

causes them to have difficulties in maintaining the objectives. This result confirms the research by Retnawati, Hadi, & Nugraha (2016), stating that teachers had difficulty in developing the instrument of attitude assessment, formulating the indicators, and designing the assessment rubric.

The final stage within the assessment process is writing the school report card. Basically, the score contains the achievement of student competences so that the students focus on comparing not only their achievement to their peers' but also their own achievement. The scores are presented in a descriptive way and it is considered difficult by the teachers. The teachers are not accustomed to writing the description. Consequently, it was the teachers' main complaint.

Conclusions

The greatest challenge in the curriculum process has been the teachers' negative stigma. Massive multiple efforts that have been taken by the government have provided positive impacts. However, the research found that many teachers have not completely understood Curriculum 2013. The reason is that they are confused, afraid and do not open their minds to the change; as a result, the efforts to understand the curriculum are not maximal. The teaching and learning process has not been fully conducted due to the teachers' multiple difficulties. It includes the implementation and the learning contents that have not developed the HOTS. The teaching facilities in the form of learning resources and learning media are limited; as a result, the teachers are supposed to be creative so that the teaching and learning process can be well conducted. The problems at the assessment stage are the teachers' capacity in selecting appropriate techniques, in designing good instruments and in designing a clear assessment description.

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