

VOCATIONAL SCHOOL TEACHERS' READINESS IN IMPLEMENTING CURRICULUM 2013 REVISED EDITION IN CILACAP REGENCY

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Abstract

The purpose of this research is to reveal factors that influence vocational school teachers' readiness to implement curriculum 2013 revised edition in Cilacap regency. The factors are (1) principals' leadership toward the teachers' readiness, (2) the impact of teachers' professionalism toward teachers' readiness, (3) the impact of the teachers' training. This research is ex-post facto research. The method of data collection used in this research is the mix method. The data were collected using questionnaire and interview and then analyzed by applying statistics descriptive counts mean of the percentage. This study employed multiple linear regression to confirm the hypotheses. The result of the research shows that: (1) principals' leadership affects teachers' readiness in the amount of 8.4%, (2) teachers' professionalism impacts the teachers' readiness in the amount of 17.7%, (3) teachers' training impacts teachers' readiness in the amount of 24.1%, and (4) principals' leadership, professionalism, and teachers' training simultaneously, affect teachers' readiness, and it is proven by $F_{calculate}$ in the amount of 5,403 and significant value ($p = 0.001 < 0.05$). It means that the whole result of the three free-variables affects the teachers' readiness significantly in implementing curriculum 2013 revised edition at vocational school in Cilacap.

Keywords: *teachers' readiness, curriculum implementation, Cilacap regency*

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INTRODUCTION

Releasing Curriculum 2013, especially the revised edition, is one of the government's effort to build-up citizen's competitive character. The government has expanded it comprehensively, full of integrity, and dynamically to make them get ready facing educational era in the 21st century. Education and schools quality depends on the alumnus quality. A school can create top-grade students only by conducting qualified teaching-learning process. Then, qualified teaching-learning process must be supported by good facilities too. The data of *Lembaga Penjaminan Mutu Pendidikan* (Institute for Educational Quality Assurance or IEQA), in Central Java (2016), based on National Education Standards (NES) for Vocational School in Cilacap regency, show that vocational school in Cilacap is in the category of "going to be the third level" (see Figure 1). Thus, it can be concluded that the education quality of the vocational school in Cilacap regency has not attained NES yet.

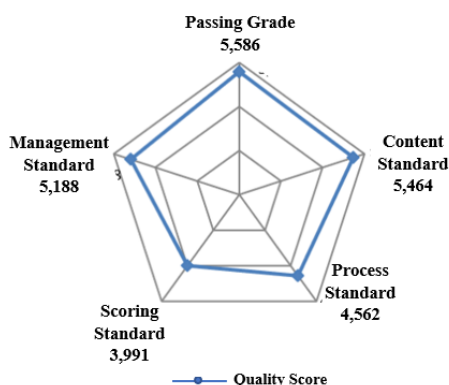


Figure 1. NES Achievement Map of Vocational School in Cilacap Regency in 2016

(Source: Document of *Lembaga Penjaminan Mutu Pendidikan* or Institute for Educational Quality Assurance (2016) of Central Java)

The finest achievement is when the passing grade is in the amount of 5.586, and the inferior is in the amount of 3.991. Related to this statement, the achievement of vocational schools in Cilacap still become one of the schools' problem since they have not passed National Education Standards.

Curriculum materials and knowledge on curricular purposes and structures are valuable tools that teachers often draw upon to organize

instruction and facilitate students' learning. Careful analysis of teachers' curriculum implementation and the decision making that undergirds their curriculum use is critical for fully understanding enactment (Penuel, Phillips, & Harris, 2014). Curriculum fidelity describes the extent to which a curriculum is implemented faithfully as planned. Curriculum fidelity issues may arise when teachers implement the curriculum inconsistently due to differences in philosophy, barriers in the setting, or other local concerns (Zhu, Ennis, & Chen, 2011).

Principal, teachers, and stakeholder have a responsibility to improve the education quality in the school. Improving education quality is not done easily; it needs dynamic activities with many defiances. Education fluctuates so that a change and improvement is an important thing that should be done. Education, as a program of study for teachers and prospective teachers, should be based upon the problems growing out of school management and the relationships between the school and the various aspects of the community and society at large (Lynch, 1937).

