

# CHAPTER I

## INTRODUCTION

This chapter introduces the present study. It encompasses the background of the study, research problems, objectives of the study, scope of the study, significance of the study, operational definition, and the thesis organization.

### 1.1 Background of the Study

The curriculum change depends on many factors such as teachers' readiness, competence, attitude, motivation, belief and commitment (Sundayana, 2015). In the context of curriculum change in Indonesia namely Curriculum 2013, teacher's readiness to implement Curriculum 2013 that refers to some aspects of their knowledge of curriculum, attitudes, and motivation in implementing the curriculum change is absolutely needed. Weiner (2009) puts forward that individual and group readiness in school implemented the change is influenced by many factors, including teacher perception, attitude, motivation, and knowledge of the program, and their ability to implement it. In addition, Bandura (2012) states that one's belief and competence to do something (to implement the curriculum 2013), known as self-efficacy, may determine the effectiveness of the implementation of a curriculum.

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Curriculum change is an important aspect to be considered in education development. In a process of quality control of education, curriculum change is a quite important component (Cheung, 1994). This is because as stated in National System of Education Act Number 20/2003, curriculum is a set of plans and arrangements covering educational contents, learning materials, and learning methods intended as the guidelines in implementing the teaching and learning process to achieve the goals of education (Cahyono & Widiati, 2011). The curriculum change have to guide its implementer to redesign the goal, content, method and assessment of curriculum related to the intended one.

Some aspects are needed to be considered in designing a new language curriculum. Dubin and Olshtain (1986), for instance, proposed four aspects to be identified before the initiation of a new curriculum. They are language setting, patterns of language use in society, group and individual attitudes toward language, and the political and national context. In line with it, Richard (2001) stated that all of the changes of curriculum are based on the situation at that time -political, social, economic, or institutional- the needs of the learners, the goals and outcomes.

Related to language setting, curriculum designers should understand and evaluate the significance of the language settings in terms of its effect on the teacher, learners and its learning process, whether it is English speaking countries or non-English speaking countries. In line with the patterns of language use in society, curriculum developers need to know the role of English in education and in the process of modernization especially in digital era. Dealing with group and

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individual attitudes toward language - in this case English -, the designers have to investigate whether there are positive readiness toward English. In other word, curriculum developers have to take political and national context into consideration because political education and national priorities might change at certain period. The designing process a language curriculum as what has been done by Dubin and Olshain (1986), according to Nation and Macalister (2010) is called as “environment analysis,” while Richards (2001) labeled it as “situation analysis.”

The emergence of the 2013 curriculum becomes a response for the strategic plan 2025 of the ministry of education and culture, i.e., producing smart and competitive Indonesian generation. More specifically, the curriculum 2013 is intended to prepare the Indonesian generations who are religious, productive, creative, innovative, and affective besides being able to give contribution to their society as explicitly stated within the Decree of Minister of Education and Culture Number 69/2013 (*Kementrian Pendidikan dan Kebudayaan, 2013a*). In short, Indonesian government sees the importance in rearranging the previous curriculum in order to meet the challenge on the global competition. Both readiness and commitment are the strategic components to be enhanced as its curriculum change support in reaching Indonesia gold generation.

To reach the education goal, the curriculum implementer (teacher and school administrator) need readiness and commitment beside their attitude, belief, motivation and self-efficacy. Both readiness and commitment are taken to make clear that they are two related component to success curriculum implementation.

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As Sundayana (2015) stated that teachers' readiness to implement the school curriculum will be dependent upon their knowledge and ability to select, organize, and appropriately deliver the curriculum contents.

Teacher readiness seems not only beneficial to teacher's self-efficacy, it also has been pointed out as a factor contributing to teacher commitment (Reyes, 1990), because it breaks the isolation of teachers (Little, 1990). Moreover, previous research also indicated that teachers with a strong sense of readiness seem more committed (Ross, 1998). Because teacher readiness may influence both commitment and self-efficacy and commitment is also related to self-efficacy. The importance of teacher commitment for schools has been stressed by research findings demonstrating that teacher commitment positively affects teachers' job performance and quality of education (Tsui & Cheng, 1999).

Previous studies also found positive correlations between teacher commitment, commitment to the teaching profession, and teacher self-efficacy (Coladarci, 1992; Evans & Tribble, 1986). Positive correlations have been found between teacher self-efficacy and enthusiasm for teaching (Allinder, 1994; Hall, Burley, Vileme & Brockmeier, 1992), indicating that teachers with a strong sense of efficacy enjoy their job. Teacher self-efficacy also correlates with the likeliness that teachers keep working as teachers (Burley, Hall, Vileme, & Brockmeier, 1991; Glickman & Tamashiro, 1982). This study follows Coladarci (1992) who identified teacher attrition teachers leaving the profession, as an important aspect of teacher commitment. That is why in this study it is expected that commitment to the

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teaching profession positively affects teacher self-efficacy as the part of their readiness.

## 1.2 Research Questions

This research mainly investigates;

1. To what extent are teachers ready to implement Curriculum 2013 as reflected from their knowledge of curriculum, motivation and self-efficacy to implement the curriculum?
2. To what extent do teachers commit themselves to implement Curriculum 2013 as reflected from commitment to organization, commitment to profession, and commitment to students?
3. Is there any correlation between teachers' readiness and their commitment to implement Curriculum 2013?

