

# Perception Teachers Civics the Implementation of the Curriculum

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## ArticleInfo

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**Abstract** - This study aims to: (1) describe the Civics teachers' perception of implementation of the curriculum 2013, (2) knowing the obstacles faced by teachers, (3) knowing the efforts of teachers to overcome obstacles and (4) knowing the opinions of Civics teachers for future improvement. The study population was all Civic Education teachers in State Junior High Schools in Samarinda City and the sample was target teachers who had trained and implemented the 2013 Curriculum. The sampling technique was purposive sampling. Data collection techniques: focused group discussion (FGD), interviews and questionnaires. The data analysis technique uses the percentage model while the measurement uses a modified Likert scale. The results showed: (1) the perception of Civics teachers in the implementation of the 2013 curriculum was quite poor because most teachers still had difficulty in implementing the 2013 curriculum; (2) obstacles faced: (a) the teacher has difficulty in determining the media in accordance with teaching and learning activities; (b) teachers find it difficult to implement project-based, problem-based and discovery-based learning methods due to time and cost constraints and lack of supporting facilities and infrastructure; (c) the recapitulation assessment is difficult every day because it is less specific. (3) Teachers' efforts to overcome obstacles: discussion among teachers ask the 2013 Curriculum instructors find the latest information through the internet and new published books, take part in training and carry out gradual assessments according to the teacher's understanding. (4) Civics teacher opinions for future improvement: the need for regular and continuous education and training, simplified assessment process, adequate facilities and infrastructure, reactivating MGMP (Subject Teachers' Consultation), continuous monitoring and evaluation after the Training is completed.

**Keywords** - Teacher's Perception; Civics Subjects, Curriculum.

## 1. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state [1]. The questionnaire above is in accordance

with the objectives of the Indonesian National Education set out in [2].

Curriculum development is one of the solutions to achieving educational goals, where the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and procedures used as a guideline for organizing learning activities [3] which ultimately determines the types and qualifications of graduates of an educational institution [4]. The 2013 curriculum is a further step in the development of the Competency Based Curriculum which was pioneered in 2004 and the 2006 Education Unit Level Curriculum which includes integrated attitude, knowledge and skills competencies. [5] explained that the 2013 curriculum emphasized material balance including competencies affective, cognitive, psychomotor and character. The teacher as the main educational staff must be someone who is able to apply the four teacher competencies, namely pedagogic, professional, social and personal. Furthermore, the task of the teacher in the education system is shown by its role as the party that must organize or manage the elements of the curriculum, the presentation system of subject matter, the administration system, and the evaluation system. The quality of teachers and students is determined by the curriculum component, learning strategies, and facilities and infrastructure [6].

The unpreparedness of teachers to implement the 2013 Curriculum raises diverse perceptions. [7] states that the impression that an individual receives depends on all experiences gained through the process of thinking, learning, and being influenced by factors originating from within the individual. According to [8] and [9], the success or failure of the implementation of the updated curriculum tends to be determined by the perceptions or beliefs that teachers have. Furthermore, [10] and [11] argue that we need to know why and how perception changes so that we can predict and influence perception, because perception is not static but can change. Right perception is needed because perception is the basis for forming one's attitude and behavior. Individual perception of their environment is an important factor,

because it will continue to determine the individual's actions [12] expressly say that "there is no certain behavior without perception; behavior is the result of perception ". Likewise [13] said that perception is an important element in the preparation of human behavior.

When we want someone to behave in a certain way towards a stimulus, it is necessary to intervene in forming the correct perception of that person. Likewise, in the context of the Civics teacher's perception of the implementation of the 2013 curriculum, it also needs to be known so that we can make effective policies for the future, so that the implementation of the 2013 curriculum can take place effectively. Based on these descriptions, the authors consider it very necessary to examine the perception of Civics teachers in the implementation of the 2013 curriculum in Samarinda City Junior High School.

## 2. Methods

This study used a descriptive qualitative method, with the aim of: (1) describing the perception of Civics teachers in the implementation of the 2013 curriculum (2) knowing the obstacles faced by teachers in implementing the 2013 curriculum, (3) knowing the efforts of teachers to overcome obstacles, and (4) knowing opinions Civics teacher for future improvement. The study was conducted from June to November 2015 in State Junior High Schools in Samarinda City.

