

A Psychological Perspective on Curriculum Implementation: Redesigning Teacher Acceptability

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Abstract: This study aimed to develop, validate, and evaluate curriculum implementation from the perspective of field practice by examining teachers' acceptability of curriculum change as a psychological phenomenon. Guided by Sekhon's theoretical framework of acceptability, this study redesigned acceptability indicators to reflect teachers' characteristics in authentic school contexts. A mutually adaptive evaluation model was employed to capture the dynamic interaction between curriculum policy and classroom practice. Using a quantitative correlational design, data were collected from 413 elementary school teachers in West Java Province, Indonesia, selected through convenience sampling based on curriculum type, teaching experience, and professional status. The findings indicate that ethicality and coherence emerged as the strongest dimensions shaping teachers' acceptability of curriculum change, whereas the opportunity dimension did not load onto the acceptability construct. A statistically significant but weak relationship was identified between teaching experience and teacher acceptability. These results suggest that curriculum implementation is influenced not only by individual teachers but also by broader systemic factors, including school leadership, parents, government policy, and the broader context. This study extends the application of Sekhon's acceptability framework beyond healthcare by adapting it to curriculum evaluation in education. It offers a novel psychological perspective on teachers as active agents in curriculum change and contributes an empirically grounded model of acceptability that supports process-oriented and context-sensitive curriculum evaluation.

Keywords: acceptance, curriculum evaluation, elementary school teachers, mutually adaptive.

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■ INTRODUCTION

Curriculum evaluation has become a key agenda not only nationally but also globally, serving as an essential mechanism for assessing the effectiveness of education systems. For a nation, curriculum evaluation contributes substantially to the measurement of the quality of curriculum design, instructional processes, and learning outcomes (Dushyanthen et al., 2025). However, curriculum evaluation is still widely perceived as merely classroom assessment in terms of student learning outcomes. In addition to student achievement, teachers are recognized

as one of the determining factors of educational success (Miller & Seller, 1985; Gordon et al., 2023), as they serve as micro-level implementers of the curriculum. Thus, teachers play a vital role in interpreting and even redesigning the classroom curriculum in line with students' characteristics and the school context (Clandinin, 2019). In Indonesia, the practice of curriculum evaluation has existed since the early formulation of the national education curriculum, with success historically measured through students' ability to complete final examinations (UNESCO et al., 2017). This measurement orientation has fostered

the stigma that academically high-scoring students are intellectually superior.

The success of a curriculum, however, is influenced not only by economic or political dimensions but also by psychological ones. As curriculum makers, teachers contribute not merely as implementers but also as agents of curriculum development within schools (Clandinin, 2019). Their involvement in curriculum evaluation is therefore indispensable. Teachers act as change agents in the classroom, direct observers of students' progress, creators of learning conditions, and the primary individuals who experience the curriculum's enactment (Schlein et al., 2019). This highlights the existence of psychological determinants of curriculum success, which extend beyond facilities, policies, and economics (Akin-Sabuncu & Calik, 2023). These determinants include motivation, comfort, acceptability, anxiety, and psychological readiness. Teachers' decisions in executing a curriculum (Alkandari, 2023) are shaped by personal involvement, which affects decision-making, curriculum comprehension, and self-development. In the face of inevitable and dynamic curriculum reform, psychological readiness is therefore crucial as financial resources and infrastructure (Prehanto et al., 2025).

Various curriculum evaluation models are widely adopted, including CIPP, Stake's Model, Kirkpatrick's Model, and the Illumination Model. These models measure curriculum success across components such as goals, processes, materials, inputs, and outcomes, with the advantage of being adjustable to contextual conditions through pre-established frameworks (Tuna & Ba^odal, 2021). In contrast, several evaluation designs specifically target teachers as subjects and emphasize psychological dimensions, such as the Stages of Concern and Levels of Use models. Each has distinct characteristics and focuses on teachers' psychological processes in understanding and implementing the curriculum (George et al., 2006). Although widely applied, these models

lack depth because they do not offer comprehensive elaboration of each evaluative dimension (Fischer et al., 2019). Thus, a more detailed, layered, and in-depth evaluative approach is required to produce findings that accurately reflect field conditions.

