



**THE PERCEPTIONS OF THE PRINCIPAL
AND THE TEACHER TOWARD THE
IMPLEMENTATION OF ENGLISH AT SDN
GETAS IN THE TRANSITIONAL PHASE: A
CASE STUDY**



IKHWANUL RISQON

SN. 20522039

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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By:

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2026**

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PHASE: A CASE STUDY**

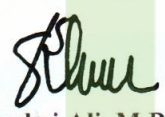
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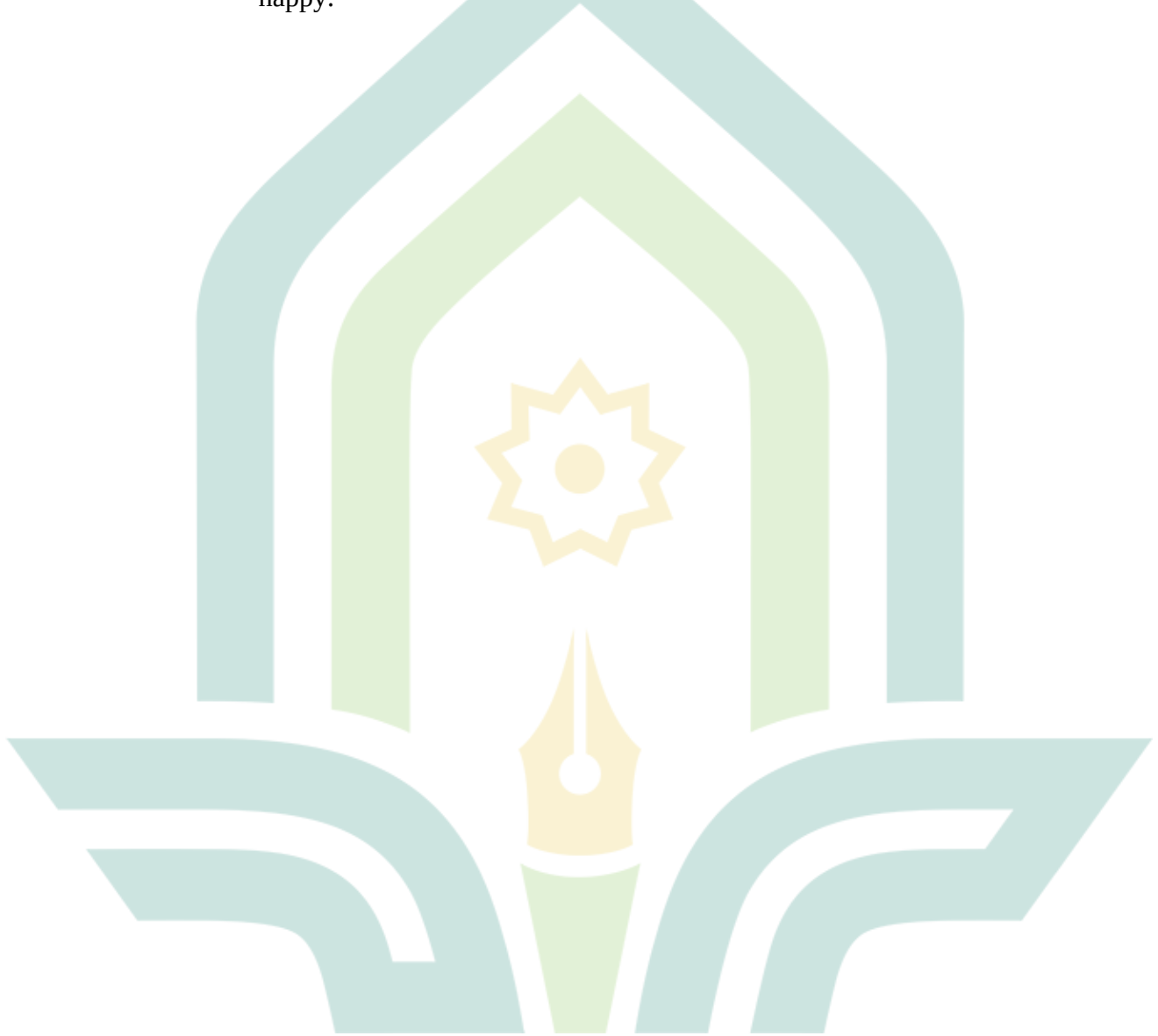
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With a heart full of profound gratitude, the researcher wishes to dedicate this humble work to:

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MOTTO

**“Just take what you need and be on your way. And stop
crying your heart out”**

(Noel Gallagher)



ABSTRAK

Risqon, I. (2026). The Perceptions of the Principal and the Teacher Toward the Implementation of English at SDN Getas in the Transitional Phase: A Case Study. *Skripsi. Program Studi Tadris Bahasa Inggris*. FTIK UIN K.H. Abdurrahman Wahid Pekalongan.

