

Perceptions of Teachers and Students About Changes in the KTSP 2006 Curriculum to the 2013 Curriculum on Cultural Arts Subjects

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Keywords: Perceptions, Curriculum Changes, KTSP 2006 Curriculum, 2013 Curriculum, Arts and Culture Learning Subjects.

Abstract: Cultural arts learning can shape students' character to increase competence in expressing beauty and harmony, including appreciation and expression, both in personal and social life, so that they can enjoy life and realize a harmonious life. The change in the 2006 KTSP curriculum to the 2013 curriculum in the arts and culture learning subjects caused various perceptions from teachers and students. The research purpose is to describe the perceptions of teachers and students about the change from the KTSP curriculum to the 2013 curriculum. The method used in this study is a literature study to examine the perceptions of teachers and students based on goals, philosophical foundations, theoretical foundations, juridical foundations, and characteristics. This study's assessment of indicators produced a positive and negative perception of the change from the 2006 KSTP curriculum to the 2013 curriculum. Positive perceptions from teachers and students dominate these two perceptions because teachers and students can accept curriculum changes because they can shape student character. Still, negative perceptions come from the teacher's unpreparedness in obtaining curriculum changes from KTSP 2006 to 2013 and inadequate cultural arts learning media in each academic unit.

1 INTRODUCTION

Based on the conceptual foundation of the cultural arts curriculum, it is a learning that can develop sensitivity and competence in expressing and competence in defining beauty and harmony. Competence in revealing beauty and harmony includes appreciation and expression, both in personal and social life, so they can enjoy life and realize a harmonious life (Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2015 Tentang Standar Nasional Pendidikan, 2005).

When traced following the conceptual foundation of the curriculum above, cultural arts is learning that functions in structuring the nation's character (Kementerian Pendidikan Nasional, 2010). Learning

artistic skills can increase knowledge of social livelihoods. In addition, students can increase cultural elements that impact respecting others, such as respecting themselves. Students are part of humans who have complex life needs. This cultural element is done for the sustainability of human life to increase cultural aspects and impact other humans living (Suriasumantri, 1994).

The implementation of learning is adjusted to each education unit's education unit. The comparison between learning materials with the availability of time and learning achievement is not comparable to material based on the curriculum because music and dance focus on practice. Coupled with the curriculum changes from each change of government leadership, it creates new problems, especially for teachers and students, after the evolution of the education unit-

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level curriculum (KTSP) to the 2013 Curriculum. It was officially carried out by the Minister of Education and Culture of the Republic of Indonesia in 2013 (Sopandi & Prabowo, 2014).

The KTSP curriculum is an operational curriculum developed and disseminated to regions and academic units. This curriculum is a curriculum that maximizes students in the classroom (Mulyasa 2014). It can be explained that the teacher functions in acting out the application of KTSP in improving learning materials in the school. Learning activities are based on the level of knowledge of the teacher. Therefore, teacher competence is needed to determine the quality of education to impact the quality of the next generation of education (Hamalik 2015). Thus, the role of teachers in applying KTSP in learning cultural arts is complementary and can increase the competence of thinking and feeling the power that can develop the soul and gain experience. Meanwhile, the role of cultural arts education is education that functions as a creation of student character following the needs of intellectual improvement interpersonally, visual, musical, linguistic, numerical, creativity, spiritual, moral, and emotional (Khumaeni & Susanto, 2021). Furthermore, the application of the curriculum is a process of the implication of principles, ideas, programs, or structuring of the curriculum into learning practice to change the expected group of people—the interpretation of curriculum results from the educators as the plan that gains influence from several factors.

