THE READINESS OF CERTIFIED ELEMENTARY SCHOOL TEACHERS IN BANDAR LAMPUNG FOR THE IMPLEMENTATION OF THE 2013 CURRICULUM

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Abstract

The purpose of the research is to know the level of teachers' readiness for the implementation of the 2013 Curriculum in terms of organizational justice, organizational commitment, organizational support, and psychological climate variables.

The research method used in this research was a quantitative survey. The population of the research was primary school teachers in the city of Bandar Lampung as much as 2300 people and the research sample which was used random sampling as much as 10%, was 230 people. Data was collected by using questionnaire and categorized into three levels: high, medium and low, and were analyzed by quantitative descriptive.

The research conclusion is the readiness of the primary school teachers in Bandar Lampung city for the implementation of the 2013 curriculum, in terms of organizational justice, organizational support, and psychological climate variables is not on the high category, while for organizational commitment variable, it is on the high category.

Keywords: teachers' readiness, implementation, curriculum.

Introduction

Education World as an institution/organization is faced by the continuous change, and all of the stakeholders must follow these changes. Otherwise if it doesn't, the organization will be missed, even die. (Robbins, 2005). Therefore, the institutions must motivate all members of the organization to deal with the changes. The school principals should know the factors that relate to the teachers' readiness to deal with the changes. Various studies show that there are some psychological factors that affect a person's readiness to change. Among them are the psychological climate, organizational commitment (Madson, 2005), justice organizations and support organizations, (Krause, 2008).

One of the changes that must be faced by stakeholders of education is the emergence of new policy that is 2013 curriculum. In this case, the government requires a commitment from all of the stakeholders of education, due to the high commitment of the organization has a significant

influence on the organization performance. They will have a high productivity (Minner, 1992), and will support the occurrence of a change in the organization, (Madson, 2005).

In a change, organizations need officials that are committed to the organization. Employees who are committed to the organization have a significant influence on the organization performance. They have a high work productivity (Minner, 1992), and committed employees will support the organizational change (Madson, 2005). When organizations want the employees to be committed to the organization, the employees also want the same thing. The employees expect the organization to be committed on them. That commitment is realized through the support of the organization. The employees are committed to the organization, and the organization provides support to the employees. It marks the occurence of social exchange in an organization (Ivancevic, 2005).

Social exchange is not only formed through the support of the organization, but also through justice in the organization. Furhman (2002) says that justice in an organization must be at the root of the culture of the organization. The presence of a justice that makes employees feel appreciated his rights as a human being. The employees will also respect to the organization where they work. When the employees respect the organization, they will join in successing the programs that exist in the organization. If there is a change, officials of the organization will be ready to follow those changes (Krause, 2008).

The front liner or the leader of the curriculum implementation is a teacher, therefore how important the readiness of teachers in implementing the curriculum is. Teachers are not only mastered what to be taught but how to teach students a challenging, fun, motivating, inspiring and giving space to the students to perform the process of observing skills, ask questions, find out, and reflect. With the appropriate learning strategies in implementing the curriculum and accompanied by education tempestuous spirit on every teacher or educator and learners, then the process of education will take place effectively.

The readiness to change is defined as a set of individual thought and individual willingness to face certain changes (Madson, 2005). Changes will take effect for the teacher. The teachers who are ready with the changes will be eager to follow the changes, and will provide an opportunity for them to learn and develop. For teachers who are not prepared will be likely to bring negative consequences, such as uncertainty, frustration, exile, depressed, and anxiety.

From the background above, the researcher formulates the following issues, such as what are the level of teachers' readiness towards the curriculum implementation in 2013 in terms of organizational justice, organizational commitment, organizational support, and psychological climate variables? The purpose of the research is to know the level of teachers' readiness in facing the 2013 curriculum in terms of organizational justice, organizational commitment, organizational support, and psychological climate variables. While the use of the research is to provide information for policy makers about teachers' readiness in facing the changes and implementation of the 2013 curriculum.

Organizational justice is defined as a perception of fair treatment obtained by employees of the organization. According to Rego and Cunha (2006), organizational justice is divided into four, namely; 1. Distributive, related to the yield distribution services; 2. Procedural, related to the process of decision making; 3. Interpersonal, related to the treatment of the supervisor to their subordinate; 4. The informational justice, related to the availability of information from the organization.

Based on the concept of Deming and Juran, commitment is a main principle in the organization. In this context, commitment defines as: 1) being aware about the best thing or quality; 2) brave to take an objective decision to achieve it; 3) promise (to yourself, society, and God) to implement the decision; 4) brave to carry out the decision earnestly and honestly. (Tampubolon, 2001:103).

