



FACTORS AFFECTING ELEMENTARY SCHOOL TEACHER READINESS ON IMPLEMENTING CURRICULUM IN WEST SUMATERA

Zuryanty¹, Hamimah², Mulyani Zein³

Elementary School Teacher Education Department, School of Education, Universitas Negeri Padang

ABSTRACT: This research aims to confirm and measuring four-factor model effects that predicting correlated to elementary school teachers readiness in implementing the curriculum. These four indicator factors are mindset transformation, the curriculum concepts comprehension, ability to analyzing subjects matter, and teaching design. These four factors designed as indicators variable to elementary school teachers readiness, as a latent variable. The quantitative data treated as interdependency relationship, analyzed by multiple correlation, partial correlation, and a confirmatory factor analysis techniques. Confirmatory factor analysis results indicated that only 47 of 53 research questions are appropriated for the four-factor model. The first factor, mindset transformation explained 29.44% of teacher readiness, Second-factor curriculum concepts comprehension explained 20.32%, Third factor, ability to analyzing subjects matter explained 12.63%, and the fourth factor, teaching design explained 8.43% variance of teacher readiness. Totally 70,82% variance of teacher readiness as a latent variable can be explained by the model. Partial correlation analysis finding that a very significance correlation among four-factor and elementary school teachers readiness: factor 1 ($RX_1Y_{,234} = 0,997$: $p < 0,00$), factor 2 ($RX_2Y_{,134} = 0,995$: $p < 0,00$), factor 3 ($RX_3Y_{,124} = 0,972$: $p < 0,00$), dan factor 4 ($RX_4Y_{,123} = 0,983$: $p < 0,00$). This research confirming that four-factor model as indicator variables are appropriate and very significantly correlated to elementary school teachers readiness in implementing the curriculum. This research confirming that mind set transformation, curriculum concepts comprehension, ability to analyzing subjects matter, and teaching design are significantly suitable and correlates to elementary school teachers readiness as a latent variable. Refers to norm reference the quality of elementary school teachers readiness should be improved. There are needs, consciousness, and climate to imply educational innovations, but it seems hard to change the mindsets, to maintain learning and research climate, and lack of curriculum concepts comprehension. Elementary school teachers capacity in information technology and applying authentic assessment also have to be improved.

Keywords: Mind Set Transformation, Curriculum Concepts Comprehension, Ability to Analyzing Subjects Matter, Teaching Design, Elementary School Teachers Readiness, Four Factors Model

1. INTRODUCTION

Implementation and revision of competency-based curriculum are one of the national education development strategies. The implementation of the 2013 curriculum, for example, has been carried out in the form of pilot curriculum in since the 2011/2012 academic year at some elementary school. Elementary School piloting was chosen to begin the implementation of the curriculum and to study the weaknesses and implementation constraints for further improvement [1]. Implementation is related to teacher readiness, school conditions and availability of infrastructure, principal management, school environment, school/community committees, and education funding. The implementation success will be determined by the readiness of functional elements in carrying out their respective roles. Some variables are expected to greatly affect the success of implementation is change thought patterns (mindset), readiness, willingness, openness and the ability of teachers to implement the curriculum, such as the ability to analyze teaching materials, the design model of learning, and various other variables, both internal and external [2]. Teachers are a very dominant determinant variable in the educational process because

teachers play a role in the learning process refers to a particular curriculum. The teacher's role is not a single factor but also determined by other factors such as principals, supervisors, and support of the Central Government and Local Government [3]. The learning process is a process that contains a series of actions of teachers and students in an educational situation. In the process of education and teaching, contained multi-role of a teacher. The role of the teacher includes many things, such as the educator, class leader, mentor, learning environment regulator, learning planner, supervisor, motivator, and as an evaluator. The teacher's role is also related to the competence of teachers, including the ability to develop skills of self, develop the potential of children and as a curriculum developer at school (planning a, implement assess the curriculum). Implementation Curriculum with the integrated thematic approach, using scientific teaching methods and authentic assessment does require more severe preparation for elementary school teachers, both in terms of time required, resources/materials, and the preparation of other supporting tools. In the field, there are still schools, including elementary schools whose teachers still find it difficult to implement the curriculum. On the other hand, information was also obtained on January 15, 2015, from two elementary



