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Elementary School Teacher Perception of Curriculum Changes in Indonesia

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Abstract

This study aims to describe the perception of elementary school teachers on curriculum changes in Indonesia. It was conducted with a descriptive survey design in the Special Region of Yogyakarta Province. This study involved 56 elementary school teachers. The data were collected using questionnaires distributed via Google Form. The questionnaire used was a closed questionnaire with a total of 58 statements. Data analysis was carried out using quantitative data analysis with a descriptive approach. There were two findings in this study. First, the perception on the curriculum objective aspect is at the stage of digging up information with enough category, the material aspect is at the interpretation stage with enough category, the strategy aspect is at the interpretation stage with enough category, the organizational aspect is at the selection stage with a high category, and the evaluation aspect is at the selection stage with a high category. Second, the level of teacher perception of curriculum changes is mostly at the selection stage (organization and curriculum evaluation), followed by interpretation (curriculum objectives) and information re-extraction stages (curriculum objectives). The level of teacher perception shows that the profile of teachers' perceptions on curriculum changes is dominated at the selection stage.

Keywords: Curriculum change, Extracting information, Interpretation, Selection, Teacher perception.

Introduction

Curriculum is an important component in the success of education. Conventionally, curriculum is designed to provide guidance in managing the school curriculum and learning to be carried out by the school (Gunawan, 2017). In a modern way, curriculum contains not only lesson plans but also learning experiences (Mulenga & Kabombwe, 2019). It is a crucial tool for realizing educational programs, both formal and non-formal. Curriculum is expected to be a means to make students more motivated, live confidently, productively, skilled, knowledgeable, and have high moral standards so that they will succeed in living their lives in school and society (Mazabow, 2003). Curriculum greatly determines the process and results of an education system; it is also considered a bridge between a teacher and his students (Kazemi et al., 2020). Indonesia has undergone many curriculum changes, such as 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 curricula (Mukminin et al., 2019)social, and personal potential to their highest level by providing them with an equitable and equal education irrespective of their characteristics (e.g., ethnicity, social class, language use, religion, and other human differences. These changes are due to changes in social, political, cultural, economic, scientific, and technological systems.

Curriculum changes that are too frequent lead to many assumptions that a change of government will always result in curriculum change (Alhamuddin et al., 2020). This is an interesting and authentic statement during leadership changes. Changes in government often bring new packages during his leadership. Changes in curriculum policies also often eliminate the essence of the policy itself as a means of problem-solving (Obilo & Sangoleye, 2015). An understanding of the essence of the curriculum is something that teachers need to do so that they are able to respond to curriculum changes professionally and proportionally. In essence, the curriculum has three basic components, namely the educational objectives of the program as the ultimate goal, the learning content as a means, and the instrument as an assessment (Muth'im, 2014)the 2013 curriculum, should be implemented in all levels of education all over Indonesia starting from 2013-2014 academic year. This change, of course, result in a number of consequences for the stakeholders. One of the stakeholders that will directly experience the consequences most is teachers. The teachers who have begun to feel convenient and be accustomed to with the implementation of the School-Based Curriculum (SBC. At first glance, curriculum changes occur without any in-depth evaluation or study like a way to show the position of the Ministry of Education as power holders, which is very

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vulnerable to political content that intends to implement the curriculum as desired (Brady, 1995). The dynamics of curriculum policies seem like unstable policies because they are changed too often without clear direction and substance. Curriculum changes can reduce the effectiveness of learning (Martaliana et al., 2021). The rapidly changing curriculum development is also not accompanied by the exploration of its philosophical foundation, which is the rationale for showing the direction and purpose of education.

Problems become a new challenge, especially for teachers. They must re-learn the new curriculum independently or collectively (Hung, 2021). They must learn to adapt to the new curriculum (Fullan, 2007). They often complain about policies that often change and result in negative assumptions about the uncertainty of the education curriculum in Indonesia (Hidayah et al., 2020; Putri, 2016). Some teachers think that curriculum changes are too hasty so that the implementation of the new curriculum does not run optimally and widens other gaps for teachers in schools (Servaes, 2016). This is because teachers have not mastered the new curriculum. They must also relearn by joining training activities or workshops on the new curriculum (Babo et al., 2020). Furthermore, information on new curriculum policies may not necessarily reach teachers in remote areas. The teachers in the frontier, outermost, and remote regions (3T) were left behind in information and were late in getting socialization about the new curriculum. Curriculum changes have created a gap between teachers in urban and rural areas, especially regarding curriculum information, speed of socialization, and completeness of curriculum infrastructure (Logan & Burdick-will, 2017; Wang et al., 2017).

