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The Relationship between Teacher Perception and Teacher Readiness in Implementing the Curriculum of Sekolah Penggerak Program at the Sukabumi City Senior High School

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Abstract

Teachers' perception and readiness are one of the factors that influence the implementation of the curriculum in the classroom. The purpose of this study was to determine the close relationship between teacher perceptions and teacher readiness in implementing the curriculum of the driving school program. The research respondents were 78 teachers who came from the 1st generation driving school at the high school level in the Sukabumi city area. The research method uses a quantitative approach with a descriptive correlation method. They were collecting data in the form of a questionnaire using a Likert scale model. The distributed instruments have been tested to be valid and reliable in measuring teacher perceptions and teacher readiness data analysis using the Spearman rank correlation test. Based on the results of the study shows that there is a positive and significant correlation between teacher perceptions and teacher readiness from aspects of learning planning, learning implementation, and learning assessment with a Sig value. The correlation coefficient is 0.622, then the value of Sig. The teacher perception variable with teacher readiness from the aspect of learning implementation is 0.000 < 0.05 and the correlation coefficient is 0.622, and the value of Sig. The teacher perception variable with teacher readiness from the learning assessment aspect is 0.000 < 0 0.05, and the correlation coefficient is 0.695.

Keywords
teacher perception; teacher readiness; curriculum implementation

I. Introduction

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

The curriculum in the educational process is a very crucial instrument and is always updated. There is no other goal in curriculum changes other than to improve the quality of learning and learning design in schools based on the needs and demands of the community as graduate users (Simajuntak, 2021). Therefore, education is designed in such a way as to meet these demands where society needs reliable human resources and can provide innovation to its environment (Astuti, 2022).

Curriculum implementation is a real form of curriculum that occurs in the field. Curriculum implementation refers to how teachers practice the curriculum and how they teach and evaluate students (Nevenglosky, 2018; Marques & Xavier, 2020: Karakuş, 2021).

The process of implementing the curriculum involves several parties, and the role of these parties is very important in helping to achieve the implementation of the curriculum. Beauchamp (in Reksoatmojo, 2010) suggests that the implementation of the curriculum requires a commitment to involving teachers in curriculum planning. Teachers hold the key to the successful implementation of curriculum changes (Chung, 2013). Implementing the curriculum according to the design takes some readiness, especially the readiness of the implementers (Nana Syaodih, 2001; Rusman, 2012). The teacher factor largely determines the success of curriculum implementation in schools (Hamalik, 2016).

Even though the reality is that the importance of the teacher's role in the curriculum is often considered meaningless, however, teachers play a very central role in education. Teachers have traditionally not had a large say in educational change. The role and demands of work, goals, and personal experiences are often overlooked. (Apple and Jungck 1993; Cohn and Kottkamp 1993; Kilbourn 1991; Prawat 1991; Romania 1993; Yildirim & Kasapoglu, 2015) .

(Chung, 2013) his research reveals that teachers' beliefs about the nature of the curriculum are only one aspect of thinking that informs decisions about what to teach. Illustrates that what is felt, believed, and seen by the teacher becomes their consideration in preparing what they will teach during the learning process. In other words, the teacher's perception of the curriculum is related to their decision to take action when teaching. In education, it should free up teachers to innovate in developing learning (Fix, 2021), concluding that autonomy for teachers is important for the learning process.

Teachers interpret information about the new curriculum, and this can be linked to their terms of reference (Ketelaar, 2012; Jonker, 2019). Congruence between the teacher's frame of reference and the rationale underlying the new curriculum stimulates support for the new curriculum, while the discrepancy causes conflict and difficulties with implementation (März, 2013; März, 2014; Jonker, 2019). As a result, perceptions of a new curriculum are formed, adjusted, changed, and perhaps reconsidered (Jonker, 2019).