school teachers (R and A), that some teachers still had difficulty utilizing information technology to supplement the source of the teaching materials and conduct the assessment of authentic learning outcomes. Other problems or obstacles that appear are still found a difference in understanding and mastery or confusion and feel busy and burdened to implement the Curriculum to be easily implemented and students feel happy and passionate about the content of the lesson. Lack of teacher understanding of the nature of the curriculum can lead to a delayed implementation of the curriculum. There are still teachers who find it difficult to implement the curriculum through integrated thematic learning, as teachers have not received intensive training, such as understanding the theme network, implementing learning by scientific methods, and assessing the outcome of learning with authentic assessment. There are still teachers who find it difficult to leave the habit of learning activities that presentation based on subject/field of study. In implementing Curriculum teacher motivation is also different. Implementation Curriculum is also constrained facilities and infrastructure in a school that is considered less supportive. Another obstacle of teachers has still figured out that student learning outcomes are more dominated than cognitive aspects. for example to pursue a certain target [4]. Regardless of the internal and external conditions of the teachers, they role in implementation process still critical, because in the daily teaching and learning activities, the teachers are directly interacting with the students. The implementation process will take a long time, and in the early stages of curriculum implementation, all elementary school teachers must have inner birth preparedness. This study aims to confirm the preparation of elementary school teachers in implementing the curriculum. Thus, for the implementation of the curriculum policy to achieve the objectives, it is necessary to have data that can be used to describe the current condition in the implementation of the curriculum which contains changes and different ways of thinking with the previous curriculum. The implementation process includes as well as evaluation activities and expansion of mutually adjusting activities. On the way, the implementation will face various obstacles that need to be monitored and evaluated because the constraints faced can make a program to be successful or fail to achieve goals. To avoid failure, the implementation of a program must always be monitored, evaluated and improved. At least there are four variables critical in the implementation of a public policy or a program such as communication or clarity of information, consistency of information (*communications*), the availability of resources in the amount and quality of certain resources (*resources*), attitude and commitment to implementing program or policy bureaucrats (*disposition*) and the structure or standard operating procedures (SOPs) governing the working procedures and administrative (*bureaucratic structure*) [5] .

2. METHODS

This research is done with quantitative approach. The symptoms or phenomena encountered in the field are measured using a questionnaire and the results are quantified into numerical data. Seen from the research objectives, this research includes correlational research group by measuring intercorrelation between question items, product moment correlation, partial correlation, and factor analysis. The research instrument in the form of a questionnaire developed refers to factors that are theoretically predicted to affect the readiness of primary school teachers during the implementation of the Curriculum. Questionnaires consisting of 53 questions, analyzed and improved derived from the development of four factors and 12 sub factors.

3. RESULTS AND DISCUSSION

Factor analysis of the proposed model resulted in confirmation that all four of these factors can explain the vast majority (70.82%) variance readiness, with each factor one was able to explain 24.37%, factor two explain 17.68%, factor three explain 16 72%, and the fourth factor explains 12.03% of the variance of readiness of teachers. Kemdikbub (2013a: 21), to implement the curriculum there are several things that must be possessed by a teacher such as (a) a strong desire to implement the curriculum, (b) a profound understanding of curriculum, (c) the skills to analyze the relationship between Graduation Competency standards, Core Competence, Standard Competency, Master's books, and Students Books, (d) the skills to draft the learning Program, (e) teaching skills by applying the approach Scientific correctly, (f) the teaching skills to implement problem based learning, project-based learning, and discovery-based learning, (g) skills properly implement authentic assessment, and (h) have oral and written communication skills with a coherent, correct and polite.

An elementary teacher needs to understand and master the aspects above aspects of readiness in order to implement the curriculum [6]. Successful implementation of the curriculum to be achieved depends on the variability of the ability possessed by a teacher. That is, the teacher is the person in charge in an effort to realize everything that has been stated in the official curriculum.

