graduates there are 1 teacher has good perception and 4 teachers have poor perception in process aspects. There is a teacher has excellent perception, 3 teachers have good perception and 1 teacher has sufficient perception in assessment aspects. There are 4 teachers have good perceptions, a teacher has sufficient perception in follow-up aspects. Percentage of each aspect shown at table 1:

Table 1. Percentage of northern zone biology teacher perceptions based on four aspects.

Category	Aspect			
	Graduate Competence	Process	Assessment	Follow up
Excellent	40 %	-	20 %	-
Good	60 %	20 %	60 %	80 %
Sufficient	-	-	20 %	20 %
Poor	-	80 %	-	-

3.1.2 Perceptions of middle zone biology teacher

There are 8 teachers in the middle zone. Perception seen from aspects of graduate competence, process, assessment and follow-up. There are 5 teachers graduates have excellent perception, 3 teachers have good perception, a teacher has sufficient in graduate competence aspect. There are 7 teachers have excellent perception, a teacher has good perception in process aspects. There are 4 teachers excellent perception, 4 teachers have a good perception in assessment aspects. There are 6 teachers have excellent perceptions and 2 teachers have good perceptions in follow-up aspects. Percentage of each aspect shown at table 2:

Table 2. Percentage of middle zone Biology teacher perceptions based on four aspects.

Category	Aspect			
	Graduate Competence	Process	Assessment	Follow up
Excellent	63 %	87 %	50 %	75 %
Good	14 %	13 %	50 %	25 %
Sufficient	13 %	-	-	-
Poor	-	-	-	-

3.1.3 Perceptions of southern zone biology teacher

There are 7 teachers in the southern zone. Perception seen from aspects of graduate competence, process, assessment and follow-up. There are 6 teachers have excellent perceptions and a teacher has excellent perception in graduate competence aspect. There is a teacher has excellent perception, 5 teachers have sufficient perception and a teacher has poor perception in process aspect. There are 4 teachers have excellent perceptions, 2 teachers have good perceptions and 1 has sufficient perceptions in assessment aspect. There are 3 teachers have good perception, 3 teachers have sufficient perception and 1 teacher has poor perception in follow-up aspect. Percentage of each aspect shown at table 3:

Table 3. Percentage of southern zone Biology teacher perceptions based on four aspects.

Category	Aspect			
	Graduate Competence	Process	Assesment	Follow up
Excellent	86 %	14 %	58 %	-
Good	14 %	-	28 %	43 %
Sufficient	-	72 %	14 %	43 %
Poor	-	14 %	-	14 %

3.2 Discussion

Teachers in three zones could receive graduate competencies change. It means that environment and situation in each zone could not affect perception of graduate competences. Based on interview, teachers in three zone has good understanding about graduates competences. They have been tried to increase their student graduate competence in daily activities.

The northern zone still has poor perceptions about the process aspects. Process aspect is related to arrange lesson plan and apply it in classroom. Teachers has no difficulty to arrange lesson plan, but according their opinion, its useless to arrange lesson plan. This can be happen caused by characteristic of students who have low learning motivation. Even though, they arrange but it will be failed. They spend more time to full guidance not as curriculum 2013 revised which has student centred standard. Environment in this northern zone is mountains and people with low income. People in this area has low consideration about education for their children. After graduate from middle school, they will ask their children to get job or get married. Students characteristic can be external factor of teacher perception. Thus, teachers do not have expectations in learning, whereas teacher expectations are the beginning of perceptions about learning process [11].

The four aspects of the middle zone are entirely good. This happened because all the schools in the middle zone were 2013 curriculum pilot school projects. These schools already have experience applying 2013 curriculum. The experience in previous 2013 curriculum made easy to adapt 2013 revised curriculum. Their experience formed by conceiving, feeling and enlivening with the 2013 curriculum [12], [13].

4. Conclusion

Based on the results and discussion it was found Biology teachers in Gunungkidul Regency have different perception in four aspects of 2013 revised curriculum.

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