- Curriculum characteristics include a context space for the expression of ideas and ideas in a curriculum and provisions for curriculum users
- The insertion strategy is a way that is carried out in the application, such as discussions, seminars, workshops, the availability of curriculum books, and other activities that can support the implementation of the curriculum
- 3) Characteristics of curriculum users include knowledge, skills, evaluation, and educator behaviour towards the curriculum and competencies in realizing it in the learning process

2 METHOD

The use method in this study is a literature study by identifying the perceptions of teachers and students about the changes in the 2006 KTSP curriculum with the 2013 Curriculum in the Arts and Culture subject. Several indicators are used to study the KTSP 2006 curriculum with the 2013 Curriculum, including basic concepts, objectives, philosophical foundations,

theoretical foundations, juridical foundations, and characteristics. The data collection method is related to changes in the KTSP 2006 and 2013 curricula, namely educating teachers' and students' perceptions of changes in the KTSP 2006 and 2013 curricula. The data were obtained from reviewing several journals about the perceptions of teachers and students about changes in the 2006 KTSP curriculum and the 2013 curriculum. The literature study in question is to analyze the perceptions of teachers and students about changes in the KTSP 2006 curriculum with the 2013 Curriculum in the Arts and Culture subject based on the reviewed journals. This literature study is needed to examine the identification of teachers' and students' perceptions of changes in the 2006 KTSP curriculum with the 2013 Curriculum in the Arts and Culture subject (Sugiyono, 2017).

3 RESULT AND DISCUSSION

The following are some explanations about the use of theories in this paper. Perception is supplied as an activity that can stimulate brain consciousness. Perception is acquiring knowledge in recognizing objects and places assisted by the five senses. Another opinion states that perception is an activity that can interpret from stimulants received by the person so that it can be meaningful and resonate with the individual in question. Slate's opinion states that perception is a process related to the messages and information of the five human senses. A person's perception influences three factors; (a) the subject, (b) the object or target, and (c) the situation, as depicted below.

The subject is a characteristic of a person related to perception. This characteristic is managed by perceiving distinctive features in personality, behavior, goals, interests, experiences, and expectations. If there is no one element of interrelationship, there will be a negative perception because one might not be interested in something.

- The perception of an individual influence the object or target. A thing or target presents the central element in the discussion. Its distinctive features include sound, movement, size, equality, and background.
- The situation is where perception is created for the aspects categorized into perception, namely time and place. If the subject or object is not changed, then the case will be different and influenced by a person.

The education curriculum has been known for more than a century. In Indonesia, the curriculum became familiar in the fifties, which the Americans widely used. A curriculum can be interpreted as a learning design for achieving educational goals (Nasution, 2017). Another opinion states that the curriculum is categorized into learning methods, evaluating students, changing learning personnel, guidance and exclusion, supervision, administration, and learning structure. Following the sound of Law no. 20 of 2003 concerning the National Education System, Article 1 (19), which states a set of planning and arrangements regarding learning objectives, contents, and materials and how to use them are used as a guide in the application of the learning process in achieving educational purposes (Mulyasa, 2014).

Next, the application of the curriculum includes three points: program development, learning implementation, and evaluation.

- Program development includes the development of annual, semester, module programs, weekly and daily programs, enrichment and remedial programs, and guidance and counseling programs
- Implementation of learning. Learning is communication between students and the state of the learning situation that impacts changing attitudes. Internal factors and external factors influence the transmission in question. Internal factors come from within the learners themselves, and external factors come from the state of the learning situation. Application in the learning process is the task of the teacher to change the behavior of learners in a better direction (Anggreni, 2020)
- Evaluation of learning is carried out through in-class assessments, basic ability tests, final assessments of educational and certification units, benchmarking, and program assessments

Based on Law No. 20 of 2003, article I is proposed by the educational unit in the academic service group organized by formal, informal, and other types of education channels, including

- Formal education is an educational path that is compiled and tiered, including primary education, secondary education, and higher education (Makris et al., 2022)
- Non-formal education is an educational path outside of formal education that is carried out in a structured and tiered manner
- Informal education is an educational path derived from the family and environment

Based on the Minister of National Education Regulation No.22 of 2006 concerning Content

Standards for Primary and Secondary Education Units. The educational task of each educational region is to develop competency standards and essential competencies into the operational curriculum at the Saruan education level (Suriani, 2021). Therefore, the curriculum of KTSP can be designed, developed, and applied by each academic unit and improve by taking into account the National Education System article 36, which is

- Curriculum development carried out is based on National Education Standards to realize national education goals
- Curriculum at all levels and types of education developed through a foundation based on educational units, the environment, and students
- The unit-level curriculum of primary and secondary education is developed by schools and school committees referring to graduate competency standards and standards

The basic concept of KTSP is contained in the National Education Standards (SNP article 1 paragraph 15). KTSP is prepared based on competency standards and essential competencies from development by the National Education Standards Agency (BSNP).