Pembimbing : Dr. Muhamad Jaeni, M.Pd., M.Ag.

Kata Kunci: *Persepsi, Guru, Kepala Sekolah, Bahasa Inggris, Sekolah Dasar.*

Penelitian ini bertujuan mengeksplorasi persepsi kepala sekolah dan guru bahasa Inggris di SDN Getas mengenai penerapan mata pelajaran bahasa Inggris pada masa transisi sebelum menjadi wajib di tahun 2027 berdasarkan teori kesiapan organisasi. Penelitian kualitatif studi kasus tunggal ini mengumpulkan data melalui wawancara semi-terstruktur dan dokumentasi. Hasil menunjukkan kedua partisipan berpersepsi positif terhadap urgensi kebijakan. Kepala sekolah didorong motivasi persaingan dalam memberikan pelayanan pendidikan dengan sekolah swasta, sedangkan guru didorong kesadaran pedagogis untuk menjembatani kesenjangan kemampuan akademik siswa di tingkat SMP. Dalam hal efikasi, mereka optimis dan memahami tanggung jawabnya dengan baik. Fasilitas fisik seperti buku cetak dan Interactive Flat Panel (IFP) dinilai sangat memadai. Namun, terdapat perbedaan pandangan finansial akibat status guru yang belum masuk DAPODIK. Kepala sekolah merasa gaji guru kurang menyejahterakan, sementara guru merasa kompensasi tersebut adil karena sesuai dengan jadwal mengajar tiga hari seminggu. Terakhir, dukungan situasional dinilai sangat baik, bersumber dari koordinasi terstruktur dengan pihak dinas dan orang tua, serta kolaborasi dengan guru kelas dan forum guru bahasa Inggris eksternal. Penelitian ini menyimpulkan bahwa inisiatif penerapan kebijakan lebih awal sukses dijalankan karena adanya persepsi bersama yang positif dan kerja sama yang kuat di sekolah meskipun menghadapi kendala administratif finansial.

ABSTRACT

Risqon, I. (2026). The Perceptions of the Principal and the Teacher Toward the Implementation of English at SDN Getas in the Transitional Phase: A Case Study. Undergraduate Thesis. English Education Department. FTIK UIN K.H. Abdurrahman Wahid Pekalongan.

Advisor: Dr. Muhamad Jaeni, M.Pd., M.Ag.

Keywords: Perception, Teacher, Principal, English Subject, Elementary School.

This study aimed to explore the perceptions of the principal and the English teacher at SDN Getas about implementing the English subject during the transition period before it becomes mandatory in 2027, using Weiner's organizational readiness theory. This study used a qualitative single-case study design, and data were collected through semi-structured interviews and documentation. The results showed that both participants had a positive perception of the urgency of this policy. The principal was driven by the motivation of competition in providing educational services with private schools, while the teacher wanted to bridge the academic gap among students in junior high school. For change efficacy, both were optimistic and understood their responsibilities well based on their roles. The school's physical facilities, like textbooks and the Interactive Flat Panel (IFP), were sufficient. However, there was a difference in financial perception due to the teacher's status that was not registered in DAPODIK. the principal felt the salary could not provide proper welfare, but the teacher felt the pay was fair because it matched her workload and three-day-a-week schedule. Lastly, situational support was very good, coming from coordination with the education office and parents, as well as collaboration with classroom teachers and the external teachers' forum. In conclusion, early policy implementation was successful because of positive perceptions and good teamwork despite financial limitations.

