

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusion of the study. The research question will be answered briefly in this part. Moreover, Recommendations for the further study dealing with the issue will be served at the end of this chapter.

5.1 Conclusions

1. The data analysis proved that the extent of teacher readiness is in “good”. Teachers’ readiness score is 121.82 from maximal score 150. The teachers’ knowledge of curriculum score is 63.69 from maximal score 75, the teachers’ motivation score is 39.47 from maximal score 50 and the teachers’ self-efficacy score is 18.67 from maximal score 25. The correlation score of lesson plan and readiness is 0.188, teacher’s motivation correlation is 0.906 and, teacher’s self-efficacy correlation is 0.746. The statistical output showed that teachers’ readiness is supported significantly by teachers’ motivation and self-efficacy, meanwhile their readiness has no correlation with teachers’ curriculum knowledge. Moreover, The quantitative data was supported by qualitative data in which four of five respondents have positive perspective of teachers’ readiness in curriculum 2013 implementation.
2. The extent of commitment is in good level in which the score is 62.33 from maximal score 75. The teachers’ commitment to school score is 62.33 from

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maximal score 75, the teachers' commitment to profession is 20.98 from maximal score 25 and teachers' commitment to students is 22.02 from maximal score 25. The correlation score of commitment to school and commitment is 0.777, commitment to profession correlation is 0.904, commitment to students correlation is 0.832. The statistical output showed that all commitment has positive correlation. Moreover, the quantitative data was supported by qualitative data in which three of five respondents constantly perceive positive argument of teacher's commitment in curriculum 2013 implementation. The two remaining respondents were neutral and negative perception.

3. There is a positive correlation between teachers' readiness and commitment because the F score is 5.356 with probability value (sig.) $0.025 < 0.05$. The score of r square is 0.111 or 11.1% determination. It means that teachers' readiness was predicted 11.1% correlated to commitment. The causal correlation was supported by evidence. The lower score could be impacted by three factors; theory, practice and policy. Theoretically, teachers' readiness needs other factors including belief, attitudes, competencies, and survival life of teachers. Practically, there were other factors involved to make better teacher's commitment including financial effect such as salary and incentives, school management including organizational culture, school facilities, leadership, law enforcement and continuous teacher training. The government policy should give commitment stimulant through pedagogical and psychological aspect. Supporting financial teachers' organizations, giving non-

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one stop training, and increasing teachers' individual financial subsidy are the way to improve teacher commitment. Moreover, qualitative analysis revealed that readiness and commitment were in "good" level to implement curriculum 2013. It was normal because the teachers' reasons showed that curriculum 2013 implementation had identical concept to last curriculum, financial adequacy, teaching experience and normative attitude to commit to school, profession and students. However, decreasing English hours credits, language milieu, subject heavy burden and school facility were the basic problem of curriculum implementation.

5.2 Recommendations

Based on the conclusion, this study proposes several recommendations for further study of particular issue that has been discusses in the present study and policy maker including school and government.

For the betterment of the study concerning this research, it will be better for the next researcher:

1. to conduct the study one by one analysis of readiness and commitment dealing with belief, attitude, competency and consistency.
2. a need to be more specific factors analysis dealing with readiness and commitment.

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3. to find out some correlation between commitment and other factors involved regarding financial effect such as salary and incentives, school management including organizational culture, school facilities, leadership, law enforcement.

The recommendations for government and school to grow teachers' commitment are:

1. Government should give supporting financial teachers' organizations
2. The school training is non-one stop training. It could be continuous and measured associating training for teachers.
3. The teachers' individual financial subsidy should be increased based on their commitment and consistency.