The teacher's perception is related to the belief that the teacher has. related to the readiness of the teacher, where the confidence that the teacher has to carry out his duties will affect his readiness to carry out his duties. (Correll, 2016) in his research stated that teachers' perceptions of readiness were the strongest predictor of their *self-efficacy*. Therefore, perception and readiness influence each other. (Mulyasa, 2014) teacher readiness in implementing the curriculum depends on the teacher's meaning of the perception of the curriculum.

II. Research Method

This study uses a quantitative approach with a descriptive correlation method. The research respondents were 78 teachers who came from SMAN 1 Sukabumi, SMAN 2 Sukabumi, SMAN 4 Sukabumi, and SMAS IT Insani—collecting data in the form of a questionnaire using a Likert scale model. The distributed instruments have been tested to be valid and reliable in measuring teacher perceptions and teacher readiness. Then, analyze the research data using the Spearman rank correlation test.

III. Results and Discussion

3.1 Results

a. Instrument Validity Test

Regarding the validity of the instrument, the instrument is said to be valid. It means that the measuring instrument used to obtain data is valid, which means that it can use the instrument to measure what should be measured. Ridwan & Sunarto, 2012).

The following are the results of the validity test of the research instrument in the form of a teacher perception questionnaire and teacher readiness in implementing the driving school curriculum, which was tested on high school teachers in class 1 driving schools from various regions of the islands of Sumatra, Java, Sulawesi, and Kalimantan which are presented in Table 1

Table 1. Validation Test Results for Variable X (Teachers' Perceptions)

No Item	r_{count}	r_{table}	Information
1	0.683	0.308	Valid
2	0.659	0.308	Valid
3	0.435	0.308	Valid
4	0.617	0.308	Valid
5	0.535	0.308	Valid
6	0.463	0.308	Valid
7	0.667	0.308	Valid
8	0.604	0.308	Valid
9	0.802	0.308	Valid
10	0.472	0.308	Valid
11	0.789	0.308	Valid
12	0.334	0.308	Valid
13	0.757	0.308	Valid
14	0.823	0.308	Valid
15	0.752	0.308	Valid
16	0.752	0.308	Valid
17	0.652	0.308	Valid
18	0.780	0.308	Valid
19	0.011	0.308	Invalid _

Source: Statistical Data Processing using SPSS

Based on the results of calculations with SPSS IBM 26.0 Statistics, the validity of the questionnaire instrument consisting of 19 items contained 18 valid items and one invalid item. The teacher considers invalid items not to represent what they feel in the field because the conditions of application are not yet ideal due to unstable conditions considering that learning is still carried out offline and online. Then, the instrument which was declared invalid was not used in the actual research questionnaire.

Table 2. Validity Test Results Variable Y_1
(Teachers' Readiness in the Aspect of Learning Planning)

No Item	r count	r table	Information
1	0.785	0.308	Valid
2	0.803	0.308	Valid
3	0.749	0.308	Valid
4	0.773	0.308	Valid
5	0.770	0.308	Valid
6	0.731	0.308	Valid
7	0.809	0.308	Valid
8	0.801	0.308	Valid

Source: Statistical Data Processing using SPSS

From the results of testing the research instrument on 41 respondents for the teacher readiness variable in the learning planning aspect, it concluded that the eight measuring instrument items as a whole were declared *valid*. So that can use all instrument question items can be used in data collection in the field.

Table 3. Results of Validity Test for Variable Y_2
(Teacher Readiness In Aspects of Learning Implementation)

No Item	r count	r table	Information
1	0.691	0.308	Valid
2	0.673	0.308	Valid
3	0.815	0.308	Valid
4	0.741	0.308	Valid
5	0.802	0.308	Valid
6	0.777	0.308	Valid
7	0.724	0.308	Valid
8	0.761	0.308	Valid
9	0.741	0.308	Valid

Source: Statistical Data Processing using SPSS

From the results of testing the research instrument on 41 respondents for the variable of teacher readiness in the aspect of learning implementation, it concluded that the nine items of the measuring instrument as a whole were declared *valid*. So that can use all instrument question items can be used in data collection in the field.