Teachers must also have to formulate instructional materials that fit the contents of the curriculum into the form of learning activities and then carry out what has been programmed. A teacher who directly faces various problems that arise in connection with the implementation of the curriculum in class. Teachers are also looking for efforts to solve all the problems or obstacles encountered [7]. In relation to curriculum development, problems that often arise and must be faced by teachers are issues related to objectives and expected outcomes of an educational institution, such as issues relating to the content/lesson



materials and organization or way of execution of the curriculum Problems in relation to the curriculum development process and curriculum revision/improvement.

Teachers should play an active role in curriculum development and development, whereas experienced teachers are usually involved in providing input in the form of suggestions, ideas, and/or responses to possible implementation in schools. In the field of implementation, the teacher is fully responsible for the implementation of the curriculum. In the process of mentoring or monitoring and evaluation, the implementation/implementation of the curriculum will be assessed how far the level of achievement.

In conclusion, it can be explained that a teacher must have a responsibility to develop the curriculum, in addition to its main task as a curriculum coach. This means that teachers are required to always seek new ideas for the perfection of educational practices and learning practices in particular. This should be done so that learners' learning outcomes can be improved from time to time. To that end, a teacher should consider that the curriculum as a learning program should be given to learners not as a dead item so that what is contained in the curriculum can be described by the teacher into an interesting material to be presented to the learners during the learning process takes place. In the early stages of curriculum implementation with integrated Thematic Learning approach still seen some obstacles both from school, teachers and from students themselves.

For the school level, m compassionate found limited understanding of elementary school teachers about the meaning, purpose, and objectives of the curriculum. Data/information on variable variables that affect the readiness of SD in the early stages of Curriculum Implementation will be very useful as an evaluation and reflection for future improvement. Implementation is defined as the implementation or implementation of a policy/program that has been established/decided by a body or institution. The policy/program that has been established will be a program implemented or consisting or various activities.

For example put forward the notion of implementation as an activity that mutually adjusts, so that a program can be implemented according to the intended purpose [8]. In practice in the field, the implementation process of a policy/program is not only about the behavior of the administrative body responsible for implementing the program, but the success rate also concerns other power forces around, such as political, economic and social power as stakeholders. implementation is the process of practicing/applying a new idea, program or collection of activities for people who are trying or are expected to change. The process of implementing a program requires changes to change. In curriculum implementation, this change in practice requires changes to the teachers, students, and support systems [9]. In other words, the influence of these factors is at a level that should not be ignored at all. In the case of

curriculum implementation, curriculum studies show vulnerability, and it is likely that the curriculum changes or even completely different from what has been planned and decided earlier. Therefore, social, cultural, economic, and political aspirations must be considered and considered in the curriculum socialization and curriculum implementation. the implementation of the curriculum is the effort of implementation or application of curriculum that has been designed/designed, so it is required all-hearted papaya and a strong desire in the implementation [10].

Another meaning of the successful implementation of the curriculum as a program, promoted to the position of diversity as the independent variable was located at the level of the school and the community in which a curriculum was developed and is expected to be a modifier formidable in accordance with the needs of people who can be expected (perceived needs of a society). The real effect is on the teacher who is responsible for the implementation and further development of the curriculum and the students undergoing the curriculum [11]. Based on the above description, it is concluded that the implementation of the curriculum is the operationalization of the concept of written curriculum to be actual in the form of learning activities, which is the result of teacher translation to the curriculum described in syllabus and RPP. The success of this implementation is influenced by teacher readiness, school conditions and the availability of infrastructure, principal management, school environment, school committee, community, and education funding. That is, the success rate of curriculum implementation is determined by the readiness of other supporting elements to perform their respective roles [2]. Curriculum development into the curriculum has been done Depdikbud through several stages [12].

The first stage, the drafting of the curriculum in Kemdikbud and Kemenag -Directorate of Islamic Religious Education by involving a number of experts from various disciplines and education practitioners. The second stage is the presentation of Curriculum design in front of the Vice President as the Chair of the Education Committee and in front of Commission X of the House of Representatives. The third stage, the implementation of public testing to get responses from various elements of society. The fourth stage, the completion of the draft for the next set into the Curriculum. After the draft of the curriculum is considered to be perfect, in the next stage trials are prepared for various schools to implement in 2013 in some schools that are considered ready to use the Curriculum. The next stage is the government's determination to implement the curriculum in the learning process throughout the school by teachers starting the academic year 2014/2015 (July 2013). Implementation The curriculum that embraces an integrated thematic approach is considered a more appropriate strategy for elementary school teaching. The implementation of curriculum policy in integrated thematic learning is based on the consideration that the process and learning outcomes



will be better than the results and processes of the curriculum applied before [3].