Problems regarding curriculum changes can lead to new teacher perceptions. Digging information about the teacher perception is relevant as an alternative solution to the problem of curriculum change. With this perception, policymakers will know the teacher's response to their readiness, understanding, or deepening of the new curriculum. According to Qiong (2017), perception is the process of selecting, organizing, and interpreting a phenomenon/event experienced by a person to describe meaning in it. In line with that, Sibarani (2019) explains that perception refers to the process of selecting, organizing, and interpreting stimuli of a person to get a coherent and meaningful picture. The process of perception is divided into three aspects. According to Schiffman, Kanuk, & Hansen (2012) and Goldstein (2014), the three main aspects of perception are selection, organization, and interpretation of the received stimuli. Slightly different from their opinion, Sobur (2016) argues that perception consists of selection, interpretation, and digging up information.

The exposure to the perceptual aspects tends to be in line with the stages of selection, interpretation, and concept exploration (Alvarado et al., 2011; Hanna/Wozniak's, 2015; Qiong, 2017). Selection is the first stage in the perception process, in which an environmental stimulus is transformed into a meaningful experience (Alvarado et al., 2011). The selection aspect focuses on sights, sounds, tastes, touches, or smells in the environment. The second stage in perception is interpretation, which refers to the process of attaching meaning to selected stimuli (Qiong, 2017) after they have been categorized into a structured and stable pattern. The third stage is re-extracting information to give meaning to the selected information by remembering relevant and familiar information to understand something heard and seen.

Meanwhile, curriculum change is defined as the involvement of advanced thinking regarding the scope, content, and assessment instruments to be in line with changes in curriculum objectives, content, materials, and pedagogy (Gouëdard et al., 2020). Curriculum changes are differences in one or more curriculum components between certain periods (Dewantara, 2020)(2. Wahyuni (2016) also argues that curriculum considerations include the needs of goals, objectives, materials, learning experiences, and evaluations. According to Sundayana et al. (2014), curriculum change has five main components, namely objective, material, learning strategy, curriculum organization, and evaluation.

Previous studies have investigated the same thing. Maba (2017) examined teacher perception of the 2013 curriculum implementation assessment. The findings yielded information that most teachers stated that the 2013 curriculum assessment had gone well covering aspects of knowledge, attitudes, and skills. New students suggested to the next researcher to identify teacher perception regarding curriculum development. Konokman et al. (2017) also conducted research focusing on obtaining information about teacher perception of curriculum development. Their findings inform that most respondents consider themselves incompetent with the change in curriculum. This finding can be categorized that the new teacher is at the stage of recognizing/selection of curriculum development. Then, Nurhayati & Samiati (2018) describe the perception of English teachers regarding the Education Unit Level Curriculum or known as the 2006 curriculum and the 2013 curriculum. The findings explain that teachers prefer the 2006 school-based curriculum to the 2013 curriculum. Specifically Tudor (2014) highlights research on primary school teachers' perceptions of curriculum reform. The results of his research indicate that teachers are still inexperienced in planning and implementing integrated learning scenarios in accordance with the current curriculum reforms. In line with that, Alidemaj (2019) also examines the perception of teachers (primary schools) on curriculum reform in Kosovo. The findings show that teachers feel that curriculum reform is quite burdensome for teachers and is oriented towards school administration issues. The feelings generated by the teacher indicate that the teacher has reached the stage of extracting

information on curriculum reform. Another finding according to Park & Sung (2013) highlights the perception of elementary school teachers in Korea towards the curriculum reforms that have occurred. His findings found that teachers were lacking in continuing professional development programs as a way to support curriculum reform. His findings also indicate that elementary school teachers have reached the stage of extracting more in-depth information on the recent curriculum reforms in Korea. From some previous findings, it is necessary to extract information about teacher perception of curriculum changes, especially focusing on studies related to the perception stage experienced by teachers in dealing with and responding to curriculum events that often change. Based on the description above, the purpose of this study is to describe the perception of elementary school teachers on curriculum changes in Indonesia.

Method

Research Design

This study is survey research with an analytical descriptive method. Descriptive survey research is a method that takes a sample from a population and uses a questionnaire as a data collection tool (Creswell, 2013). In this study, data were collected from respondents using a questionnaire, presented descriptively, and analyzed to describe the perception of elementary school teachers on curriculum changes.