Table 4. Results of Validity Test for Variable Y_3
(Teacher Readiness in Aspects of Learning Assessment)

No Item	r count	r table	Information
1	0.823	0.308	Valid
2	0.734	0.308	Valid
3	0.795	0.308	Valid
4	0.887	0.308	Valid
5	0.901	0.308	Valid

6	0.856	0.308	Valid
7	0.793	0.308	Valid
8	0.920	0.308	Valid
9	0.672	0.308	Valid

Source: Statistical Data Processing using SPSS

From the results of testing the research instrument on 41 respondents for the teacher readiness variable in the learning assessment aspect, it concluded that the nine measuring instrument items as a whole were declared *valid* so that we can use all instrument question items in data collection in the field.

b. Instrument Reliability Test

Reliability shows in one sense that an instrument is reliable enough to be used as a data collection tool because the instrument is good (Arikunto, 2014). In its implementation, the reliability test in this study used the help of the IBM SPSS 26.0 Statistics software. It is determined whether the instrument is reliable or not, and it is based on the following hypothesis testing:

1. If $r_{41} > r_{table}$ means Reliable;
2. If $r_{41} < r_{table}$ means Unreliable.

Table 5. Reliability Test Results

Variable	r_{41}	r_{table}	Conclusion
Variable X (Teacher's Perception)	0.832	0.308	Reliable $r_{41} > r_{table}$
Variable Y_1 (Readiness Planning learning)	0.884	0.308	Reliable $r_{41} > r_{table}$
Variable Y_2 (Readiness Implementation learning)	0.899	0.308	Reliable $r_{41} > r_{table}$
Variable Y_3 (Readiness Evaluation learning)	0.938	0.308	Reliable $r_{41} > r_{table}$

Source: Statistical Data Processing using SPSS

Based on the results of the reliability test, above all variables show reliability because $r_{41} > r_{table}$. Can conclude that all instrument items are declared *reliable*.

c. Normality Test

To find out if the residuals are normally distributed or not, it is necessary to do a normality test and data processing for the normality test in this study using SPSS 26. The results of the normality test can be seen in table 6.

Table 6. Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Perception	.240	78	.000	.835	78	.000
Learning Planning Readiness	.175	78	.000	.867	78	.000
Readiness of Learning Implementation	.162	78	.000	.886	78	.000

Learning Assessment Readiness	.230	78	.000	.843	78	.000
a. Lilliefors Significance Correction						

Source: Statistical Data Processing using SPSS

From the normality test, the perception variable sig value of 0.000 <0.05 means that the distribution of the perception variable data is not normal. Then the sig value of the learning planning readiness variable of 0.000 <0.05 means that the distribution of the learning planning readiness is not normal. For the variable of readiness for learning implementation of 0.000 <0.05, it means that the distribution of readiness data for learning implementation is not normal, and the variable of readiness for learning assessment is 0.000 <0.05, which means that the distribution of readiness data for learning assessment is not normal. So it can be concluded that all variables are not normally distributed because the sig value of each variable is <0.05.

d. Correlation Test

The results of the normality test of the data in this study indicate that the variables are not normally distributed. Hence, the correlation analysis used in this study is the *Spearman rank correlation, which* aims to determine the relationship between variables. *Spearman rank* correlation test results can be seen in table 7

Table 7. *Spearman Rank Correlation Test*

			Perception	Learning Planning Readiness
Spearman's rho	Perception	Correlation Coefficient	1,000	.622 **
		Sig. (2-tailed)	.	.000
		N	78	78
	Learning Planning Readiness	Correlation Coefficient	.622 **	1,000
		Sig. (2-tailed)	.000	.
		N	78	78
			Perception	Readiness of Learning Implementation
Spearman's rho	Perception	Correlation Coefficient	1,000	.691 **
		Sig. (2-tailed)	.	.000
		N	78	78
	Readiness of Learning Implementation	Correlation Coefficient	.691 **	1,000
		Sig. (2-tailed)	.000	.
		N	78	78
			Perception	Learning Assessment Readiness
Spearman's rho	Perception	Correlation Coefficient	1,000	.695 **
		Sig. (2-tailed)	.	.000
		N	78	78