The policy of implementing the curriculum has been implemented in all elementary schools in West Sumatera starting from 2014 because it is judged by the policy makers in accordance with the level of personality development of elementary students so that the quality of learning will be better. However, there are some things that need to be considered for the implementation can run well according to the plan. No doubt that the curriculum is developed based on competence is needed as an instrument to lead students into a qualified human capable and proactive answering the challenges of an ever-changing age. The curriculum should be used to produce educated human beings who are faithful and devoted to God Almighty, possessing noble character, healthy, knowledgeable, capable, creative, independent; and democratic and responsible citizens. To support the readiness of the Elementary School to implement the curriculum, teacher readiness is needed in the form of the desire and understanding of all teachers and education personnel in SD about the rationale of curriculum development, elements of change element, implementation strategy and various other matters concerning the content and substance of the curriculum. Although the government has prepared everything for the curriculum to go according to plan, still found some obstacles, including confusion of educational units and teachers. the obstacles are (1), the teacher is not ready and difficult to change his mindset. Teacher preparation is done one of them through training that has been programmed by government hierarchy starting from the selection of national instructors, core teachers, class teachers, and subject teachers.

Furthermore, in the implementation, classroom teachers and subject teachers remain in supervision and assistance. However, during the preparation process, the training took place in the same direction and gave priority to giving lectures to teachers that made the training work not optimal. In this way, it will be difficult to change the mindset of teachers in a short time. More dangerous if the implementation of the curriculum is implemented when the teacher is not ready, thus adversely affecting the learning process and the future of Indonesian children. Kemdikbud (2014: 4) defines that the curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for learning activities to achieve specific educational objectives. The curriculum is a learning experience tool gained by learners as long as it follows an educational process. Officially, the curriculum is idealized or aspired [13].

The success of a curriculum as a guide for achieving educational goals depends on the ability of a teacher. That is, the teacher is the person responsible for the effort to realize everything that has been contained in the curriculum. Although a curriculum is considered to be good, the success or failure of the curriculum ultimately lies in the personal hands of the

teacher. Thus, a teacher must be mentally prepared to teach in a classroom based on a curriculum. The preparation of an educational unit, including an elementary school in implementing the Curriculum, is largely determined by the teacher's readiness to plan, implement and assess student learning outcomes. On the other hand, teacher preparedness in implementing curriculum must be facilitated by the school

In the curriculum development process, problems that often arise and must be faced by teachers are usually associated with problems related to objectives and expected results. The role of teachers in active curriculum development and development at the national level is designed and formulated by experts from various disciplines of related disciplines, while experienced teachers are usually involved to provide input in the form of suggestions, ideas and/or responses to the possibility of implementation in school. In the field, teachers are fully responsible for the implementation of the curriculum, both overall and the task of delivering subjects in accordance with the syllabus that has been designed in a curriculum.

In the process of monitoring and evaluation, the implementation of the curriculum will be assessed how far the level of achievement. Teachers are asked for suggestions and assessments of the ongoing curriculum to see the good and the weaknesses that exist. Thus, the teacher must master the curriculum objectives, the program content (subject matter) that must be given to the learners. For example in the class and semester how much a subject is given and how to give it. Usually by compiling a chart of analysis of learning tasks and lesson plans