Sample and Data Collection

It was conducted in the Special Region of Yogyakarta (DIY). The specific areas covered Bantul Regency, Gunung Kidul Regency, Kulon Progo Regency, Sleman Regency, and Yogyakarta City. The subjects of this study consisted of 56 elementary school teachers. The sample criteria determined in this study were: 18 male teachers; 38 female teachers; teachers had teaching experience (1-5 years as many as 11 teachers, 6-10 years as many as 6 teachers, 11-15 years as many as 10 teachers, 16-20 years as many as 11 teachers, and >20 years as many as 18 teachers); civil servant teachers as many as 34 teachers; 22 honorary teachers; and teachers had implemented several types of curriculum. Some types of curriculum had been implemented (6 curricula as many as 5 teachers, 5 curricula as many as 8 teachers, 2 curricula as many as 27 teachers, 1 curriculum as many as 16 teachers). They were selected randomly with a random sampling technique. The research object is curriculum change in Indonesia.

The instrument used in this study was a questionnaire. The questionnaire contained statements regarding the perceptions of elementary school teachers regarding curriculum changes in Indonesia. It was a closed questionnaire with a total of 58 statements. Closed questionnaires were used to reveal the types of data with exploratory responses concerning the perceptions of elementary school teachers regarding curriculum changes in Indonesia. The assessment technique was a numerical scale or rating scale. This scale was constructed to reveal the perception of elementary school teachers in DIY regarding curriculum changes with alternative answers of strongly agree, agree, disagree, and strongly disagree. To test the quality of the instrument, the questionnaire instrument was validated by several experts. The expert appraiser conducted a construct and content validation assessment on the elementary school teacher's perception instrument of curriculum change. The task of the expert in content validity was to assess the suitability of the instrument items and the substance of the material with the outline that had been prepared. There were two experts in charge of validating the instrument, namely lecturers in the field of language and the field of curriculum.

Data Analysis

In descriptive survey research, the researcher used quantitative data analysis techniques with a descriptive approach. The questionnaire instrument was transformed from an ordinal scale to an interval scale. The scale transformation was adopted from the theory of Markov Monte Carlo (Granberg-Rademacker, 2010). The results of quantitative data were calculated using Microsoft Excel. The calculation only focused on finding the average, data percentage, and data interpretation by dividing it into three categories (high, moderate, and low). The quantitative data were then presented in a table. The table of criteria for the level of success is presented in Table 1 below. Meanwhile, the descriptive approach was carried out by referring to Miles and Huberman's interactive analysis. The stages of this analysis include data reduction or selection and simplification of rough data, presentation of data/information during the research, and drawing conclusions (Miles & Huberman, 1994). Berikut ini merupakan pedoman kriteria tingkat keberhasilan.

Based on Table 1, the success rate of teachers' perceptions of curriculum changes can be categorized from very high to very low. According to Chen et al. (2020); Widoyoko (2016), regarding this category of success rates, it is divided into very high if it is more than 90, high if the value is between 80-89, sufficient if the value is between 70-79, less if the value is between 60-69, and very less if it is less than 60.

Table 1: Level of Succes Criteria.

Criteria	*Experience*
≥ 90	Very high
80-89	High
70-79	Enough
60-69	Low
< 60	Very Low

Source : (Widoyoko, 2016; Chen et al., 2020)

Survey research has several stages in its implementation (Davino & Fabbris, 2013), including determining research problems, making survey designs, developing survey instruments (compiling questionnaires/questions), determining samples, conducting pre-tests, collecting data, checking data, coding data, data entry, data processing and analysis, interpreting data, making conclusions, and recommendations. The stages in this research are formulating research problems and determining the purpose of the survey, reviewing the literature and determining concepts (teacher perception and curriculum change), determining research samples using random sampling techniques, making questionnaires using Google Form, distributing the Google Form link, processing questionnaire data using Microsoft Excel, compiling research data descriptively from the average data acquisition, percentage value, and level of success, drawing conclusions, and making recommendations.

Findings

Curriculum is an educational program provided by educational institutions (schools) for students. Based on the program, students follow learning activities to encourage development and growth in accordance with the implementation of educational goals. Curriculum changes from the 2006 curriculum to the 2013 curriculum give rise to various perceptions about the two curricula. The results of the questionnaire responses to teacher perceptions of curriculum changes are presented in Table 2.

In Table 2, related to the questionnaire recapitulation of teacher perceptions of curriculum change, it consists of five aspects, namely objectives, organizational strategy material, and evaluation. Each aspect of the curriculum is measured from the stages of selection, interpretation, and retrieval of information. From the results of the analysis of the table above, the objective aspect has reached three stages of perception with a sufficient category. In the material aspect, it reaches the interpretation stage with a sufficient category. The organizational aspect and the evaluation aspect have reached the stages of selection, interpretation, and retrieval of information.

Perception of Objective Aspect

Table 2 shows that on the aspect of objectives, teachers selected changes to the 2006 and 2013 curricula with enough categories, namely 78.35% which includes the domains of intelligence, knowledge, attitude, personality, noble character, and life skills. At the interpretation stage, the teachers could understand the objective aspect of the 2006 and 2013 curricula with a percentage of 75.67% in enough category. In digging up information related to aspects of curriculum objectives, the percentage was 75.67% with enough category. When the 2006 curriculum was applied, teachers could develop a balance of soft skills and hard skills, emphasize the development of knowledge, and had begun to build communication, collaboration, critical thinking, creativity, and innovation skills.