- KTSP is designed based on the environment of the educational unit, potential, and regional characteristics, as well as the socio-cultural of the local community and students
- Schools and school committees are developed curricula at the level of educational units and their syllabus following the basic framework of the curriculum and competency standards of graduates under the supervision of the district/city education office, the religious department in charge of education
- the curriculum at the level of educational units for study programs in higher education is developed and determined by each education level following the National Education Standards (Mulyasa, 2014)

KTSP aims to state that realizing independence by implementing academic units by granting authority (autonomy) to the educational valley and supporting schools to carry out decision-making in a participatory manner in curriculum development. In particular, KTSP aims to (a) develop the quality of education through independence and school initiatives in improving; (b) increase concern for school residents and the community in developing the curriculum, managing, and empowering human resources; (c) the improvement of proficiency between academic units about the quality of education achieved.

The basis for the development of KTSP is based on laws and government regulations, including Law no. 20 of 2003 concerning national education systems, PP no. 19 of 2005 concerning national education standards, Permendiknas no. 22 of 2006 concerning content standards, permendiknas no.23 of 2006 concerning graduate competency standards, permendiknas no. 24 of 2006 concerning the application of permendiknas no.22 and 23. The characteristics of KTSP can determine the optimization of performance, the learning process, the management of learning resources, the professionalism of educational personnel, and the assessment system (Pamungkas, 2021).

The Principle of Application of KTSP is based on seven basic foundations, as explained below.

- The curriculum's application is based on students' development and environment to master competencies that can benefit students. Students can use this to obtain quality educational services and find opportunities for self-actualization.
- The curriculum is carried out based on five pillars of learning such as (a) learning based on God Almighty; (b) understanding of learning; (c) efficient implementation of learning; (d) practical learning; and (e) learning that can find identity, practical, active, and creative learning processes.
- The curriculum application obtains services to improve students' competence, development, and circumstances by considering the development of the personality of Godly, intellectual, social, and moral students.
- The curriculum is carried out to create environmental conditions between learners and educators to respect each other.
- The curriculum is carried out with an approach to various ways and multimedia, adequate learning resources and technology, and empowering the situation as a learning resource
- The curriculum is carried out by utilizing natural, social, and cultural conditions as well as regional wealth to succeed in education by involving all analysis materials
- The curriculum includes all the content of local content learning skills, and self-development is carried out in relationships that are fostered continuously following the circumstances between classes and educational levels

Based on the Minister of Education and Culture Regulation No. 65 of 2013. It states that the standards of the primary and secondary education process are explained in the application of learning skills in the

2013 curriculum. This curriculum is interactive, inspiring, and implemented so that students can play an active role in expressing students ideas, creativity, independence, interests, talents, and physical and psychological development (Yuni 2016).

Compared to the 2013 curriculum, its learning activities are centered on the success of student competencies. The 2013 curriculum is based on character and competence and may change to provide education following the orientation towards results and material in the education process. The curriculum can give birth to the next generation of the nation who are productive, creative, and have character. Through a creative level, students can develop productively to provide solutions in the future that are increasingly complex.

The purpose of the 2013 curriculum can be to produce human beings who are productive, creative, and innovative, continuously following educational goals that create a noble character and civilization. Several factors can determine the success of the 2014 curriculum. The elements in question are the principal's leadership, teacher creativity, learning activities, learning facilities and resources, conducive learning conditions, and the participation of school residents.

The basic concepts of the 2013 curriculum are arranged according to three basic concepts.