	Learning Assessment Readiness	Correlation Coefficient	.695 **	1,000
		Sig. (2-tailed)	.000	.
		N	78	78

Source: Statistical Data Processing using SPSS

The strength of the relationship that occurs between each independent and dependent variable is as follows:

1. Based on H1 proposed by the researcher: "there is a relationship between teacher perceptions and teacher readiness from the aspect of learning planning in implementing the curriculum of the driving school program at the Sukabumi City Senior High School." Given the value of Sig. Variable aspects of learning planning readiness are 0.000 < 0.05, and the correlation coefficient of 0.622 are interpreted as 0.7 0.622 < 0.9 in the strong category with a positive correlation direction. So it can be concluded that there is a positive and significant correlation between teacher perceptions and teacher readiness from the aspect of learning planning. The direction of positive correlation means that the relationship between the two variables is unidirectional, meaning that the higher the teacher's perception variable, the stronger the relationship with the teacher's readiness variable from the aspect of learning planning. H1 is accepted, which means that there is a strong relationship between teacher perceptions and teacher readiness from the aspect of learning planning.
2. Based on H2 proposed by the researcher: "there is a relationship between teacher perceptions and teacher readiness from the aspect of learning implementation in the implementation of the curriculum of the driving school program at the Sukabumi City Senior High School." Given the value of Sig. Variable aspects of readiness for the implementation of learning are 0.000 <0.05, and the results of the correlation coefficient of 0.691 are interpreted as 0.7 0.691 < 0.9 in the strong category with a positive correlation direction. So it can be concluded that there is a positive and significant correlation between teacher perceptions and teacher readiness from aspects of learning implementation. The direction of the positive correlation means that the relationship between the two variables is unidirectional, meaning that the higher the teacher's perception variable, the stronger the relationship with the teacher's readiness variable from the aspect of learning implementation. H2 is accepted, which means that there is a strong relationship between teacher perceptions and teacher readiness from the aspect of learning implementation.
3. Based on H3 proposed by the researcher: "there is a relationship between teacher perceptions and teacher readiness from the aspect of learning assessment in the implementation of the curriculum of the driving school program at the Sukabumi City Senior High School." Given the value of Sig. The variable of the learning assessment readiness aspect is 0.000 < 0.05, and the correlation coefficient of 0.695 is interpreted as 0.7 0.695 < 0.9 in the strong category with a positive correlation direction. So it can be concluded that there is a positive and significant correlation between teacher perceptions and teacher readiness from the aspect of learning assessment. The direction of positive correlation means that the relationship between the two variables is unidirectional, meaning that the higher the teacher's perception variable, the stronger the relationship with the teacher's readiness variable from the aspect of learning assessment. H2 is accepted, which means that there is a strong relationship between teacher perceptions and teacher readiness from the aspect of learning assessment.

3.2 Discussion

The stages of curriculum implementation include the planning, implementation, and evaluation stages. In implementing the curriculum, the teacher can be said to be the spearhead of the successful implementation of the curriculum (Wahyudin, 2014). implementer curriculum classroom, teachers are required to know the direction and goals of education in the curriculum, in addition to the maturity of knowledge that bears a perspective related to the curriculum. To take the next step, teachers need mature readiness. Positive emotional perceptions of teachers are associated with positive educational outcomes (Romano et al., 2020; Susanto, 2021). perception in this study refers to the memory or knowledge that the teacher gets, both understanding or understanding, information from outside, and assessment (Walgito, 2010). Furthermore, as expressed (Soemanto, 2006), readiness is a person's willingness to do something, which, in this case, further readiness leads to the stages of the curriculum, namely planning, implementation, and assessment in learning.