Perception of Material Aspect

In the material aspect, the teachers could select by recognizing the knowledge, factual, procedural, and metacognitive dimensions contained in each basic competence in the 2006 and 2013 curricula with a percentage of 76.56% in enough

Table 2: Recapitulation of the Teacher Perception Questionnaire on Curriculum Changes

Curriculum Aspects	*Perception Stage*	*Mean*	*Percentage*	*Category*
Goal	Selection	3.13	78.35%	Enough
	Interpretation	3.02	75.67%	Enough
	Digging Up Information	3	74.15%	Enough
Theory	Selection	3.06	76.56%	Enough
	Interpretation	2.98	74.55%	Enough
	Digging Up Information	2.63	65.92%	Low
Strategy	Selection	3.11	77.9%	Enough
	Interpretation	2.91	72.94%	Enough
	Digging Up Information	2.33	58.48%	Very Low
Organization	Selection	3.19	79.91%	High
	Interpretation	2.71	67.97%	Low
	Digging Up Information	2.92	73.14%	Enough
Evaluation	Selection	3.19	79.91%	High
	Interpretation	2.99	74.77%	Enough
	Digging Up Information	2.95	73.88%	Enough

Source: Secondary Data Processed, 2021

category. At the interpretation stage, the teachers could sort out the dimensions of factual, conceptual, procedural, and metacognitive knowledge in the 2006 and 2013 curricula with a percentage of 74.55% in enough category. Digging up information related to the material obtained a percentage of 65.92% in the low category.

Perception of Strategy Aspect

In the aspect of strategy, the teachers could select by knowing enough about the 2006 and 2013 curriculum learning process with a percentage of 77.9%. In the interpretation aspect, the teachers could understand the 2006 and 2013 curriculum learning process, so that the percentage was 72.94% with enough category. Meanwhile, the information gathering stage only got a percentage of 58.48%. This result is the lowest result compared to the other stages.

Perception of Organizational Aspect

In the organizational aspect, the teachers could select by knowing the structure, content, and competence of the 2006 and 2013 curricula with a percentage of 79.91% in the high category. This aspect obtained a high percentage because the teachers only know the structure, content, and competencies that they read through the Internet, teacher handbooks, and possibly only listening during teacher work meetings. In the interpretation aspect, the teachers did not understand the structure, content, and competence of the 2006 and 2013 curricula with a percentage of 67.97% in the low category. The 2013 curriculum structure is explained as an overview of the conceptualization of curriculum content in the form of subjects, the position of subjects in the curriculum, distribution of subjects in semesters or years, study load for subjects, and student load per week for each student. The curriculum structure is also an application of the concept of organizing content in the learning system and learning load in the education system. Meanwhile, in the 2006 curriculum, the curriculum structure is the pattern and arrangement of subjects to be learned by students. The depth of curriculum content in each subject in the education unit is outlined in the competencies to be mastered by students following the study load outlined in the curriculum structure. The competencies in question consist of standard and basic competencies developed based on graduate standard competence. Thus, teachers only know the structure, content, and competence of the 2006 and 2013 curricula in theory but do not understand it well when they translate it into learning instruments (lesson plan, syllabus, annual program, semester program, etc.).

The interpretation stage on the organizational aspect contrasts with the results of the digging up information stage so that the percentage is 73.88% with enough category because, in the 2006 curriculum, teachers are required to compile a syllabus and lesson plans by determining their themes while the 2013 curriculum syllabus and mapping of material according to the theme have been provided where teachers only need to be innovative and creative in developing the lesson plan.

Perception of Evaluation Aspect

Based on Table 2, the selection is the stage with the highest percentage (79.91%) while digging up information and interpretation are only at enough level of success. It means that teachers are still at the selection stage in responding to curriculum evaluation in Indonesia. The selection stage is defined as one's initial response to a phenomenon. It means that the teachers only reach the stage of giving a good or bad impression on the current changes in curriculum evaluation. They only rely on their senses without understanding deeply their experiences.