PREFACE

Praise and gratitude to the presence of Allah SWT, who has provided His grace and blessings. His grace and blessings upon me, guidance, health, and patience throughout the writing process of my thesis entitled **“The Perceptions of thr Principal and the Teacher Toward the Implementation of English at SDN Getas in the Transitional Phase: A Case Study”** can finished. This was conveyed to fulfill one of the Bachelor of Education degree requirements in Department of English Education, Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This is proposed because the researcher could be carried out due to the large amount of support from several parties. Because of that, on this occasion, I would like to express my sincere thanks to:

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Pekalongan, 27 Oktober 2025

The Researcher

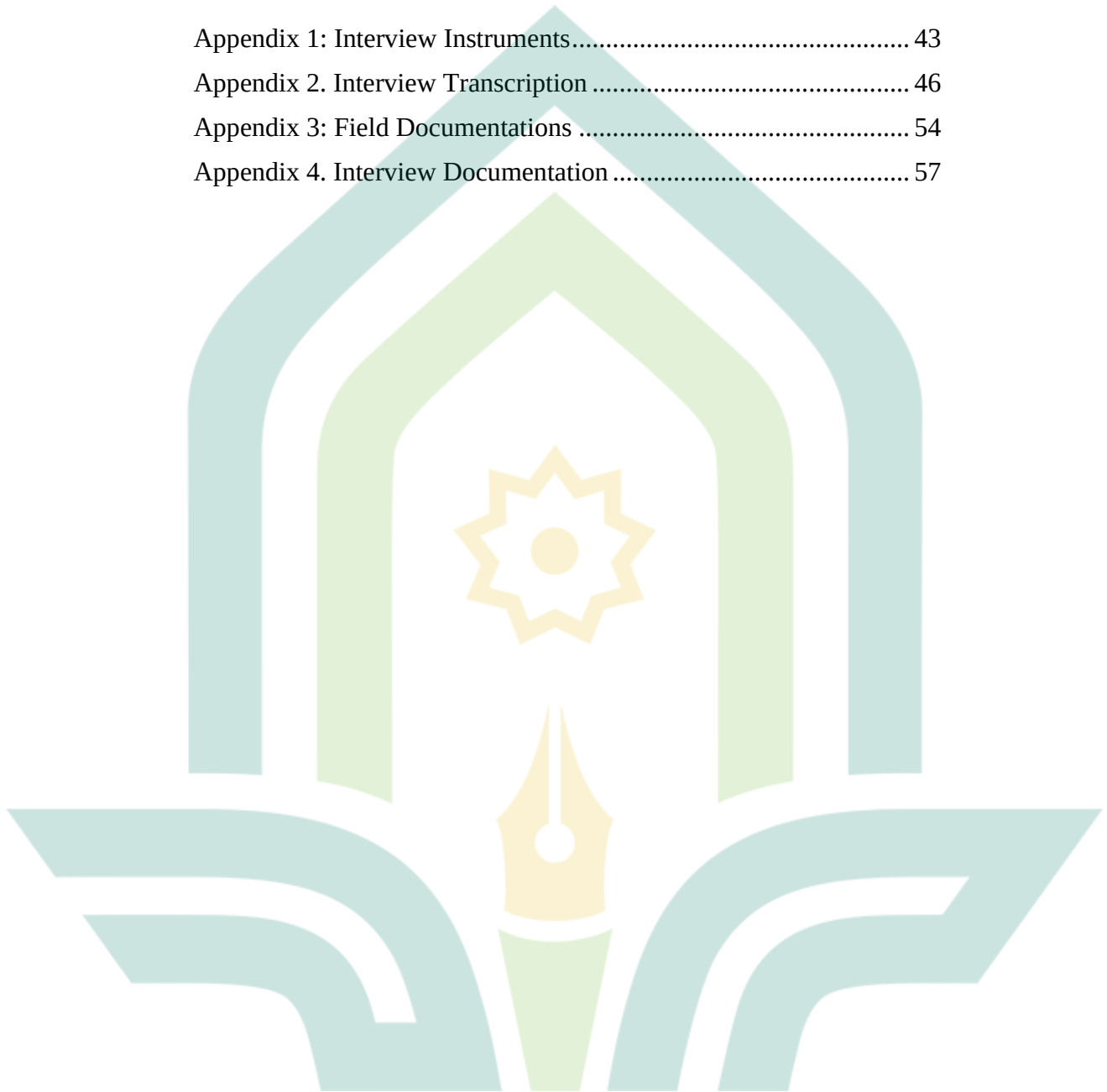
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LIST OF ABBREVIATIONS