## 1.3 Objectives of the Study

The objective of this study is formulated based on the problem to be investigated, they are:

1. To find out the teachers' readiness level toward English curriculum 2013.
2. To know the English teacher commitment extent in implementing English curriculum.
3. To know the correlation between teachers' readiness and commitment in implementing curriculum 2013. Teacher readiness is reflected by from their

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knowledge of curriculum, motivation and self-efficacy to implement curriculum (Sundayana, 2015), meanwhile teachers commitment is reflected from their commitment to organization, commitment to profession, and commitment to students in implementing curriculum (Dannetta, 2002; Firestone & Rosenblum, 1988)

#### **1.4 Scope of the Study**

This study is focused on the correlation of teachers' readiness that is reflected by from their knowledge of curriculum, motivation and self-efficacy to implement curriculum. Furthermore, the study will answer how is teachers' commitment that is reflected from their commitment to organization, commitment to profession, and commitment to students in implementing curriculum. The extent of teachers' readiness and commitment will be analyzed statistically to understand their correlation. Besides that, quantitative data will be strengthened by qualitative. The numeric result will be compared to narrative one. It aims to take complete portrait of teacher's readiness and commitment extent. The result will be described by five criteria as Brown (2010) stated: very good, good, acceptable, poor, very poor. This scale is regarding quality scales that could be interpreted by numeric and narrative.

#### **1.5 Significance of the Study**

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Hopefully, this study would give valuable contribution to some aspects; theory of curriculum change, living curriculum development, teachers' readiness which is reflected by from their curriculum knowledge, motivation and self-efficacy to implement curriculum, teachers commitment which is reflected from their commitment to organization, commitment to profession, and commitment to students in implementing curriculum. The result of this study would be informative and more attractive to government and school manager in growing teachers' readiness and commitment. The correlational study could figure out the implication of factual teachers' readiness and commitment factors. Furthermore, it help the next researchers who are interested in conducting English curriculum development especially on teacher readiness, commitment, self-efficacy, motivation and correlational aspect around curriculum component.

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## 1.6 Operational Definitions

It is necessary for the researcher to explain and clarify the core terms related or dealing with the research in order to keep away from the misinterpretation about each of them. Here there are:

1. Readiness is willingness or a state of being prepared for something (Cambridge Dictionary, 2009). Teacher readiness puts forward that individual and group readiness in an organization (school) in implementing the change (new curriculum) is influenced by many factors, including their perception, attitude, motivation, and knowledge of the program, and their ability to implement it (Weiner, 2009). Furthermore, Sundayana (2015) Teacher readiness to implement Curriculum involves many factors, including commitment, attitude, and motivation in dealing with the change, and definitely comprehension and understanding on the components of the curriculum.
2. Commitment is something that you must do or deal with that takes your time (Cambridge, 2009). Three dimensions of teacher's commitment can be distinguished: commitment to the school organization, commitment to the teaching profession, and commitment to students (Dannetta, 2002; Firestone & Rosenblum, 1988). Teacher commitment to the organization is about organizational goals or values and forming a staff unity (Mowday, Steers, & Porter, 1979). Organizational commitment has three components: believing and accepting the organizational goals and values, being ready to put a significant

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amount of effort into the organization, and willing and desiring to stay with the organization (Mowday et al., 1979). Teacher commitment to the teaching profession refers to someone's devotion for his occupation (Somech & Bogler, 2002). Occupational commitment results in showing interest in their teacher skills and in student achievement (Firestone & Rosenblum, 1988). According to Park (2007), this dimension is about job satisfaction and identifying oneself as a teacher. Teacher commitment to students, is about being devoted to student behavior and learning (Dannetta, 2002; Elliott & Croswell, 2002; Nias, 1981). Teachers who are committed to students do not discriminate based on academic difficulties or social background (Dannetta, 2002). The main element of teacher commitment to students is about the teacher feeling devoted and responsible for student learning and their behavior (Park, 2007).

3. Curriculum is a set of plans and arrangements covering educational goals, contents, learning materials, and learning methods intended as the guidelines in implementing the teaching and learning process to achieve the goals of education (Indonesia Educational System Act, No 20 Year 2003). Elements of the Indonesia curriculum 2013 have been prepared by the government set out in the curriculum *Permendikbud No. 20, 22, 23, 24* of 2016. National Education Standards change on the Implementation of the Curriculum 2013 were intended by the government through; (1) competency standards, (2) content standards, (3) learning standards, and (4) educational assessment standards. The main idea of

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its curriculum is inquiry approach, scientific approach learning model and authentic assessment.

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## 1.7 Thesis Organization

The thesis is organized in five chapters. The first chapter is introduction which highlights the basic description of this study. The second chapter deals with theoretical framework building up the theories and references for this study. The third chapter describes the methodology that were used to conduct this research. It presents the participants, research design, and procedure of data collection and analysis. The fourth chapter presents the analysis of the data. They will be shown by using statistical data and descriptive data. The discussion of teacher readiness level and teacher commitment in implementing English curriculum 2013 will be elaborated widely. The fifth chapter contains conclusions and suggestions of the thesis that offers some further study.

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