Level of Elementary School Teacher Perception of Curriculum Change

In this study, perception consists of three stages, namely selection, interpretation, and digging up information. Selection is the process where the consumers choose a stimulus to be received by their five senses based on needs influenced by the past and the needs that motivate them. From this theory, the researcher found data that the selection stage in this study focused on the organization and evaluation of the curriculum. Based on the percentages of the six aspects of the curriculum, only the organizational and evaluation aspects obtained high results or almost 80%. These aspects only reached the selection stage for several reasons. The two aspects of the curriculum include the fifth and sixth levels of the six aspects. From the structure, the fifth or sixth level has a high position or as the peak of a curriculum change. In curriculum organization, teachers should have knowledge of how to link subjects, learning programs, or unit objectives in a patterned manner. This aspect is also closely related to the objectives of the educational program to be achieved. Meanwhile, curriculum evaluation is a systematic activity to assess the implementation design, product, and impact of a curriculum. Interpretation is a situation that occurs when someone gives meaning to input information which is influenced by individual characteristics, stimulus, situational factors, and how the information is presented. At the interpretation stage, the teachers could only understand the objectives, materials, and strategies of the curriculum. In this stage, they not only get to know the information but also have a broad understanding. Reviewing the objectives, materials, and strategies of the curriculum, teachers will understand all these things. The percentage of the curriculum objective aspect at this stage was enough or almost 76%.

Digging up information is defined as drawing conclusions and responses to the information received. This stage colors

the aspect of curriculum objectives by 74.15% (enough). A perception that is translated in the form of behavior as a reaction is acting concerning what has been absorbed which consists of hidden reactions as opinions/attitudes and open reactions as real actions in connection with hidden actions (impression formation). From this theory, it is relevant that the stage of digging up information only covers the curriculum objective aspect. Perception is not just knowing or understanding something but how to explore and apply it.

Teacher's digging up information on the strategy aspect is still very low by 58.48%. Teachers as implementers are a form of teacher response to curriculum changes. Teachers are tasked with implementing the curriculum according to established policies. All curriculum content, objectives, materials, strategies, media, learning resources, evaluations, timing, and all its components have been determined by the curriculum developer.

Based on the results and explanations about the teacher perception of curriculum changes, the objective aspect is at the stage of digging up information with enough category, the material aspect is at the interpretation stage with enough category, the strategy aspect is at the interpretation stage with enough category, the organizational aspect is at the selection stage with a high category, and the evaluation aspect is at the selection stage with a high category. In general, the highest level of teacher perception of curriculum changes dominates the selection stage which includes curriculum organization and evaluation. The next level is the interpretation stage which complements the curriculum objective aspect. The lowest level in digging up information also complements the curriculum objective aspect. From the description above, each teacher has different perceptions regarding curriculum changes from the 2006 to 2013 curriculum, depending on their understanding.

Discussion

This section should include the discussion of the findings. First, the research question or the hypothesis should be re-stated and related findings should be summarized briefly. Then, the findings should be discussed referring to relevant results in previous research. If the study indicates different findings from the ones in literature, possible reasons should be elaborated. Finally, the possible reasons for the findings should be interpreted based on evidence. The following points should be considered in discussion:

Teacher Perception of Curriculum Change

The results regarding teachers' perceptions of curriculum changes as a whole resulted in sufficient percentages in each aspect. Teachers' perceptions of curriculum changes include aspects of objectives, materials, strategies, organizations, and evaluations. These aspects have the same stages, namely selection, interpretation, and extracting information again.

In the aspect of objectives, the teacher has reached the selection stage. This stage is the most dominant stage. This is due to the fact that teachers have been able to balance the competence of attitudes, skills, personality, morals, and knowledge. In the orientation of the 2013 curriculum, there is an increase and balance between the competence of attitudes, skills, and knowledge. This is in line with the mandate of Law no. 20 of 2003 that the competence of graduates is a qualification of the ability of graduates, which includes attitudes, knowledge, and skills in accordance with agreed national standards. Palupi (2018) also stated that the 2013 curriculum outlines the importance of the learning process, contextual objectives and content, and its assessment to improve attitudes, knowledge, and skills.

The purpose of the 2013 curriculum is to encourage students to be better at observing, asking questions, reasoning, and presenting what is obtained or known after receiving a lesson (Amrianto & Lufri, 2019)student-centered learning and cooperative learning. Considering this fact, there is an alternative solution to be used by teacher in learning process, which is using example non example method. This method fulfils three learning patterns required by the 2013 Curriculum. Beside that, it can also support the implementation of discovery learning model and scientific approach in learning process. The discovery learning and scientific approach are recommended in the 2013 Curriculum. The purpose of the research was to know about the effect of example non example method in scientific approach and discovery learning model on students' cognitive competence in learning natural science (IPA. It is to create a productive, creative, and innovative Indonesian society by strengthening affective attitudes, skills, and integrated knowledge (Gunawan, 2017). It is also in line with the development of the 2006 curriculum which can improve intelligence, knowledge, personality, noble character, and life skills and follow further education (Syaodih, 2009). Teachers have a responsibility in determining student needs in the curriculum development process, setting goals, designing content, implementing effective learning activities, developing materials, evaluating curriculum, etc. (Konokman et al., 2017).