The population of the study was all Civics teachers in the State Junior High Schools in Samarinda City and the sample was Civics teachers as many as 10 people who had trained and applied the 2013 curriculum. The sampling technique was purposive sampling. Data collection techniques are focused group discussions (FGD), interviews and questionnaires. FGDs are conducted early with the aim of capturing general problems. Furthermore, individual interviews were conducted with teachers to obtain data on the

obstacles faced by Civics teachers in the implementation of the 2013 curriculum, the efforts of teachers to overcome obstacles, and Civics teacher's opinions for future improvement. The filling out of the questionnaire aims to assess the variables and percentage of questionnaires per indicator, namely: (1) the variable teacher's perception regarding learning planning in the 2013 curriculum, consisting of seven questionnaire items, (2) teacher's perception of Civics material in the 2013 curriculum, four questionnaire items, (3) teacher perceptions about KBM in the 2013 curriculum, 35 questionnaire items, and (4) teacher perceptions about learning evaluation in the 2013 curriculum, four questionnaire items. The results of the questionnaire were analysed as a percentage [14]. Measurement techniques using a Likert scale with rating categories are: very good given a score of 4, good enough 3, good return 2, very bad given a score of 1, [15]. Further analysis is descriptive, used to describe the obstacles faced by teachers in implementing the 2013 curriculum, the efforts of teachers to overcome obstacles, and to describe the opinions of Civics teachers for future improvement.

## 3. Results and Discussion

### 3.1 Civics Teachers' Perceptions of the Implementation of 2013 Curriculum

Research data on Civics teachers' perceptions of the implementation of the 2013 curriculum focused on 4 (four) sub-variables, namely: Civics teachers' perceptions of 2013 curriculum planning, teacher's perceptions of Civics material in 2013 curriculum, Civics teachers' perceptions of teaching and learning activities in the 2013 curriculum, and Civics teachers' perceptions of learning evaluations in the 2013 Curriculum. Furthermore, the results of the questionnaire assessment that have been collected are presented in Table 1.

**Table 1:** Perceptions of Civics Teachers Against the Implementation of 2013 Curriculum in Samarinda City.

No.	Sub Variable	Score Achievement	Percentage (%)	Category
1.	Civics teachers' perceptions of 2013 curriculum planning	163	58.21	Not good
2.	Civics teachers' perception of Civics material in 2013 curriculum	84	51.88	Less Good
3.	Civics teachers' perceptions of learning activities teaching in the 2013 curriculum	608	43.43	Not Good
4.	Civics teacher's perception of the evaluation of learning in the 2013 curriculum	46	28.75	Very poor
Total		900	45.00	Not good

Description: Ideal Score No. 1 = 280, No. 2 = 160, No. 3 = 1,400, No. 4 = 160, and the Ideal Total Score = 2000.

The data in Table 1 above illustrates that the perception of Civics teachers in the implementation of the 2013 curriculum in Samarinda City is classified as unfavorable (45.00%). Table 1 sub variable No. 1 shows that in general teachers' perceptions of learning planning in the 2013 Curriculum were classified as poor (58.21%). Most of the teachers considered it was not easy or the teacher still had difficulties in preparing the lesson plans, especially in analyzing the linkages between IC and basic competency and describing the steps of learning in the lesson plans. Based on the results of interviews with T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10 (April, 2015) whose opinion is almost the same that "analyzing the relationship between SKL, KI and KD in preparing RPP is not easy because the curriculum this is still very new and not all schools implement it, so not all teachers understand it". The preparation of RPP that refers to the standard process and approach is scientific not easy for most teachers to do, especially by using approach scientific whose steps are still new to teachers ". T1, T3, T4, T6, and T9 (April, 2015) strongly disagree with the questionnaire that the preparation of lesson plans that refer to the model project-based learning, problem-based learning, and discovery learning are easy to do. Most teachers in Indonesia, especially in East Kalimantan do not understand well about the learning model. T1, T3, T4 and T9 (April, 2015) also strongly disagreed with the questionnaire determining the appropriate learning methods to be applied in the KBM is easy to do. Because most of the teachers are still teacher centers so it is very difficult to change the habit to become a student center. Based on Permendikbud No.81A 2013, teachers should be able to develop lesson plans based on basic principles, one of which is the linkages and cohesiveness between KI and KD, learning materials, learning activities, assessments, and learning resources in one wholeness of learning experience also adjusts what is stated in syllabus with the conditions in the education unit. Because, however the curriculum is ideally without the support of the ability of teachers to implement it, then the curriculum will not be meaningful as an educational tool [16]. Therefore, in the 2013 curriculum the teacher must be prepared long before the 2013 curriculum is decided to be implemented in the world of education in Indonesia.