- Philosophical Foundations
The quality of students in curriculum achievement, resources, curriculum content, learning, student status, evaluation of learning outcomes, and students' relationship with social and natural conditions determines the philosophical foundation of curriculum development. All students develop the curriculum 2013 to create quality students to achieve educational goals.
- Theoretical Foundations
The 2013 curriculum comes from the theory of educational standards and curriculum theory based on criteria determined by national standards. It is defined as the quality of participants in the use of content standards, process standards, graduate competency standards, educational standards, educational personnel, standards for facilities and infrastructure management standards, financing standards, educational evaluation standards, curricula based on skills designed in obtaining learning experiences for learners for the development of competence in behavior, knowledge of skills, and attitude.
- Juridical Foundations

- The juridical foundation of the 2013 curriculum is
- Constitution of the Republic of Indonesia in 1945
 - Law No.20 of 2003 on National Education Standards
 - Law No. 17 of 2005 on National Long-Term Utilization Planning and the determination that is planned in medium-term development planning
 - PP Number 19 of 2005 concerning Educational National Standards was refined by PP No. 32 of 2013 concerning Amendments to PP No. 19 of 2005 concerning National Standards for Education (Ahmad, 2015).

The characteristics of the development of the 2013 curriculum are described as follows.

- Development of elements of balance between behavioral and social features, level of knowledge, creativity, cooperation with intellectual and psychomotor skills
- Schools are part of the community that can get learning experiences planned by students and applied based on the absorption of material from the school and then implemented in the community as a learning resource.
- Development of behavior, knowledge, proficiency, and application in all circumstances in schools and society
- Negating the use of time for behavioral development, knowledge, and proficiency
- Proficiency can create the core literacy skills described in the learner's eyes.
- The core literacy skills are arranged based on the organization of essential abilities. All essential competencies and learning are designed following the achievement of the skills mentioned in the core skills.
- Basic skills are focused on the concept of accumulation in order to empower the content of learning subjects in each tiered education.

This curriculum impacts the enrichment of learning materials at every level of education and the strengthening of knowledge. Based on the explanation above, it shows that the characteristics of the 2013 curriculum are developed in each learning subject that has the achievement of spiritual, social, knowledge, and other behaviors so that students in their daily lives can imply it. Through the knowledge and experience gained, learners can apply to every school and societal condition.

Differentiation of the 2013 curriculum with KTSP. The basic foundation distinguishing the 2013

curriculum from the KTSP (2006 Education Unit Level Curriculum) is described below.

- KTSP 2006 graduate competency standards come from content standards, while the 2013 curriculum competency standards for graduates come from the needs of the community
- KTSP 2006 content standards come from graduate competency standards for learning subjects, as long as the 2013 curriculum content standards come from graduate competency standards
- KTSP 2006 is separated by each learning subject based on the creation of behavior, proficiency, and knowledge, while in 2013, each learning subject took part in the creation of behavior, proficiency, and knowledge knowledge
- KTSP 2006 proficiency comes from all subjects, while the 2013 curriculum of each learning subject comes from the achievement of competencies
- KTSP 2006, each subject is separated, while the 2013 curriculum of each subject is based on core competencies at each level of education
- KTSP 2006 was developed based on basic competence, but the 2013 curriculum was developed through textbooks and educators' manuals
- 7) KTSP 2006 is based on thematic classes I-III of each subject, but the thematic 2013 curriculum is integrated into classes I-IV in each competency

The 2013 curriculum was developed based on students' skills and character creation to develop the quality of education. The 2013 curriculum is designed to develop the knowledge, understanding, abilities, values, behaviors, and interests of learners that can be developed to achieve success and responsibility. The application of the 2013 curriculum is the implementation of achievements in the learning process in each learning subject carried out by the education unit.

Society understood Art and culture in its definition carried out separately. Cultural arts are a new thing in social livelihood; cultural arts can be seen in education as cultural arts learning subjects (Karatas and Oral 2015). Cultural arts learning subjects are learning subjects that describe aesthetic, artistic, and creative works of Art derived from morality, judgment, attitudes, and the risk of cultural arts that are realized through art activities. This learning course was developed to improve the competence of students in order to gain understanding in knowledge. Technological and social to contribute

to the development of historical civilization and culture, both local and national. The scope of cultural arts learning subjects has four aspects, namely fine arts, music, dance, and theater arts (Purnamasari, 2020)