Furthermore, in the material aspect, the teacher is also only able to survive the selection stage. This stage has the highest percentage value compared to other stages. At this stage, the teacher has been able to recognize each of the dimensions listed in the 2006 curriculum and 2013 curriculum. This is evident from the finding of (Hermayawati, 2020) showing that teachers are quite understanding in compiling HOTS (Higher Order Thinking Skills) questions that measure factual, conceptual, and procedural dimensions and metacognitive dimensions that describe the ability to connect several different concepts, interpret, solve problems, find new methods, argue, and make the right decisions. The value obtained at the stage of extracting information again is the lowest value from the

other stages. This occurred because the 2006 curriculum only emphasizes the factual and conceptual dimensions. In addition, the four dimensions still confuse teachers in their implementation, both in the learning process and in the evaluation (Hermayawati, 2020). Research shows that in designing the test, the test items only include factual and conceptual knowledge (Hakim, 2017). This means that the tests designed by the teacher do not include procedural and metacognitive knowledge.

The teacher's ability to perceive curriculum strategies is only sufficient to survive the selection stage. Other stages are also still far below the selection stage. In the aspect of strategy, teachers are quite able to distinguish things related to the learning process in the old curriculum (2006) and the latest curriculum (2013). The learning process in the 2006 curriculum consists of stages of exploration, elaboration, and confirmation (Pedaste et al., 2015) (Aisyah, 2014). It is different from the 2013 curriculum, in which the learning process consists of stages of exploration, elaboration, and confirmation with a scientific approach (observing, asking, trying, reasoning, and communicating) (Zainudin & Istiyono, 2019).

A study also showed that the teacher's ability to carry out exploration activities was quite good, but in exploration activities, there should be 5 indicators used as a reference for development, which included information-seeking activities, using approaches and media as well as learning resources, interaction, active learning, and holding test (Nenotaek et al., 2019). Therefore, the 2013 curriculum was developed which is student-centered learning, instead of teacher-centered learning.

In general, teachers have been able to perceive curriculum organization quite well. In the aspect of curriculum organization, teachers are only able to visit at the selection stage. That is, the teacher has known the various things needed in the curriculum structure. Unfortunately, teachers have not been able to understand the content of the 2006 and 2013 curriculum well. The causes are also very diverse. Teachers only take shortcuts by finding the learning instruments on the Internet and buying ready-made lesson plans and adjusting them to the subjects they teach (Kessler-hopek, 2019). In addition, teachers acknowledge that the planned activities and time allocations sometimes cannot be carried out properly (Siti Nugraha & Suherdi, 2017).

Digging up information obtained a low percentage also because teachers are not ready and accustomed to following uniform themes throughout the class, methods, learning content, and books that are mandatory; therefore, it is indicated by the National Education System Law, the content preparation of core and basic competencies that are not thorough causes inconsistency (Sabdhosih & Isnaeni, 2018). Besides, teachers still have difficulty integrating the content and teaching it in a theme, so it seems like they only teach a collection of subjects presented alternately (Rusmawan, 2013).

From the results of the study, teachers' perceptions of aspects of curriculum evaluation only reached the selection stage. This finding is in line with the theory of Walgito (2003) that a person perceives something due to external stimuli so that he can give an initial impression of what he receives through the senses (receptors). The interpretation and digging up information stages obtained enough values because they were a continuation of the selection stage. This low result is caused by teachers not being able to understand well the concept of curriculum evaluation and rarely doing direct practice to implement curriculum evaluation during learning. This finding is relevant to previous studies that the teacher's interpretation stage of the 2013 curriculum approach is in enough category (Dewantara, 2020)(2. In line with that, Mustajib, Mukhadis, & Purwanto (2018) found that the perception of teachers only was only at enough level of success (71%) in the aspect of learning evaluation because they had not been able to implement the 2013 curriculum optimally.

The reason the evaluation aspect of the curriculum is only at the selection stage can also be due to the teacher's low understanding. They can only select a few things related to the standard of assessment because of the difficulty of understanding the items in the curriculum assessment (Gunawan, 2017; Rusmawan, 2013). In line with these findings, Isthofiyani, Prasetyo, & Sukaesih (2014) conclude that teacher perception of the 2013 curriculum is still at a moderate level because they are still worried about other curriculum changes that might happen suddenly. They are also worried about the lack of training or socialization, especially in disadvantaged areas. Training provided to teachers is only introduction and does not prepare teachers to implement the 2013 curriculum (Ekawati, 2017).