Table 1 sub variable No. 2 shows that in general the teachers' perceptions of 2013 Curriculum material were in the category poor (51.88%). Most teachers are not easy to assess in understand the material, structure, and scientific mindset contained in the teacher's book and student book. Some teachers have not mastered the material in each chapter as well as material related to other scientific fields and their application in daily life. The teacher has difficulty adding information that is deemed relevant as a complement to the material in student books. In addition, teachers also have difficulty in practicing the abilities and skills of students in sharing activities and processing information to enrich Civics material in student books. On the other hand, Permendikbud No.81A of 2013 concerning Curriculum Implementation

explained that teachers are required to be able to identify learning materials that support the achievement of basic competencies by considering: 1) the potential of students; 2) relevance to regional characteristics; 3) the level of physical, intellectual, emotional, social, and spiritual development of students; 4) benefits for students; 5) scientific structure; 6) actuality, depth, and breadth of learning material; 7) relevance to the needs of students, environmental demands; and 8) time allocation. The results of this study support the results of research conducted by previous researchers, namely [17], which states that the difficulty of teachers in planning learning is part of the impact of teacher's lack of understanding of the curriculum. This lack of understanding makes it difficult for teachers to design learning scientific or other approaches recommended by the curriculum.

Table 1 sub variable No. 3 shows that the implementation of the 2013 curriculum in the process of teaching and learning activities (KBM) in Samarinda City is still considered difficult. This is evidenced by the results of the evaluation of teachers' perceptions of KBM that are not good (43.43%). Of the 35 assessment indicators, only four indicators are categorized as good enough while the rest are categorized as not good, even not very good. In terms of using Indonesian as a communication tool and the carrier of knowledge the teacher assesses enough easy implemented because students come from around the city. In addition, presenting Civics subjects through actions and daily attitudes teachers assesses enough easy to implement, optimal use of teacher's books and student books for the achievement of learning objectives is also sufficient easy to implement, and processing information from the mass media to enrich the material in student books is also quite easy to do. In terms of maximizing the use of school facilities and infrastructure to achieve the implementation of learning objectives, the use of information technology (ICT) as a means of learning civics, inculcation of honesty, discipline, responsibility, caring at school, the use of the internet to expand the scope of civics material in learning, encourage students to be able to think critically, foster initiative, and develop interpersonal relationships in group work, carry out the learning process interactively, inspiratively, fun, challenging, and motivate students to participate actively in learning, applying learning with an experimental approach (trying), applying project based learning on Civics, creating a pleasant learning atmosphere in project-based learning, designing project planning, giving students experience, organizing projects, and making time allocations as well. In a collaborative way with students, the application of discovery-based learning in Civics subjects encourages students to be able to use, extract, arrange, modify, create, and create new products through learning discovery, mostly Civics teacher assesses all these indicators are not easy to do. In terms of increasing self-sensitivity to the potential of the environment which can later be used to support the learning process, improving teacher communication with the community to help the achievement of learning objectives, organizing teaching and learning activities (KBM) in the school and community environment, instilling imtaq values, noble morals, aesthetics, and self-