Evaluation instruments also have limitations in capturing teachers' authentic teaching experiences. This challenge is largely methodological, as in-depth data are not easily obtained through standardized measures. Instrument development must therefore undergo rigorous validity procedures to minimize bias and ensure strong alignment between research questions and measured constructs (Holmberg Bergman et al., 2024). Despite these constraints, instruments remain essential for systematically collecting information about curriculum implementation. Accordingly, the present study positions itself as part of a comprehensive and supportive system, prioritizing the measurement of curriculum processes from teachers' perspectives. Process and outcome evaluations are inseparable and interdependent in generating comprehensive knowledge. Unlike outcome-oriented evaluation, process evaluation enables teachers to identify classroom barriers, such as resource constraints, student readiness, and the appropriateness of instructional methods for learners' characteristics (Rokhmansyah et al., 2021). However, process evaluation requires flexibility and a deep understanding of the implemented curriculum. Teachers must be able to adapt rapidly to classroom dynamics and shifts in learning situations. These conditions demand psychological preparedness to accept and adapt to changes in the curriculum. Teacher acceptability, as a psychological construct, is crucial for understanding how teachers adopt and apply curriculum change holistically (Woodcock et al., 2025). However, this psychological dimension is frequently overlooked, with attention still centered predominantly on student outcomes.

Teachers serve as the primary agents behind successful process evaluation because they directly engage with classroom dynamics and the complexities of curriculum implementation. In this respect, mutually adaptive evaluation is highly relevant because it offers flexibility and contextual alignment with school environments, learner characteristics, and sociocultural contexts. A balanced consideration of process and outcome generates comprehensive insights into instructional quality and forms the basis for the continuous improvement of curriculum implementation. Despite its significance, process-oriented evaluation receives relatively little emphasis in practice, partly because it is more complex, time-consuming, and dependent on sustained observation.

The effectiveness of mutually adaptive evaluation depends heavily on teachers' psychological readiness and acceptability toward curriculum change. Teachers must be capable of adapting to change, embracing it, and constructively interpreting curriculum policies. When teachers exhibit a high level of acceptability, they are better able to reflect on their practices, modify instructional approaches, and adjust evaluation practices without deviating from curriculum goals. Conversely, resistance diminishes the effectiveness of adaptive evaluation and limits its impact. Based on the preceding discussion, this study focuses on:

1. How are the components of teacher acceptability related to the new curriculum?
2. What is the influence of teacher experience, kinds of curriculum, professional certification status, and employment status on teacher acceptability?

Thus, this study aims to analyze the components of teachers' acceptability of the new curriculum and to determine the influence of teacher experience, curriculum type, professional certification status, and employment status on teachers' acceptability.

METHOD

Research Design

This study employed a correlational quantitative design, in which the instrument was developed by formulating several aspects of teacher acceptability based on the framework of Sekhon et al. (2017), including ethicality, attitude, workload, coherence, effectiveness, perceived benefits or opportunities, and self-efficacy.

Participant and Sampling Procedure

The population of this study consisted of teachers working in West Java Province, Indonesia. Data were collected using a survey targeting elementary school teachers who had implemented the 2013 Curriculum, the Merdeka Curriculum, or both. Sampling was conducted through convenience sampling based on the following criteria: teachers currently serving in elementary schools across West Java; civil servant teachers (PNS), government contract teachers (P3K), temporary teachers, school foundation teachers (GTY), central government assistant teachers, certified and non-certified teachers; and teachers implementing the 2013 Curriculum, the Merdeka Curriculum, or a combination of both. From a total population of 200,269 elementary school teachers in West Java (source: <https://data.kemdikbud.go.id/data-induk/ptk/020000?jenis=pendidik>), a final sample of 413 teachers was obtained. This study has obtained an ethical approval number. 17/UN40.K/PT.01.01/2026, published by Universitas Pendidikan Indonesia.