ASEAN	: Association of Southeast Asian Nations
BOS	: <i>Bantuan Operasional Sekolah</i> (School Operational Assistance)
CPH	: Critical Period Hypothesis
DAPODIK	: <i>Data Pokok Pendidikan</i> (National Education Base Data)
EFL	: English as a Foreign Language
IFP	: Interactive Flat Panel
MI	: <i>Madrasah Ibtidaiyah</i> (Private Islamic Elementary School)
Permendikbudristek	: <i>Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi</i> (Regulation of the Minister of Education, Culture, Research, and Technology)
PKSP	: <i>Pusat Standar dan Kebijakan Pendidikan</i> (Educational Standard and Policy Center)
SDN	: <i>Sekolah Dasar Negeri</i> (State Elementary School)
SMP	: <i>Sekolah Menengah Pertama</i> (Junior High School)
UU Sisdiknas	: <i>Undang-Undang Sistem Pendidikan Nasional</i> (National Education System Law)

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the modern era of global connectivity, proficiency in English is an essential asset for international communication, scientific advancement, and professional development (Rana, 2023). Because English skills enable individuals to access global knowledge and digital opportunities, nations increasingly prioritize language education as a strategic resource (Alkhatib et al., 2025). Consequently, the focus of language planning has shifted heavily toward the foundational level, making elementary school the critical starting point to prepare young learners for future demands.

Introducing English at the primary level is strongly supported by the Critical Period Hypothesis (CPH) proposed by Lenneberg (1967). This theory states that children experience a sensitive period before puberty where foreign language acquisition occurs more naturally, allowing them to achieve native-like proficiency (Shin & Crandall, 2014). After puberty, mastering linguistic elements like grammar and pronunciation becomes more challenging (Liu, 2023). Young learners possess distinct cognitive advantages, such as high curiosity, greater brain plasticity, and a lower fear of making mistakes (He, 2024; Setyowati et al., 2023). Therefore, introducing English in elementary school builds a robust foundation that facilitates smoother academic transitions at higher educational tiers (Astutik & Munir, 2022).

Recognizing these benefits, many countries have integrated English as a mandatory primary school subject (Shin & Crandall, 2014). In Indonesia, this directional shift is formalized through the *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 12 Tahun 2024* (Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024), which mandates English as a compulsory subject for elementary school students starting from the third grade in the 2027 academic year.

Currently, the policy is in a transitional phase, meaning that the early execution is highly flexible and relies entirely on the independent readiness and capacity of each school (Permendikbudristek, 2024).

However, translating a policy into practice is a complex process influenced by various organizational factors (Syafriyani, 2023). According to Weiner's (2009) organizational readiness theory, an institution must not only value a policy but must also perceive itself as capable of executing it. Data from the *Pusat Standar dan Kebijakan Pendidikan* (Educational Standard and Policy Center, 2024) reveals a clear implementation gap: while over ninety percent of educators express a positive view toward mandatory English, less than half of primary schools are actually executing it. This gap often occurs because a lack of physical facilities and qualified teachers hinders actual school readiness (Oktavia et al., 2023).

Based on this gap, this research explored SDN Getas in Pekalongan Regency, which stands out as one of the few primary institutions that have proactively implemented the English subject during this transitional phase. This study aims to investigate how the principal and the teacher perceive the urgency of early English education. Additionally, it uncovered the specific perceptions that drove their initiative, focusing on their perceived readiness in handling task demands, managing resources, and receiving situational support. In the end, this research was expected to show how the perceptions among implementers could successfully foster educational policy initiatives ahead of national mandates.

1.2 Research Questions

Based on the background of the study, the research questions are formulated as follows:

1. How the perceptions of the principal and the teacher about the urgency and value of the 2027 mandatory English policy?

2. How the perceptions of the principal and the teacher in evaluate their school's readiness in terms of workload, resources, and situational support?

1.3 Aims of the Study

Aligning with the research questions formulated above, the objectives of this research are:

1. To explore the principal's and teachers' perception of the value and urgency of the English subject implementation.
2. To explore the principal's and teachers' perception of their school's readiness in terms of workload, resources, and situational support.

1.4 Operational Definition

To avoid misunderstanding various terms in this study, the researcher provides several definitions related to research as follows

1. Perception : According to Solso et al. (2008), perception is defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.
2. Transition of English Subject Status : This refers to the regulation established by the Regulation of the Minister of Education, Culture, Research, and Technology (hereafter referred to as Permendikbudristek) Number 12 of 2024No. 12 (2024) concerning the National Curriculum. Specifically, in Lampiran II, the regulation explicitly stipulates a transition timeline: English remains an elective subject (*mata pelajaran pilihan*) based on school readiness until the 2026/2027 academic

year, and will shift to compulsory subject (*mata pelajaran wajib*) for elementary schools starting from the 2027/2028 academic year.