confidence in students, planting tolerance values, mutual cooperation, cooperation, and deliberation in the implementation of teaching and learning activities, utilizing the potential diversity of ethnicity, religion, race, culture, and gender in supporting KBM, approaches scientific to learning models based on project based learning, problem based learning, and discovery learning, analyzing visible phenomena and events in relation to the implementation of the KBM, connecting new information with existing experience and helping students if they experience a deadlock in the learning process, providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students, facilitate, train, advise, and mediate in project based learning, the application of problem based learning in Civics subjects, encourage students to be able to play a role actively solving problems in the real world, easy to do, providing learning experiences for students in order to achieve mastery of competency standards, basic abilities, and learning material through methods problem based learning, changing learning teacher oriented to student oriented, encouraging students to do various the activity of gathering information, comparing, categorizing, analyzing, integrating, reorganizing materials and making conclusions through discovery learning, providing opportunities for students to find a concept, theory, rules, or understanding through the examples he encountered in life efforts to encourage students to think intuitively and formulate their own hypotheses in relation to the implementation of discovery learning, the application of Civics material contained in teacher books and student books in daily life, mostly Civics teacher assesses all these indicators are not very easy to do. The results of this study are in line with the research of [18] which explains that implementing scientific learning by activating students is also a difficulty for teachers. This difficulty is due to the diverse abilities of students, students are not accustomed to learning constructivism approaches, insufficient learning time, and lack of means in the form of books that are in line with the 2013 Curriculum. This will become more complicated if teachers do not fully understand the 2013 Curriculum, including the learning process and charge contents. The results of this study are also in line with the research of [19] which explains that some of the problems found in the learning process are related to the implementation of learning. The question of questioning in the planning process reappears in the process of implementing learning. The teacher has difficulty in conditioning students to actively ask questions, because students' self-confidence in opinion is still lacking.

Table 1 sub variable No. 4 shows that the application of the 2013 curriculum in the process of evaluating learning in Samarinda City was considered to be very difficult. This is evidenced by the results of the evaluation of teacher perceptions of the evaluation of learning is not very good (28.75%). Of the 4 indicators of the questionnaire all included in the category of not very good. The teacher basically does not understand how to assess and evaluate learning. The obstacle experienced by the teacher is that there

are many aspects of assessment and must be carried out every time the learning takes place Authentic assessment according to the teacher is considered very difficult to recapitulate and report. This is in line with the opinion of [20], who explains that the difficulties experienced by teachers in authentic assessment are largely due to teacher's lack of understanding of authentic assessment Authentic assessment should be applied collaboratively between students and teachers (The Education Network Homepage was accessed on 7 July 2014). Barriers in the learning and assessment process can also be overcome by actively participating in the KKG and MGMP forums as mandated by [21]. Implementation of the assessment, both assessment design authentic on the process and learning outcomes, the implementation of the assessment, scoring and appraisal recapitulation, as well as reporting the assessment in the 2013 Curriculum are the biggest obstacles. This is due to the existence of four competencies assessed, namely spiritual attitude competencies (KI1), social attitudes (KI2), knowledge (KI3) and skills competencies (KI4). The assessment techniques used are very many. Reporting uses a descriptive system for each student and each subject for all competencies. The number of students in each class / study group is approximately 30 students. The teacher's lack of understanding in assessment and the lack of teacher skills in using information technology has made the problem of assessment and reporting more complex. Another study [22] explained that there were obstacles in the implementation of the 2013 curriculum including (1) teachers were not ready and it was difficult to change their mindset (2) teachers in some subjects lost their assignments and teaching hours (3) lack of guidelines and socialization 2012 curriculum (4) the contents of the book are not appropriate.

### 3.2 *Obstacles Faced by Civics Teachers Against the Implementation of the 2013 Curriculum*

#### 3.2.1 *Obstacles in planning the 2013 curriculum learning*

From the results of the FGDs and interviews with T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10 (April, 2015), it is obtained that some teachers there are still great difficulties for in the preparation of lesson plans, especially in analyzing the relationship between KI and KD as well as describing the steps of learning in lesson plans, difficulties in preparing lesson plans that refer to process standards and approaches scientific, difficulty in preparing lesson plans that refer to models project based learning, problem based learning, and discovery learning, difficulties internal determining the appropriate learning methods to be applied in the KBM.

Based on Permendikbud No.81A of 2013, teachers should be able to develop lesson plans based on basic principles, one of which is the linkages and cohesiveness between KI and KD, learning materials, learning activities, assessment, and learning resources in one wholeness of learning experience also adjusts what is stated in syllabus with the conditions in the education unit. Because, however the curriculum is ideally without the support of the ability of teachers to implement it, then the curriculum will not be meaningful as an educational tool. Therefore, in the 2013 curriculum the



teacher must be prepared long before the 2013 curriculum is decided to be implemented in the world of education in Indonesia.