People who have a high commitment usually show his/her loyalty and professional abilities. Glasser (Hoy and Miskel, 2001). The commitment consists of two levels, namely macro level and micro level. In further, it has been described that commitment in the organization is developed from the small thing, they are:

1. The organization is locked in to a strategy and cannot back out of it, even if it wants to - to survive, the organization must pursue the strategy to its successful conclusion.
2. Delimited the organization has its options so that it is locked - out of alternatives Because of prior decisions.
3. Because of time lags between starting a strategy and its effects, the organization has to hold to its strategy so as to reap the benefits of its investments in people, equipment, marketing and buildings.
4. Inertia - the organization is unable and unwilling to respond to changes in circumstances and, in any case, sees itself as insulated against them because of historic factors. Murgatroyd and Morgan (1993).

Burke (2002) says that the psychological climate is the perception of individuals about the characteristics of the working environment. Brown and Leigh (1996) divided psychological climate into six sub variables, namely: 1. Management support, the support given by the leaders to the teacher; 2. Role clarity, the clarity of roles/tasks in the workplace; 3. Sense of having made some contribution, perceptions of teachers makes a contribution in the workplace; 4. Effort put in has gain recognition, perception of teachers about the effort/performance noticed by others; 5. Freedom of expression, freedom of the teacher in expressing themselves in the workplace; 6. Work has the challenge, the teachers feel his/her job is challenging.

Methodology

The research method used a quantitative survey. The population of the research was primary school teachers in the Bandar Lampung city that were already certified as much as 2300

people, the sample used random sampling as much as 10% that was 230 people. Data was collected by using questionnaire and categorized into three levels: high, medium and low as in table 1 and analyzed by quantitative descriptive.

Table 1 Data categories with three Levels

Category	Formula
High	$(\mu + 1,0\sigma) \leq X$
Medium	$(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$
Low	$X (\mu - 1,0\sigma)$

(Source: Azwar, 2011)

Description:

     X = subject score

     : = the raw average

     σ = standard deviation of raw

Results of the research and the discussion

Organizational justice

The readiness of teachers in curriculum implementation in terms of organizational justice variable is at medium categories, 80,87% and low, 19,13%.

Justice in organization is characterized by allocating the tasks fairly in accordance with the responsibility of each teacher, involving the teacher in preparation of implementation of 2013 curriculum, polite treatment of the leader against the teacher; in this case there is recognition of the professionalism of teachers, and the clarity of information about the 2013 curriculum. With the fair treatment in the organization, it makes the teachers respect to the organization, so that the teacher also supports all the tasks of the organization. Finally, organizational justice impact on the readiness to face the changes that occur in the organization that is one of the new 2013 curriculums.

Organizational commitment

The readiness of teachers in curriculum implementation in terms of organizational commitment variable are at medium categories 25,22% and high 74,78%.

Organizational commitment refers to the identification of the employees with respect to the organization and a willingness to remain with the organization. Teachers who have a high commitment to the organization would give thought and energy to the organization. The progress of the school is a reflection of the progress of the teacher. The problem of school is the problem of teachers; teachers should receive the values and objectives of the school, and supports the school development for the progress of the school. Thus, the teacher must be ready to face the necessary changes in its organization (Madson, 2005)

Organizational Support
The readiness of teachers in curriculum implementation in terms of organizations support variable are at high category 42,17%, medium 46,53 % and low 11.30%.
The teacher will response to what is given by the school, when the school is giving support to the teacher, the teacher also will provide support to the school, including accepting and implementing the 2013 curriculum.

The psychological climate
The readiness of teachers in curriculum implementation in terms of psychological climate organization variable are g the high category 48,26%, medium 46,527%, and low 5.22%
Individual psychological climate is the perception of the working environment. The positive perceptions of the teachers will support the organizational change. The positive perception can be in terms of the individual freedom to express his/herself in the workplace, there is a clear role/task, the results of the work are valued by others including the leaders and other teachers, and the support from the school management. Research shows that officers who perceives the organization and working environment are positively easier to follow changes (Martin, 2005)

Conclusions and Recommendations

The conclusions of the research are the readiness of the primary school teachers in the city of Bandar Lampung in the implementation of the curriculum of 2013 in terms of organizational justice, organizational support, and psychological climate variables is not on the high category, while for organizational commitment variable has been high on the category.
Based on the conclusions above, it is expected that school principals and educational policy stakeholder give the motivation and support to provide a source of information, sources of infrastructure so that teachers are ready to implement the curriculum of 2013.

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