Instrument

The instrument was evaluated using confirmatory factor analysis (CFA) to assess each dimension of the teacher acceptability variable, which consisted of attitude, ethicality, workload, coherence, effectiveness, opportunity, and self-efficacy. CFA assists in identifying interrelated observed variables and determining the distinct

dimensions they form (Creswell, 2014; Parks, 2023). It also provides insight into the underlying dimensions or factors that structure each construct. According to the measurement criteria, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) must exceed 0.50 for the factor analysis procedure to be considered appropriate and continued.

Data Analysis

The analytical technique employed was not mathematical correlation analysis but relationship-linkage analysis, which examines logical, structural, and adaptive relationships between variables. This study included the Goodness of Fit (GoF), with the results of the Chi-square analysis revealing a statistically significant relationship ($p < 0.05$) and an SRMR score < 0.08 (Dash & Paul, 2021; Hair et al, 2017) between teachers' acceptability levels and the variables under investigation, including teaching experience, curriculum type, and professional status.

■ RESULT AND DISCUSSION

Findings on Elementary School Teachers' Acceptability of Curriculum Change Interrelationships Among the Dimensions of Teacher Acceptability

The analysis of interrelationships among the dimensions of acceptability aimed to provide a comprehensive understanding of elementary school teachers' level of acceptance of curriculum change. This section illustrates how the various dimensions of acceptability collectively shape the overall construct, thereby helping identify which dimensions are most relevant to teachers' acceptability. The KMO Measure of Sampling Adequacy was 0.894, substantially higher than the minimum acceptable threshold of 0.50. This indicates strong sampling adequacy and sufficient intercorrelations among the variables to support a reliable factor structure. The high KMO value confirms that the correlation matrix is suitable for factor analysis and provides a solid basis for extracting the latent factors underlying teacher acceptability.

Table 1. Anti-image correlation for teacher acceptability

Dimension	a	b	c	d	e	f	g
Affective attitude	1.00						
Burden	.48	1.00					
Ethicality	.50	.58	1.00				
Perceived effectiveness	.52	.50	.59	1.00			
Intervention coherence	.56	.61	.61	.66	1.00		
Opportunity costs	.13	.25	.18	.29	.27	1.00	
Self-efficacy	.50	.47	.62	.65	.63	.28	1.00

Table 1 presents the anti-image correlation values for the various dimensions contributing to elementary school teachers' acceptability, indicated by the letter "a." The scores are as follows: teacher affect (0.927), workload (0.887), professional ethics (0.895), effectiveness (0.892), coherence (0.889), opportunity (0.861), and self-efficacy (0.887). All anti-image correlation values exceeded the commonly accepted threshold of 0.50, indicating that the measured dimensions

showed adequate correlations with the underlying factors associated with teacher acceptability. These findings confirm the suitability of the data for further factor analysis.

The high scores also demonstrate that the variables were sufficiently intercorrelated and could be meaningfully classified into relevant factors. Overall, the elevated anti-image correlation values strengthen the construct validity of the measured dimensions and support

additional analysis to explore or confirm the factor structure underlying elementary school teachers' acceptability. Accordingly, the next step was to conduct a factor analysis to identify and group the dimensions that constitute the acceptability variable, thereby providing deeper, more comprehensive insights in this study.