- a. Fine Art: Art that has a good form can be seen with the naked eye
- b. Art Music: Art with a different sound and acceptance by each charm. Target people's history, place, culture, and tastes. The definition of music can be described below
 - Music is a sound that the listener's senses can hear
 - Works that have primary and supporting purposes
 - Music that can produce bred intentionally by individuals or groups and enjoyed as music (Mawardi, Amirah; Ondeng, Syafruddin; Hanafy, Sain Muh; Yaumi, 2018)
 - Dance art is carried out in the form of dance movements having a rhythm as a psychological expression of a person. Here are several points of view on the definition of dance
 - Prince Soeryo Diningrat: dance is a movement performed by all limbs, included with the sound of the instrument and the arrangement of its rhythm, songs, drums, mimics, and movements adapted to the meaning of the dance
 - Corrie Hartong: Dance is a rhythmic movement of the limbs as a means of delivering messages in the room
 - Sr Soedarsono: Dance is a psychological expression of a person in realizing rhythmic movements that can be enjoyed
 - Theatrical Arts

Theater comes from the Greek word "theatre," which is the show's location. Its development has an outward sign and can be defined as a performance in front of many people. In other words, the theater is a show that includes ketoprak, lundruk, srandul, and other traditional music. The notion of theater can also be defined as drama, performing human life in a performance in front of a crowd. Drama comes from the word Yunani dran, which means to defend or act. Therefore, those who perform the drama can act in the crowd.

Fine Arts

- Fine arts can be grouped into unclean Art, sculpture, billboard, decoration, illustration, and craft art.
- Painting is an art that has two dimensions. In other words, the elements possessed are colors,

fields, and textures. Paintings can be painted with the help of canvases with length and width sizes. In the field of plus, it makes its psychological expression through the results of paintings made by painters.

- Sculpture is a painting art with three dimensions: lines, colors, fields, textures, and volumes. The measure is that the length and width include volume, like chiseled wood carved to produce a beautiful sculpture. Thus the statue comes from a chisel of a large stone created in the spirit of the sculptor's wishes.
- Advertising art is grouped from painting but can also be grouped into bound Art with a function, while painting is free Art. The Art of reclamation has support close to its function: to provide public interest in the declared. The Art of reclaim is the result of rumba Art that can be used to provide knowledge to only people through their merchandise. Therefore, billboards accept punji as a form of interest in an item.
- The Art of decoration comes from a foreign language decoration which means decoration. The decoration is an acceptable art activity for decorating in three-dimensional and two-dimensional spaces. Decorations are made by distillation aesthetically, the arrangement of the room, and adding an ornament.
- The Art of illustration expresses the naked eye through the idea of a story, object, or situation. An image that can explain accordingly can facilitate understanding. It can be said that illustration is the disclosure of images in the form of stories.
- The Art of target craft is an art skill that focuses on the skill of the hand in doing a job. This art form is three- and two-dimensional.
- Changes to the KTSP 2009 and 2013 curriculum created different perceptions of teachers and students in response to these changes. The following are the results of reviews of several journals related to the perceptions of teachers and students about the changes in the 2006 KTSP and the 2013 curriculum (Lorenza, 2018).

The results of Rizkita and Sumayadi's research (2022) stated that the perception of cultural arts teachers at SMAN I Garut had implemented the 2013 curriculum, which has been revised to 2016. This curriculum is done to assist teachers in providing an understanding of the duties and functions of teachers in implementing the new curriculum. This curriculum has many parties involved, such as school

superintendents to all teachers by organizing in-house training (IHT) to socialize the revision of the content of the 2013 curriculum revision to 2016. The reality in the field is different from the socialization of the curriculum revision from 2013 to 2016 to be a scourge for policymakers because there is a discrepancy between curriculum principles and learning material sources (Riskita & Sukmayadi, 2022).

In 2013, especially in cultural arts, many did not conform to the syllabus from the government. Furthermore, the cultural arts learning course focuses on four fields: fine arts, dance, music arts, and theater arts. If the principle of curriculum continuity is not by the target of the learning subject, it lies in the unavailability of cultural arts teacher resources. Continuously, what is meant is that the development of learning activities is carried out non-pause. Thus, students gain learning experiences through the availability of curriculum in the classroom. The perception of cultural arts teachers in this curriculum change affects teacher creativity in learning. The principles of practicality and efficiency can be the focus of the learning process so that the number of teachers needed can be determined (Janko & Pešková, 2017).