Level of Elementary School Teacher Perception of Curriculum Change

As for the level of teacher perception of curriculum changes, it is dominated by the selection stage which consists of organizational and evaluation aspects. This is as stated by Nur & Sulistyani (2019) that evaluation is intended to collect information about teaching and education in particular. These two aspects have complex content, so it is not surprising that the perception of new teachers has reached the stage of selection on the organization and evaluation of the curriculum. This finding is relevant to previous research where teachers considered curriculum assessment not their job or did not play an important role in taking part in curriculum evaluation (Saracaloğlu et al., 2010).

Then, followed by the interpretation stage which is colored by aspects of curriculum objectives. The objective

aspect is not far from what is to be achieved by educational institutions in a country. For example, the objective is to equalize education in all regions, to guide, and educate students to become knowledgeable and social individuals. The concept of curriculum objectives is quite easy for teachers to understand. Furthermore, not much different from the objective, curriculum materials and strategies have also been sufficiently understood by teachers. Table 2 shows that the teacher's interpretation stage of the material aspect obtained almost 75% and the strategy obtained almost 73%, so both aspects were at enough level.

The last stage is extracting information back which only focuses on aspects of curriculum objectives. The data shows that digging up information is at the lowest level compared to other stages (selection and interpretation). This stage has reached an assessment of something, in this case, the curriculum objective. This finding is balanced because the curriculum objective aspect serves as the basis in curriculum development. These two things are correlated. Previous studies have found that teacher perception of curriculum objectives is already at the digging up information stage (Nurhayati & Samiati, 2018)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.

The curriculum implemented in Indonesia has advantages and disadvantages depending on the situation and conditions of its implementation. Therefore, it is hoped that as the next generation who have the desire to advance the nation and state, we will continue to do our best to make it happen. In this case, one example is education as the benchmark of a nation that has the identity of the quality of its nation. The implementation of this educational curriculum is also expected to be the spirit of the next generation to continue to improve the quality and compete in the world of education which is getting more and more competitive. Therefore, the curriculum change must not be a frightening specter and burden. However, it must encourage us to get better results and compete in national and international education. This is in line with the study of Sriwahyu et al. (2020) that curriculum changes have improved the face of education, and have affected the growth and development of the world of education in Indonesia. This change is in accordance with the main components of education (objectives, content, and educational process) and in accordance with the needs, characteristics, and developments of education that occur in the community. This will be realized by implementing a good and equitable education curriculum management system.

Conclusion

Based on the findings and discussion, the conclusion of this study shows the profile of elementary school teacher perception in terms of five aspects of the curriculum. In the objective aspect, the teacher perception is at the stage of digging up information with enough category. In the material aspect, it is at the interpretation stage with enough category. Then, in the strategy aspect, the teacher perception is at the interpretation stage with enough category. Meanwhile, in the organizational aspect, it is at the selection stage with a high category. Finally, in the evaluation aspect, the teacher perception is at the selection stage with a high category.

In eneral, the level of teacher perception of curriculum change is dominated by the selection stage which includes curriculum organization and evaluation. Then, the teacher perception is partly at the interpretation stage, especially the curriculum objective aspect. Furthermore, a small part of teacher perception is at the digging up information stage, especially the curriculum objective aspect. The level of teacher perception illustrates that the profile of teacher perceptions on curriculum changes is still at the selection stage.

Suggestion

The conclusion of the study shows that the profile of teacher perception of curriculum changes is still at the selection stage. The perception of curriculum changes is still at the stage of receiving and selecting information, not at the interpretation or digging up information stage. It is feared to affect the success of curriculum implementation. Therefore, all parties who have a role in the success of this curriculum change are expected to pay more attention to and improve teacher perception so that it reaches the interpretation and digging up information stages.

Limitation

This study has limitations in the form of research only aimed at elementary school teachers. The area used is also only carried out in the Special Region of Yogyakarta. The focus of this study also only compares teachers' perceptions of changes in the 2006 curriculum to the 2013 curriculum.

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Appendix
Indicators of Teacher Perception of Curriculum Changes