The Influence of Teacher Experience, Kinds of Curriculum, Professional Certification Status, and Employment Status on Teacher Acceptability

Based on a sample of 413 respondents, all factor-loading values for the measured aspects

exceeded the minimum criterion of 0.50. However, variations were identified in the resulting factor structure. The aspects of affective attitude (Y1), workload (Y2), professional ethics (Y3), effectiveness (Y4), self-efficacy (Y7), and intervention coherence (Y5) clustered into a single group representing the construct of acceptability. In contrast, the aspect of opportunity (Y6) or perceived benefit did not load onto this group, indicating that it was not part of the acceptability construct in this context.

These findings differ from those reported by Sekhon et al. (2017), who identified affective attitude, workload, ethicality, effectiveness,

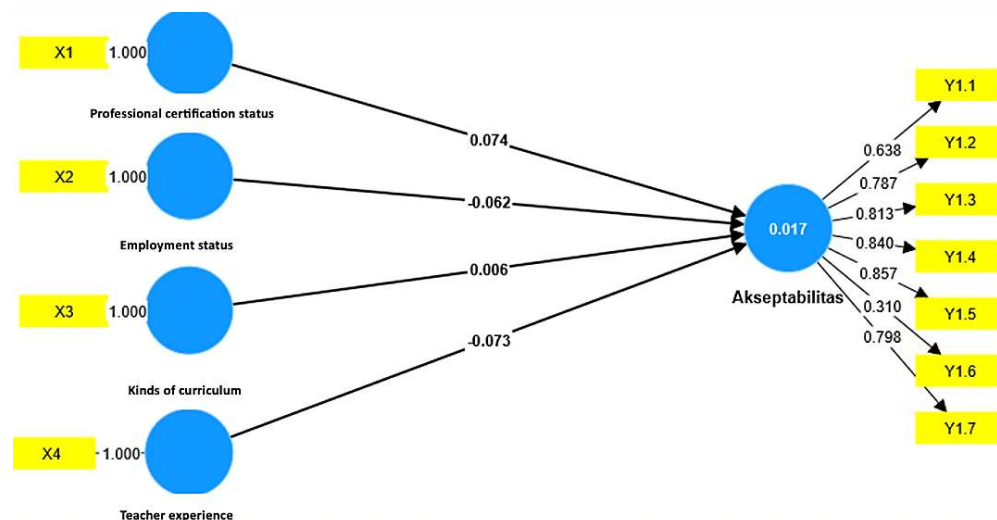


Figure 1. Model of acceptability

intervention coherence, opportunity, and self-efficacy as jointly forming the acceptability construct within a healthcare context. In the context of this study, namely elementary school teachers' acceptability of curriculum change, not all these aspects appeared to be relevant. This contextual difference warrants further investigation to understand better why the factor structure identified here does not fully align with previous findings.

As illustrated in Table 2, the factor-loading analysis in this study is crucial for identifying the key factors influencing elementary school teachers' acceptability.

Table 2. Factor loadings on teacher acceptability

Component	Score
Affective Attitude	0.638
Workload	0.787
Ethicality	0.813
Effectiveness	0.84
Intervention Coherence	0.857
Self-Efficacy	0.798

The acceptability variable was constructed from several key aspects; however, one aspect was found not to contribute to the formation of teacher acceptability. Based on the results of this study, several aspects shaped the construct of

teacher acceptability. These included affective attitude, burden or difficulty, professional ethics, effectiveness, self-efficacy, and coherence. Meanwhile, the aspect of opportunity or perceived benefit, namely the advantages teachers might gain during curriculum change, did not load onto the acceptability construct.

Level of Teachers' Behavioral Response to Curriculum Change

The analysis of 413 elementary school teachers showed that teachers' acceptance of curriculum change fell within the moderately high category, with an overall average score of $M = 3.7$ on a five-point scale. This finding indicates a positive trend in teachers' readiness and openness toward implementing the new curriculum, although variations were observed across dimensions.