a. The Relationship between Teacher Perceptions and Teacher Readiness from the Aspect of Learning Planning

Measurement of teacher readiness from the planning aspect is obtained through a questionnaire containing an understanding and how teachers determine teaching tools, including Learning Outcomes, Learning Objectives Flow, and Teaching Modules. At this point, the average respondent's answer shows a good response. Teachers as learning designers (*designers of instruction*) are required to play an active role in planning KBM (Teaching and Learning Activities) by paying attention to the components in the learning system. The teacher's role as a learning designer includes making a Learning Implementation Plan (RPP) for inculcating character values in students (Arifudin, 2015)**.** The close relationship between teacher perceptions and teacher readiness in the aspect of curriculum planning has a high correlation of 0.7 0.622 < 0.9. The positive direction of the results test between teacher perceptions and teacher readiness in this aspect of curriculum planning means that if teachers' perceptions of the implementation of the curriculum of the driving school program increase, it will strengthen teacher readiness in the aspect of learning planning.

b. The Relationship between Teacher Perceptions and Teacher Readiness from the Aspect of Learning Implementation

The results of the correlation test between teacher perceptions and teacher readiness from the aspect of learning implementation showed a strong relationship with a value of 0.7 0.691 < 0.9. The value of 0.691 is a positive value, which means that the higher the teacher's perception of the implementation of the curriculum of the driving school program, the higher the teacher's readiness from the aspect of learning implementation. The essence of the implementation of learning is more directed at how teachers provide teaching in the classroom and how students can learn comfortably and easily—feeling comfortable and very supportive of improving student learning outcomes so that students are easy to accept learning (Dakhi, 2020). The flow of the implementation of learning in the curriculum of the driving school program is not far from what teachers usually do. Skills are needed to innovate in creating effective and meaningful learning (Marwah Suhadi, Awalia, and Robi'ah, 2021). Questionnaires distributed related to the implementation of learning contained items of understanding questions related to the active learning flow, the selection of learning models, learning methods, and differentiated learning media (teaching modules). The learning model is a conceptual framework that is

used as a guide in carrying out learning activities (Ahyar & Edyansyah, 2021). Whether or not what is typical of the curriculum of this driving school program is differentiated learning, namely learning by linking material with everyday life. Differentiated learning provides opportunities for students to be able to learn naturally and efficiently with teachers who can collaborate on the required methods and approaches (Faiz et al., 2022).

c. The Relationship between Teacher Perceptions and Teacher Readiness from the Aspect of Learning Assessment

The curriculum of the driving school program that is already running requires teachers to know the abilities of students at the beginning of learning. A diagnostic To test the suitability of student learning outcomes based on the Profil Pelajar Pancasila, assessment becomes a reference (Rachmawati et al., 2022). Measurement of teacher readiness from the aspect of learning assessment refers to how the teacher determines the assessment to determine learning outcomes. In the school program curriculum, the learning assessment driver uses a new paradigm (Marzuki & Oktarianto, 2022). In the new paradigm of learning, the assessment paradigm consists of the application of a growth mindset, integration, flexibility in determining the timing of assessment implementation, assessment techniques and instruments, criteria for achieving learning objectives, processing assessment results, and determining the achievement of learning objectives. Determine grade promotion (Center for Assessment and Learning, 2021). As for all these points as a reference in measuring teacher readiness in learning assessments, the results show a strong relationship between teacher perceptions and teacher readiness from the aspect of learning assessment with a correlation value of 0.7 0.695 < 0.9, where the direction of the correlation is positive and unidirectional. That the higher the teacher's perception of the implementation of the curriculum of the driving school program, the higher the teacher's readiness from the aspect of learning assessment.

IV. Conclusion

Based on the results of this study, it can conclude that the relationship has a strong relationship and a positive relationship direction which means it is increasing. The teacher's perception variable will strengthen the relationship with the teacher's readiness variable both from the aspect of learning planning, implementation of learning, and learning assessment.

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