

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

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Master's Degree in English Education



By
AHMAD ZAKI MUBARAK
1502972

**ENGLISH EDUCATION PROGRAM
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
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PAGE OF APPROVAL

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By

Ahmad Zaki Mubarak

1502972

Approved By

Supervisor

Prof. Dr. Wachyu Sundayana, MA.

NIP. 195802081986011001

Acknowledged By

The Head of English Education Study Program

Prof. Dr. H. Didi Suherdi, M.Ed.

NIP. 196211011987121001

STATEMENT OF AUTHORIZATION

I hereby certify that this thesis entitled “Readiness and Commitment of Senior High School English Teacher to Implement Curriculum 2013” is my own work. I am aware that I quoted statements, theories, and ideas from other sources and they are stated and acknowledged properly.

Bandung, July 2018

Ahmad Zaki Mubarak
1502972

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This thesis is written in the way to get my master degree, and it was the most remarkable achievement for my post graduate study. It was the outcome based on my personal efforts, my family's continuous support and my thesis committee's earnest assistance.

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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.*

PREFACE

Praise be to Allah, The Most Beneficent, The Most Merciful. The Almighty God who gives me a chance and encouragement, so that I can complete this research paper. This research paper is made as a completion of the master degree in English education.

This thesis entitled “Readiness and Commitment of Senior High School English Teacher to Implement Curriculum 2013” is submitted to English Education Department of Universitas Pendidikan Indonesia as a partial fulfillment of the requirements for *Magister Pendidikan* (master in English Education) degree.

I realize that this thesis is still far from perfect. Therefore, any constructive suggestions and criticism to improve this paper will be highly appreciated. Moreover, this thesis hopefully will give great values in curriculum development study and can be a reference for those who will undertake further research in a related field.

Bandung, July 2018

Ahmad Zaki Mubarak

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