Level of Difficulties Faced by Teachers in Adapting to Curriculum Change

The attitude dimension showed a positive tendency ($M = 3.7$), as reflected in teachers' confidence in adjusting to curriculum demands, their responsiveness to change, and their perceived ability to evaluate areas for improvement. The workload and time-management dimensions showed similarly stable results ($M = 3.7$), indicating that most teachers were able to participate in training and adequately meet administrative requirements during the transition period. The main challenges reported included allocating sufficient time for lesson planning, participating in professional development programs, and adapting teaching methods to align with the revised curriculum.

Level of Professional Ethics in Responding to Curriculum Change

The professional ethics dimension yielded the highest mean score ($M = 4.1$). Teachers reported their ability to consistently uphold ethical and spiritual values during the change process, including maintaining integrity, responsibility, and

commitment in carrying out teaching duties. This implies that the curriculum change did not undermine the stability of teachers' professional values.

Level of Teachers' Effectiveness in Responding to Curriculum Change

The effectiveness dimension also demonstrated relatively high results ($M = 3.7$). Teachers perceived that curriculum change did not interfere with their career goals, competency development, or collaboration with colleagues. Meanwhile, the coherence dimension achieved a high score ($M = 3.9$), suggesting that teachers acknowledged the relevance and alignment of curriculum change with instructional concepts, teaching methods, and learners' needs.

Level of Teachers' Coherence Toward Curriculum Change

The coherence dimension reflected teachers' perception that curriculum change aligned well with their understanding of curriculum concepts, applicable teaching methods, and students' learning needs. Scores ranged from $M = 3.6$ to 3.9 across items, indicating a consistently positive pattern without significant gaps. The lowest score appeared on Item 2, which concerned teachers' understanding of newly introduced instructional methods. Although this item recorded the lowest value, the difference was not substantial. The highest scores were observed on Items 6 and 8, demonstrating teachers' shared belief that curriculum change supports students' capacity to care for the environment and promotes respectful attitudes. Overall, the coherence dimension achieved an $M = 3.9$, indicating that most teachers had a clear understanding of the direction, purpose, and benefits of curriculum change. This understanding plays a crucial role in successful implementation, as teachers with high coherence are better able to integrate curriculum changes effectively into instructional practice and improve student learning outcomes.

Level of Teachers' Self-Efficacy in Responding to Curriculum Change

The self-efficacy dimension reported a stable score ($M = 3.7$), reflecting teachers' strong belief in their ability to learn new content,

overcome challenges, and adjust instructional practices to meet curriculum demands.

The analysis of this association was based on the decision criterion that a Chi-square test $p\text{-value} < 0.05$ (Hair et al., 2017) indicates a

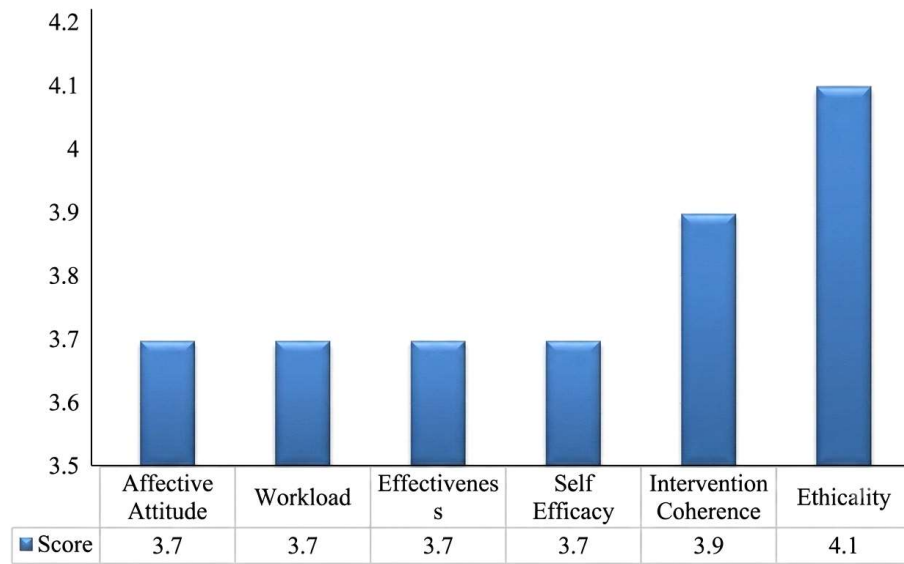


Figure 2. Mean scores of teacher acceptance aspects

statistically significant relationship. In contrast, a $p\text{-value} > 0.05$ indicates no significant association. Table 3 presents the detailed analytical results used to determine the relationship between elementary school teachers' length of service and