Ccurriculum Aspect	*Perception Aspect*	*Statement Items*
Aim	Selection	I know that the 2006 curriculum develops intelligence, knowledge, attitudes, personality, noble character and independent living skills.
		I know that the 2013 Curriculum develops intelligence, knowledge, attitudes, personality, noble character and independent living skills.
	Interpretation	I understand that the 2006 curriculum develops intelligence, knowledge, attitude, personality, noble character and independent living skills.
		I understand that the 2013 Curriculum develops intelligence, knowledge, attitude, personality, noble character and independent living skills.
	Information Mining Back	The 2006 curriculum develops a balance between soft skills and hard skills.
		The 2006 curriculum emphasizes the development of knowledge aspects
		The 2006 curriculum encourages the development of communication, collaboration, critical thinking, creative and innovation skills.
		The 2013 curriculum develops a balance between the development of attitudes, intellectual and psychomotor abilities.
		The 2013 curriculum emphasizes the development of attitudes
		The 2013 curriculum encourages the development of communication, collaboration, critical thinking, creative and innovation skills.
Material	Selection	I recognize the dimensions of factual, conceptual, procedural and metacognitive knowledge contained in every KD subject in the 2006 Curriculum
		I recognize the factual, conceptual, procedural and metacognitive knowledge dimensions found in every KD subject in the 2013 Curriculum
	Interpretation	I am able to sort out the dimensions of factual, conceptual, procedural and metacognitive knowledge contained in each KD subject in the 2006 Curriculum
		I am able to sort out the dimensions of factual, conceptual, procedural and metacognitive knowledge contained in every KD in the 2013 Curriculum.
	Information Mining Back	The 2006 curriculum emphasizes the dimensions of factual and conceptual knowledge
		The 2013 curriculum develops a balance between factual, conceptual, procedural and metacognitive knowledge dimensions
		The 2013 curriculum emphasizes conceptual, procedural and metacognitive development
Strategy	Selection	I know the 2006 curriculum learning process is focused on exploration, elaboration and confirmation activities.
		I know that learning in the 2006 curriculum uses an active student learning approach
		I know the 2006 curriculum uses the webbed thematic integrated learning model.
		I know that the 2013 curriculum learning process focuses on exploration, elaboration and confirmation activities that are equipped with a scientific approach.
		I know that learning in the 2013 curriculum uses a student-centered approach
		I know the 2013 curriculum uses integrated thematic integrated learning model learning.
	Interpretation	I understand exploration, elaboration and confirmation activities in the 2006 curriculum learning process.
		I understand the steps in the approach to active student learning in the 2006 curriculum
		I understand the thematic integrated learning model in the 2006 curriculum.
		I understand the steps of the scientific approach in exploration, elaboration and confirmation activities in the 2013 curriculum
		I understand student-centered learning models in the 2013 curriculum
	Information Mining Back	The 2006 Curriculum and 2013 Curriculum learning approaches are both student-centered
		The integrated learning model of the 2006 curriculum and the 2013 curriculum is different

Ccurriculum Aspect	*Perception Aspect*	*Statement Items*
Organization	Selection	I know the 2006 curriculum contains separate subjects.
		I know the position of subjects and competencies in the 2006 curriculum
		I know that the development of learning tools in the 2006 curriculum must be prepared by the teacher himself.
		I know the 2013 curriculum learning materials are holistic and integrative.
		I know the position of subjects and competencies in the 2013 curriculum.
		I know the development of learning tools in the 2013 curriculum
	Interpretation	I understand the curriculum structure of subjects in the 2006 curriculum.
		I understand that in the 2006 curriculum competence is derived from subjects.
		I understand the thematic 2013 curriculum structure integrated in all subjects
		I understand that in the 2013 curriculum, subjects are developed from competence.
	Information Mining Back	In the 2006 curriculum, I understand that teachers must develop their own syllabus and materials for each subject.
		In the 2006 curriculum, I understand that teachers must prepare a lesson plan
		I understand that the preparation of thematic learning plans in the 2006 curriculum, the theme is determined by the teacher himself
		In the 2013 curriculum, I understand that the syllabus has been determined
		In the 2013 curriculum, I understand that I develop lesson plans based on predetermined mapping and themes.
		In my opinion, the uniformity of themes in all classes, to the methods, content of learning and books that are mandatory in the 2013 curriculum are not in accordance with the National Education System Law.
Evaluation	Selection	I know that the 2006 curriculum measures knowledge, attitudes and skills.
		I know that in the 2006 curriculum, daily, mid-semester and end-semester assessments and year-end assessments for each subject.
		I know that the 2013 curriculum measures knowledge, attitudes and skills.
		I know that in the 2013 curriculum, daily, mid-semester and end-of-semester assessments and thematic final assessments.
	Interpretation	I understand the measurement of knowledge, attitudes and skills in the 2006 curriculum
		I understand that the main assessment instruments in the 2006 curriculum are portfolios and tests
		I understand that the 2013 curriculum measures knowledge, attitudes and skills.
		I understand the implementation of thematic learning assessment in the 2013 curriculum.
	Information Mining Back	In my opinion, the assessment in the 2006 curriculum emphasizes basic competencies (knowledge aspects).
		In my opinion, the 2006 and 2013 curriculum assessments both measure student work processes
		In my opinion, authentic assessment requires more intensive time to develop the instrument.
		In my opinion, the aspects in assessing social and spiritual attitudes are different.