So that policy to implementation can successfully achieve the goal, then as a spearhead in front of the class, each elementary school teachers must have inner and outer readiness to face the internal and external constraint. Several factors related to the readiness of teachers, among others, willingness to change/adjust the mindset, increase understanding and mastery of the curriculum, the ability to analyze teaching materials, and the ability to design learning model. In this study, the definition of readiness of the teacher is the ability to perform activities of teachers for preparing, implementing and evaluating the learning outcomes of students who have performed in carrying out their daily task. change of mindset is required in the implementation of the curriculum includes a paradigmatic shift teachers including a change of mindset from the perspective towards competency content, teachers' perceptions of learners, perceptions of learning and perception about the assessment of learning outcomes [14]. Education in accordance with the needs of the future will only be realized if there is a change in mindset. This change can be achieved through a shift procedure for the organization of educational activities and learning in the classroom, or environmental education unit. Kemdikbud (2013b: 6), a change of mindset by shifting it covers the learning process as follows: (a). From a teacher-centered towards student-centered. (b). From one direction towards interactive. (c) From isolation



towards networking environment. (d). From passive to the active-investigate. (e). From virtual/abstract to the real-world context. (f). Of personal study toward team-based learning. (g). From the typical behavior empowers sweeping attachment rules. (h). The single-headed sense of stimulation in all directions. (i). From a single tool to the multimedia tools. (j) From the relationship in one direction shifts toward cooperative. (k). From mass production towards customer needs. (l) From a single conscious effort toward plural. (m). From the science shifts toward multi disciplinary knowledge. (n). From centralized control toward autonomy and confidence. (o). From the factual towards critical thinking. (p). From the transmission of knowledge to the exchange of knowledge [15].

A change of mindset in learning should also occur at some point of view of teachers, such as that Teacher and Text Books are not the only source of learning, furthermore, can learn from the surrounding environment. Teachers also need to encourage students to seek out and not given out, make the students like to ask, not the teacher often asked. Furthermore, teachers need to emphasize the importance of collaboration between teachers and students as a friend. The main process then results can be achieved. Another perspective not taught verbally, but through example and role model.

Factors mindset of teachers is one of the aspects that contribute to the readiness of teachers to implement the curriculum, and this factor is associated with a few changes such as a strong desire and acceptance or openness to accept the change, strategy implementation, management, and leadership learning.

Conclusion and Limitation

Research shows that the factor of change in the mindset of teachers, an understanding of the concept of curriculum, teaching materials analysis, and instructional design model can be used to become an elementary school teacher readiness indicator variables.

Research results are expected to contribute include:

Theoretically, the research will contribute to the curriculum development system and model and enrich the concept and theories about the readiness of elementary school teachers in implementing curriculum using an integrated thematic learning approach

The results can be used to confirm the suitability of the model and to measure the strength of the relationship between the variable of the indicator variable and the readiness of the SD teacher in the implementation of the curriculum. For the initial stage of the proposed model consisting of 4 (four) factors.

The results of the research will contribute as a reference to overcome or reduce barriers encountered in the implementation process, and as input to develop program improvement in the application of the curriculum.

For Preparatory Teacher Institution Institution research result can be used for input in designing curriculum of Basic Education Study Program, in order

to prepare a prospective elementary teacher who will educate the young generation through in-service training

Practically research is useful for teachers, managers or educational observers in disseminating, designing, and applying the curriculum through thematic learning approaches and better authentic assessment. The current portrait can be used for evaluation material, then to take future improvement policy

There is a research limitation, comparing the simple correlation coefficient with partial correlation coefficients showed that there is a strong relationship among four of the factors, which statistically should have a weak relationship. The strong association among these factors indicate a multicollinearity among factors to explain the readiness of teachers.

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5. AUTHOR`BIO



Dra. Zuryanty M.Pd, Born in Padang Panjang, June 11th. 1963, Earned his Bachelor in Biology Departement (1986), School of Science, IKIP Padang, Undergraduate degree in Basic Education (2015), Universitas Negeri Padang, Lecturer in Basic

Education Departement, School of Education, Universitas Negeri Padang.



Dra. Hamimah, Born in Betung Tebal, November 28th. 1962, Earned his Bachelor in History Departement School of Social Science, IKIP Padang, his Undergraduate Degree in Basic Education (2015), Universitas Negeri Padang, Lecturer in Basic Education

Departement, School of Education, Universitas Negeri Padang.



Dra. Mulyani Zein, M.Si, Born in Bukittinggi, July 2th. 1953, earned his Bachelor in Physics Department, School of Science, IKIP Padang, his Undergraduate Degree in Environmental Science (2009), Universitas Negeri Padang, Lecturer in Basic Education

Department, School of Education, Universitas Negeri Padang.