their acceptability or receptiveness toward curriculum change.

Table 3 shows that the Chi-square test yielded a significance value of 0.025, which is below the 0.05 threshold. This indicates a

Table 3. Results of the chi-square test for experience and acceptability

Test	X ²	df	p
Pearson chi-square	19.01	9	.025
Likelihood ration	19.38	9	.022
Linear-by-linear association	1.51	1	.220
Number of valid cases	413	-	-

statistically significant relationship between teachers' length of service and their acceptability or receptiveness toward curriculum change. Accordingly, the alternative hypothesis (H_a) is accepted, indicating that teachers with varying lengths of service, from 1 year to more than 15 years, demonstrated significantly different levels of acceptability toward curriculum change. The

analysis also examined the strength of the relationship between length of service and acceptability. After establishing that a significant association existed, the analysis proceeded to determine the magnitude of this relationship. The calculated value of 0.21 indicates that, although statistically significant, the relationship between length of service and acceptability was weak. In

contrast, analyses of professional status, curriculum type, and employment status showed no significant association with acceptability. Therefore, no further analysis was conducted to determine their effects. The significance values for all acceptability dimensions were 0.043 (below the 0.05 threshold). This indicated statistically significant differences and suggested that the acceptability dimensions were significantly associated with the variables under investigation.

Interpretation of Findings

Overall, the mean score of 3.7 indicates that elementary school teachers demonstrated a relatively good level of acceptance toward curriculum change, although not yet at an exceptionally high level. This suggests that certain teachers remained cautious, particularly in dimensions requiring substantial adaptation in instructional practice. These findings highlight the need for deeper investigation into factors influencing teacher acceptance, including potential barriers and the actual extent of teachers' psychological responses during the curriculum transition period.

The opportunity dimension, which yielded the lowest score ($M = 3.0$), reflects teachers' doubts about the tangible benefits of curriculum change. Opportunities such as increased financial income, professional recognition, or access to continuous training were perceived as inconsistent or not yet realized by most teachers. In contrast, professional ethics recorded the highest score ($M = 4.1$), indicating that teachers maintained ethical integrity and moral responsibility throughout the adaptation process. Likewise, the coherence dimension obtained a high score ($M = 3.9$), indicating teachers' perception that the revised curriculum remained aligned with student needs and instructional practices.

The distribution of mean scores suggests that, although teachers showed strong readiness in professional ethics and understanding of the

curriculum, the opportunity dimension is a critical area requiring further attention to enhance overall acceptance of the new curriculum. Strengthening benefits and incentives, whether professional, pedagogical, or financial, may support more sustainable and comprehensive acceptance of curriculum change at the elementary school level.

In curriculum studies, acceptance refers to an impression or attitude toward a new curriculum, manifested both in observable behavior and internal belief systems. This is consistent with Renko et al. (2020) and Sekhon et al. (2017), who assert that acceptability can be interpreted from multiple perspectives and across several dimensions, including internal aspects such as emotional and spiritual dimensions, as well as environmental influences that shape behavioral responses. The theory was first introduced by Sekhon et al. (2017) in a medical context discussing patients' acceptance of medical treatment. The study emphasized the importance of understanding various factors influencing acceptance of medical interventions, including psychological, social, and cultural aspects. When applied to education, curriculum studies adopt broader theoretical frameworks that contribute to the development of deeper and more comprehensive curriculum theory. This aligns with the idea of eclectic curriculum development previously discussed by Hasan (2023, cited in Nursaliha, 2023).