### 3.2.2 *Obstacles in understanding Civics material in 2013 curriculum learning*

From the results of the FGDs and interviews with T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10 (April, 2015), it is obtained that most teachers still have difficulties in understand the material, structure, and scientific mindset contained in the teacher's book and student book, not mastering the material in each chapter and material related to other scientific fields and their application in daily life, difficulties in adding information deemed relevant as supplementary material on student books, difficulties in training the abilities and skills of students in sharing activities and processing information to enrich civics material in student books. On the other hand, Permendikbud No.81A of 2013 concerning Curriculum Implementation explained that teachers are required to be able to identify learning materials that support the achievement of basic competencies by considering: 1) the potential of students; 2) relevance to regional characteristics; 3) the level of physical, intellectual, emotional, social, and spiritual development of students; 4) benefits for students; 5) scientific structure; 6) actuality, depth, and breadth of learning material; 7) relevance to the needs of students, environmental demands; and 8) time allocation. The results of this study support the results of research conducted by previous researchers which states that the difficulty of teachers in planning learning is part of the impact of teacher misunderstanding on the curriculum. This lack of understanding makes it difficult for teachers to design learning scientific or other approaches recommended by the curriculum.

### 3.2.3 *Obstacles to teaching and learning activities in the 2013 curriculum*

From the results of the FGDs and interviews with T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10 (April, 2015), it is obtained that most teachers still have difficulty in use of school facilities and infrastructure, utilization of information technology (ICT), inculcation of honesty, discipline, responsibility, care at school, use of the internet, encourage students to think critically, foster initiative, develop interpersonal relationships in group work, carry out interactive, inspirational learning, fun, challenging, and motivating students, applying learning with an experimental approach (trying), implementing project based learning, creating a pleasant learning atmosphere, designing project planning, giving students experience, organizing projects, and making collaborative time allocations with students, the application of discovery-based learning (discovery learning), encourages students' potential to be able to use, unravel, assemble, modify, create, and create new products through learning discovery, all of these indicators are not easy to do. The results of this study are in line with the research of [23] which explains that implementing scientific learning by activating students is also a difficulty for teachers. This

difficulty is due to the diverse abilities of students, students are not accustomed to learning constructivism approaches, insufficient learning time, and lack of means in the form of books that are in line with the 2013 Curriculum. This will become more complicated if the teacher does not fully understand the 2013 Curriculum, including the learning process and charge contents. The results of this study are also in line with the research of [24] which explains that some of the problems found in the learning process are related to the implementation of learning. The question of questioning in the planning process reappears in the process of implementing learning.

The teacher has difficulty in conditioning students to actively ask questions, because students' self-confidence in opinion is still lacking.

### 3.2.4 *Obstacles in evaluating learning in the 2013 curriculum*

From the results of the FGD and interviews with T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10 (April, 2015), it is obtained that most teachers do not yet understand how to assess and evaluating learning. The obstacle experienced by the teacher is that there are many aspects of assessment and must be carried out every time the learning takes place. Authentic assessment is considered very difficult to recapitulate and report. This is in line with the opinion of [25], who explains that the difficulties experienced by teachers in authentic assessment are largely due to teacher's lack of understanding of authentic assessment. Authentic assessment should be applied collaboratively between students and teachers (The Education Network Homepage was accessed on 7 July 2014). Barriers in the learning and assessment process can also be overcome by actively participating in the KKG and MGMP forums as mandated by the Ministry of Education and Culture (2013). Implementation of the assessment, both assessment design authentic on the process and learning outcomes, the implementation of the assessment, scoring and appraisal recapitulation, as well as reporting the assessment, in the 2013 Curriculum are the biggest obstacles. This is due to the four competencies being assessed, namely spiritual attitude competency (KI1), social attitude (KI2), knowledge (KI3) and skills competency (KI4). The assessment techniques used are very many. Reporting uses a descriptive system for each student and each subject for all competencies. The number of students in each class / study group is approximately 30 students. The teacher's lack of understanding in assessment and the lack of teacher skills in using information technology has made the problem of assessment and reporting more complex. This is in line with research that teachers' lack of understanding about assessment causes assessment and reporting problems to be very complex. Another study, explained that there were obstacles in the implementation of the 2013 Curriculum including (1) teachers were not ready and it was difficult to change their mindset (2) teachers in some subjects lost their duties and teaching hours (3) lack of guidelines and 2012 curriculum socialization (4) the contents of the book are not appropriate.