3. Implementation : Implementation can be viewed as a process, an output and an outcome, and it involves a number of actors, organisations and techniques of control. It is the process of the interactions between setting goals and the actions directed towards achieving them (Pressman & Wildavsky, 1973).
4. Elementary School : According to the National Education System Law (*UU Sisdiknas*), Elementary School is a form of basic education that serves as a foundation for secondary education (Depdiknas, 2003).

1.5 Significance of the Research

The findings of this research are expected to provide valid contributions theoretically, empirically, and practically:

1. Theoretical Use : This research contributed to understanding the perceptions of the principal and the teachers regarding the implementation of English subject in elementary school by applying Organizational Readiness for Change proposed by Weiner (2009) to explore how the principal and the teachers, as the implementers of educational policy, view the value of the English subject and how the representation of their self-efficacy.

2. Empirical Use : Empirically, this research provided insight into how the principal and the teachers perceive the educational policy and the capability of the school to implement it. The findings may enrich previous studies in the context of perception in the education field.
3. Practical Use : Practically, this research provided a real picture of the implementers' perception regarding the urgencies in English subject implementation which can be a reference for other schools in understanding the essence of the policy, thus leading decision making.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The study shows that both the principal and the teacher share a positive e valence toward introducing English early at SDN Getas, though they are driven by different reasons. The principal views the policy as an urgent solution for school survival, aiming to stop a decline in new student enrollment caused by a nearby private school that already offers English. In contrast, the teacher's motivation is purely pedagogical; her experience in junior high school reveals a severe learning gap between students who had English in elementary school and those who did not. This shows that when education implementers feel a central policy is the solution for their specific local problems and needs, they build a commitment to execute the change proactively, even before the government mandate becomes official.

In terms of change efficacy, both participants demonstrate strong readiness and confidence across task fulfillment, resource availability, and situational support. The principal effectively manages managerial tasks like budgeting and recruitment, while the teacher focuses on creative teaching methods supported by her linear English education degree. Although physical facilities like textbooks and the Interactive Flat Panel (IFP) are highly sufficient, a unique contrast appears regarding financial resources: the principal worries because the teacher's salary is low due to DAPODIK constraints, yet the teacher feels satisfied because she considers the payment fair for her flexible three-day schedule. Based on the findings, it can be concluded that organizational readiness does not require perfect condition. As in this case, even though the principal felt she could not provide sufficient salaries for the English teacher, the support of colleagues and balance workload made the teacher remain enthusiastic and optimistic in teaching despite the school's financial shortcomings.

5.2 Recommendation

Based on the findings and conclusions of this research, the researcher has compiled several recommendations for various parties. First, the local education office is recommended to actively encourage and remind schools that have not yet implemented English to begin preparing themselves ahead of the official mandate in the 2027/2028 academic year. This appeal may include reminders for schools to start securing basic learning resources and building support among internal stakeholders, such as teachers and parents. In addition, the local education office may also consider strengthening monitoring and evaluation efforts toward schools' readiness during this transition phase, ensuring that each school is progressing appropriately toward full implementation by the time English becomes a compulsory subject.

Second, schools that have not yet implemented English or are currently in the early stages of preparation, are recommended to learn from SDN Getas in building situational support through a structured and collaborative process, namely reaching agreement among teaching staff, coordinating with the education office, and communicating with parents before finalizing the policy. This approach may help other schools build a stronger sense of shared ownership among stakeholders from the very beginning of implementation. In addition, schools facing similar resource or administrative limitations may consider alternative strategies, such as classifying English as an extracurricular activity, as a temporary solution while working toward more permanent arrangements.

Third, future researchers are recommended to expand the scope of this study by involving more than one school as the research setting, allowing for a comparative analysis of how different schools with varying levels of resources and institutional support perceive the implementation of English subject. In addition, future research could also incorporate classroom observation as part of the data collection process, particularly to examine the actual teaching practices and student engagement during English lessons, which this study was unable to capture due

to the school's holiday period at the time of data collection. Lastly, further studies may also explore the perceptions of other stakeholders, such as parents or students themselves, to provide a more comprehensive picture of how English subject implementation is perceived by the broader school community.



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