

## ABSTRACT

Changing curriculum is needed. The impacts of its change should be considered as the basis for changes in policy and teaching and learning implementation. This research was aimed to investigate teachers' readiness, teachers' commitment and their correlation. Teacher's readiness was particularly viewed from their knowledge of curriculum as reflected by lesson plan, motivation and self-efficacy. The commitment was measured by commitment to organization, to profession and to students. Forty five senior high school teachers from different schools were assigned to complete a questionnaire about their readiness and commitment to implement the Curriculum 2013. In addition, five teachers were interviewed and observed in their teaching and learning process. Both quantitative and qualitative analyses were employed in the research of explorative mixed method research. Results from quantitative analysis showed that the teachers' readiness was in "good" category (scored at 121.82 from 125) composing of teacher's knowledge of curriculum (63.69), teachers' motivation (39.47) and teachers' self-efficacy (18.67). The teachers' commitment was in "good" (scored at 62.33 from 75) composing of teachers' commitment to school (62.33), teachers' commitment to profession (20.98) and teachers' commitment to students (22.02). Moreover, teachers' readiness to implement curriculum 2013 had positive correlation to their commitment by 0.11. It implicated that teachers' commitment was constructed by other variables including school management, leadership, law enforcement and financial support. Qualitative findings analysis revealed that four of five teachers perceived positive arguments of readiness and three of five teachers perceived positive argument of commitment. It could be interpreted that readiness and commitment were in "good" level (fourth of five categories) to implement Curriculum 2013. It was reasonable because the teachers' reasons showed that Curriculum 2013 had fundamentally similar concept to previous curriculum. Moreover, the teachers claimed that teaching experience, normative attitudes and teachers' certification incentives influenced their commitment to school, profession and students. However, decreasing English hours credits, language milieu, subject heavy burden and school facility were the basic problems of curriculum implementation.

**Key words:** *Curriculum 2013, Teacher's Readiness, Teacher's Knowledge, Teacher's Motivation, Teacher's Self-Efficacy, Commitment to School, Commitment to Profession, Commitment to Students.*

Ahmad Zaki Mubarak, 2018

READINESS AND COMMITMENT OF SENIOR HIGH SCHOOL ENGLISH TEACHERS TO IMPLEMENT CURRICULUM 2013: A CASE OF INDONESIA

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

**Ahmad Zaki Mubarak, 2018**

*READINESS AND COMMITMENT OF SENIOR HIGH SCHOOL ENGLISH TEACHERS TO IMPLEMENT  
CURRICULUM 2013: A CASE OF INDONESIA*

Universitas Pendidikan Indonesia | [repository.upi.edu](https://repository.upi.edu) | [perpustakaan.upi.edu](https://perpustakaan.upi.edu)