### 3.3 Teacher Efforts to Overcome Obstacles

Based on the results of interviews with respondents obtained information that the efforts that have been made by Civics teachers in facing obstacles in learning the 2013 curriculum, namely: (1) conducting discussions /sharing among Civics teachers (answers T6, T3, T4, T9); (2) ask the 2013 Curriculum instructor, (answers T6, T3, T4, T9); (3) searching for the latest information through the internet and other media such as new published books, (answers T1, T6, T9); (4) follow the Training and Education organized (answer T1); (5) try out various learning models offered by the 2013 curriculum (answer T1); (6) gradually trying to perfect the existing lesson plans (answer T1); (7) carry out gradual assessment according to teacher understanding (answer T1).

### 3.4 Civics Teachers' Opinions for Future Improvement

Civics Teachers' Opinions for future improvement in 2013 curriculum learning, namely: (1) there needs to be regular and continuous education and training specifically related to assessments (opinions T1, T6, T9); (2) the implementation of assessment in the learning process needs to be simplified (opinions T1, T6, T9, T3, T4); (3) schools must be equipped with adequate infrastructure, especially in the use of the Internet (opinions T1, T6, T9); (4) reactivating MGMP (Deliberation of Subject Teachers) in each district / city (opinions T1, T6, T9, T3, T4); (5) ongoing monitoring and evaluation needs to be done after the training is completed (opinion T1). This opinion supports [25] appropriate efforts are made to inhibit the activities of students is to create teachers who have reliable competence by providing intensive training / training and providing a comprehensive understanding of the curriculum. The teacher's opinion also supports the opinion of [26] suggesting that one way to develop the 2013 Curriculum and its components can be done through a team of teachers who are members of the subject teachers' deliberations.

### 4. Conclusion

Based on the description of results of the research and discussion above, it can be concluded with the following: Firstly, in general the perception of Civics Education teachers in Samarinda City in carrying out the 2013 Curriculum in 2015 is included in the unfavorable category, most teachers still find it difficult in planning, implementing and evaluating learning in the 2013 Curriculum. Secondly, the obstacles faced by Civics teachers in 2013 curriculum learning are: (1) there are indicators in teacher books not following basic competencies; (2) teachers find it difficult to design lesson plans that refer to project learning and discovery-based learning; (3) the teacher has difficulty in determining the media following KBM; (4) the application of project-based, problem-based and discovery-based learning methods are constrained by time and cost; (5) lack of facilities and infrastructure that supports KBM; (6) assessments made every day are difficult to recapitulate; (7) assessments that must be made by teachers has too many aspects and is complicated; (8) too many assessment instruments to do, (9) limited teacher knowledge about the various assessment

models suggested in the 2013 curriculum; (10) the implementation of the 2013 curriculum Training is still very limited and (11) components of the RPP constantly change at any time. Thirdly, the efforts that have been made by Civics teachers in facing obstacles in learning the 2013 curriculum, namely: (1) conducting discussions /sharing among Civics teachers; (2) asking the Curriculum instructors in 2013, (3) searching for the latest information through the internet and other media such as new published books, (4) following the Training and Education held, (5) trying out various learning models offered by the 2013 curriculum, (6) trying to perfect the existing RPP gradually (7) carry out gradual assessment according to the teacher's understanding Fourthly, the opinion of Civics teachers to improve the future learning in 2013 curriculum, namely: (1) there is a need for regular, continuous education and training specifically related to assessment; (2) implementation of the assessment in the learning process needs to be simplified, (3) schools must be equipped with adequate infrastructure, especially in the use of the Internet, (4) activate camp bali MGMP (Subject Teachers' Meeting) in each district / city; (5) ongoing monitoring and evaluation needs to be done after the training is completed.

### 5. Suggestions

Research suggestions: (1) for schools, should provide practicum tools and adequate infrastructure to facilitate teaching and learning process; (2) there need to be priority programs for continuous improvement of teacher professionalism through education and training followed by regular and regular monitoring of schools, especially teachers who have received curriculum training in 2013.

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