The notion of acceptance has been explained by several scholars, who identify it as a critical determinant of the success of curriculum reform (Ansuar, 2017; Miller and Seller, 1985; Ornstein and Hunkins, 2018). The concept of acceptance, or curriculum acceptability, encompasses the meanings, roles, positions, functions, and forms of resistance that teachers exhibit during curriculum implementation. More specifically, recent studies highlight that teachers' acceptance develops through experiential processes. Acceptance is conceptualized as a continuous and

dynamic process shaped by societal, environmental, and cultural factors, as well as by past and present experiences and self-awareness (AbdulRab, 2023; Ertürk and Baş, 2021). The goal of assessing curriculum acceptability is to determine the extent to which teachers embrace curriculum change or innovation emotionally, attitudinally, and cognitively. Although the detailed dimensions have been discussed in previous sections, they broadly encompass teachers' demonstrated attitudes, knowledge or understanding, and emotional or value-laden beliefs.

Teachers with high acceptance are able to self-regulate their emotions and stress, which, in turn, contributes positively to students, fellow teachers, principals, parents, and other stakeholders (Mrazek et al., 2024). Furthermore, teacher acceptability can be strengthened by creating collaborative school environments (Lomba-Portela et al., 2022). The acceptability model begins long before an individual becomes a teacher, extending from the decision to pursue teaching as a profession to processes of adjustment to various workload demands and curriculum changes.

Teachers' professional journeys begin with personal deliberation and internal negotiation when they decide to enter the teaching profession. These decisions are grounded in values and knowledge instilled long before formal teacher training experiences, including family background, community norms, personal relationships, and experiences before attending teacher training institutions or higher education programs (Lepp et al., 2021; Louws et al., 2017; Sabon, 2021; Fray and Gore, 2018; Bergmark et al., 2018). Such values become embedded within the self and manifest in teachers' behavior and pedagogical attitudes. Over time, these internalized values remain, while new experiences gradually shape additional beliefs (Ansary, 2017, p. 439; Ornstein and Hunkins, 2018, pp. 266–

267). As a result, teachers' internal belief systems play an essential role in shaping their instructional decisions, selection of media and learning resources, and moral commitment to student development (Gilakjani and Sabouri, 2017).

The process through which teachers adapt to their profession also involves continuous professional development, including participation in curriculum training, instructional seminars, and capacity-building initiatives (Bürgener and Barth, 2018; Kilag et al., 2024; Napal et al., 2018). Curriculum change requires readiness and renewed understanding. Initially, many teachers may lack intrinsic motivation to learn about a new curriculum. Engagement may stem from obligations associated with their role as government employees. However, over time, self-initiated motivation emerges, driven by the realization that understanding the curriculum affects teaching practices and, consequently, student learning outcomes (Albrahim, 2020; Qobilovna, 2023).

Sacrifice is an inherent component of teachers' adaptation to curriculum change and represents a positive indicator of high acceptance. Sacrifice reflects professionalism and commitment, whereby some teachers go beyond formal requirements despite not always fully understanding the moral foundations of their actions (Memiş and Tabanca, 2024). Teachers with high acceptability tend to exhibit strong job commitment, prioritizing students' academic success and well-being. They may even voluntarily incur financial costs to support student learning, demonstrating dedication rooted in internal values (Ertürk, 2023). This dedication aligns with the coherence aspect of teacher acceptance, in which teachers demonstrate a strong sense of responsibility to ensure that students achieve curriculum goals.