Curriculum 2013 has adapted to the periodic development of the times. The vision and mission of the 2013 curriculum can change learning activities and objectives in a good direction, focus on affective, psychomotor, and cognitive character building, motivate students, change student behavior, and explore and innovate the 2013 curriculum (Trundle et al., 2016).

This opinion is supported by other teachers' perceptions of music arts education teachers implementing the 2013 curriculum. This opinion is the result of research by Dewi (2014), which states application of the 2013 curriculum is easier to understand than the KTSP because of the 2013 curriculum (Safiuddin, Salmatian; Atikah, 2020). Students and teachers carry out the curriculum application with high subjective perception. However, ideally, the teacher has four essential competencies that belong to the teacher and can provide an objective perception oriented towards increasing students' competence in the classroom, such as student creativity in learning SBDP cultural arts. Another recommendation from Firdani's research (2017) is the provision of the 2013 curriculum book as a primary source of learning and a reference in the learning process (Firdani, 2017).

Teachers' perceptions of implementing the 2013 curriculum were also carried out by Supandi and Prabowo (2014). The results of his research stated

that teachers consider understanding the application of KTSP 2006 easier than in the 2013 curriculum because teachers do not have adequate competence in the assessment format and assessment procedures in the 2013 curriculum. The cause of the lack of running of the SBDP learning process is inadequate facilities and the teacher's habit of applying thematic learning as has been done by the previous curriculum, which impacts the teacher's inability to understand the SBDP material.

Cronenberg's research (2020) provides teachers' perception of the Art of music in the course classroom. The perception of cultural arts teachers is also seen in research (Sungurtekin, 2021), showing that the practice of cultural arts teachers has not been able to provide stimulants and increase children's musical creativity (Cronenberg, 2021). In this case, the practice given by the teacher has not provided a product learning interface to the study through playing his instrument or creating rhythms by providing material about melodies and rhythms. Thus, teachers are free to use any curriculum, called the creative curriculum used by schools in the UK. This curriculum can give teachers freedom in planning to focus on what the child is interested in (Craft et al., 2014). Therefore, teachers need support in the form of professional training to explore imagination and creative potential in music classes (Sungurtekin, 2021).

This curriculum is influenced by the teacher's assumption that the Art of music is influenced by the perspective of practicing the Art of music that can eliminate negative feelings about administrative decisions influenced by curriculum music. There is a perception of art teachers in wayang kulit learning, namely the positive and negative perceptions of teachers towards wayang kulit in Solo Raya for cultivating cultural character in cultural arts learning. The positive perception of cultural arts teachers in Solo Raya is backgrounded by wayang kulit related to cultural arts learning to support aspects of the curriculum, psychological, moral, socio-cultural, and national values. Meanwhile, the negative perception lies in the child's interest in cultural arts and the availability of both cultural arts learning that is inadequate.

Another reason is that the art and cultural teachers of wayang kulit pure are irrelevant to instilling the character of values. It is because of the assumption that not all teachers come from Java, and not all teachers from Java can teach well and be replaced with another medium (Subyantoro & Fadhillah, 2020).

In addition to teachers' perceptions, there are students' perceptions of cultural arts. This curriculum comes from Widyastuti's (2019) research results

show that foreign dance courses influence 38.67%. It is argued that Manzanera dance is a type of dance that comes from outside the student. The foreign dance consists of two types: classical and people's. Classical dance is a type of dance that comes from the nobility, the educated, and capitalists. Foreign dance is a new type of dance given to students to learn. People's dance is a type of dance that comes from the workers and workers. Therefore, foreign dance can collide rapidly in Indonesia (Widyastuti, 2019).

4 CONCLUSIONS

The results showed that the change from the KTSP 2006 curriculum to the 2013 curriculum impacted the readiness of teachers and students to accept curriculum changes determined by policymakers. Several journal reviews show that positive perceptions from teachers and students dominate it. However, there is a negative perception derived from unpreparedness and inadequate learning media for teachers in accepting the change of the KTSP 2006 curriculum to the 2013 Curriculum.

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