The emergence of organic self-awareness in professional development is another key indicator of positive attitudes, behavior, and ethics

in curriculum acceptance. This awareness supports teachers' autonomy in seeking appropriate learning resources aligned with their interests (Jackson and Knight-Manuel, 2019; Palmer et al., 2019; Pelech and Kelly, 2020). One behavioral manifestation of this awareness is teachers' initiative to engage in communication and collaboration to develop an inclusive and collegial environment. Teachers adopt teaching approaches from more experienced colleagues as role models, establishing positive communal learning cultures. Positive relationships and collaboration among teachers, principals, parents, and students influence not only academic and skill outcomes but also broader psychological dimensions of learners' development (Ansong et al., 2017; Prewett et al., 2019). Hence, teachers with high acceptance tend to build stronger relationships, communication, and collaboration with stakeholders.

A supportive system and environment play crucial roles in shaping teachers' acceptance of curriculum change. Teachers who perceive curriculum reform as a burden are more likely to reject policy implementation, thereby hindering curriculum success (Ornstein and Hunkins, 2018, pp. 268–269). Conversely, teachers with high acceptance perceive curriculum change as an effort toward refinement and improvement, consistent with the principle that curriculum should adapt to the progress of the times (Nasution, 2019, p. 122). Teachers whose acceptance is well-developed tend to focus not only on students' academic achievement but also on holistic character development aligned with the overarching goals of the curriculum.

The limitation of this study lay in its sampling method. As a result, the findings lack a granular analysis across key participant characteristics, such as educational background, demography context, and teachers' teaching experience. This restricts the detailed generalizability of the results to specific groups or samples.

■ CONCLUSION

This study confirms that curriculum implementation cannot be evaluated solely from document design or policy structure; rather, it must be understood as a psychological and experiential phenomenon embedded in teachers' professional identity. The development and validation of the curriculum acceptability construct, adapted from Sekhon's acceptability framework, demonstrate that teachers' perceptions, emotions, beliefs, and ethical values constitute an essential dimension of curriculum evaluation in real educational settings. The findings indicate that ethical responsibility and coherence in support of curriculum change were the strongest indicators of teacher acceptability. At the same time, perceived opportunity was identified as an external factor beyond the construct of teacher acceptability itself.

Although teaching experience showed a statistically significant relationship with teacher acceptability, its influence was relatively weak, suggesting that acceptance of curriculum change is shaped not merely by length of service but by the interplay of prior values, professional experiences, school culture, and collective expectations. The discussion reinforces the idea that teachers' acceptance develops through a sustained and dynamic process that begins before entry into the teaching profession. Values formed through family, community, and teacher training contribute to a personal belief system that influences pedagogical decisions and attitudes toward curriculum change. High teacher acceptability is reflected in emotional regulation, professional sacrifice, adaptive collaboration, commitment to student outcomes, and organic self-awareness toward continuous professional development.

The implications of these findings emphasize that curriculum success cannot be placed solely on teachers. Instead, teacher acceptability emerges from systemic interaction across multiple

stakeholders, including school leadership, parents, government, and the broader learning environment. Curriculum change is more likely to succeed when teachers experience psychological safety, collegial collaboration, and recognition of their professional autonomy. Thus, curriculum evaluation must expand beyond structural compliance to include psychological and sociocultural dimensions that meaningfully capture teachers' lived experiences. Overall, teacher acceptability should be recognized not only as an outcome but also as a central driver of curriculum implementation. Strengthening teacher acceptability requires strategic attention to professional development, ethical responsibility, emotional well-being, and supportive institutional ecosystems. When these elements are nurtured, curriculum change becomes not a burden but a shared effort toward improving learners' academic performance and holistic character development, aligning educational practice with the evolving demands of society. The following research could use a stratified random sampling technique to classify the data by education background, demographics, gender, and experience.

■ DECLARATION OF GENERATIVE AI USAGE IN THE WRITING PROCESS

The authors acknowledged that AI Grok was used in a highly limited capacity during the preparation of this manuscript. The application was restricted exclusively to language checking and translation assistance, converting the original Indonesian language text into English.

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