(Wahjosumidjo, 2011, p. 46) said that the quality of a leader is often assumed as the main factor of the success or failure of an organization. A leader is in charge to design and imply the organization strategy. Leaders responsible for innovation need to be competent in making innovation happen (Vlok, 2012). For example, being a successful leader requires knowing what is expected and doing it. However, organizational leadership matters more. Leadership occurs when the organization builds a cadre of future leaders who can shape an organization's culture and create patterns of success (Ulrich & Smallwood, 2012). Moreover, expanded leadership roles may further develop experienced professionals while simultaneously supporting teacher knowledge during a period of embedding educational reform (Taylor, Yates, Meyer, & Kinsella, 2011). A strategically focused school is one that is educationally effective in the short-term but also has a clear framework and processes to translate core moral purpose and vision into an excellent educational provision that is challenging and sustainable in the medium to long-term. It has the leadership that enables short-term objectives to be met while concurrently building capability and capacity for the long-term (Davies, 2004, p. 11).

Day, Fleenor, Atwater, Sturm, and McKee (2014) claimed that the development of effective leaders and leadership behavior is a prominent concern in organizations of all types. Further, International Labour Organization (2012, p. 41) explained that leadership is a sensitive issue for human resource dispute. The roles of a leader are: (1) defining the organization aims, (2) managing the learning process, (3) upgrading the human resource (students and teachers), and (4) developing the organization. In addition, Davies and Brundrett (2010) claimed that a key shift in the mindset of leaders, who take on strategic roles, is that they move away from the detailed operational view and develop a holistic and broad organizational perspective. School principals' work, like that of teachers, has intensified and become more complex in recent times as ideologically driven external interventions by government in the curriculum and management of schools have increased (Day, 2000).

In addition, Alanazi, Khalaf, and Rasli (2013) explain that Effective Leadership can affect subordinate satisfaction, motivation, and performance. Another opinion comes from Hsiao, Chen, and Yang (2008) who say that the curriculum leadership tasks for principals can be categorized into shaping school vision, constructing organizational operation, providing and integrating resources, facilitating coordination and communication, leading curriculum design, cultivating curriculum specialization among staff, building organizational culture, solving implementation problems, conducting supervision, and promoting curriculum evaluation. Based on the Duignan (2004, p. 11) scheme, the background of the principal's leadership is constructed by five significant dimensions. They are education, personality, relation, intellectual, and organization ability.

It is in line with the statement of Ariff, Mansor, and Yusof (2017) saying that "Professionalism practice is closely related to the quality of practices, moral and ethical. Professional practices include behaviors that are compliant to the requirements of professional ethics, reflection on teaching duties, and determination to constantly learn and grow". As the implementation of curriculum 2013, teachers are obligated to create and organize an effective learning process. For example, the pedagogical transformation of a teacher can be facilitated through teacher professional development that

focuses on reflective practice through their interactions with other practitioners, aimed at improving their professional practices (Sari, 2012). Schools, in close collaboration with university teacher training institutions, were encouraged to set up in-school professional development programs to support beginning teachers in their professional development during their first three years of teaching (Coenders & Verhoef, 2019). They also have to choose appropriate learning approach to determine the learning procedure and plan the competence effectively then, decide the achievement criteria (Mulyasa, 2017, p. 99).

It is supported by the statement of Tanang and Abu (2014), claiming that teacher professional development needs supporting on policy, moral, infrastructure, and financial that can lead teachers to be professional. A vocational teacher who can adapt to professional students can transfer knowledge and skills. Curriculum materials provide teachers with student activities to help students accomplish particular aims (Krajcik, McNeill, & Reiser, 2008) and knowledge about curricular purposes and structures provides a framework within which teachers can select and adapt materials in ways that are consistent with designers' intentions (Davis & Varma, 2008). For example, in the curriculum implementation, the factors are intertwined, either facilitating or challenging curriculum implementation. Previous studies in classroom education and physical education examined the issue of curriculum implementation often from a single factor perspective (Snyder, Bolin, & Zumwalt, 1992).

The importance of improving schools, increasing teacher quality, and improving the quality of student learning has led to a concentrated concern with the professional development of teachers as one crucial way of achieving these goals (Opfer & Pedder, 2011). Vocational teachers are productive Program teachers (Mappalotteng, 2014). In their research, Sintawati, Joebagio, and Agung (2017) declares that the position of teachers as professionals is urgently important in the realization of the vision and mission of learning especially in the educational aspect where the teachers can fulfill their duties.

Likewise, Bayrakçı (2009) explains that the key points about the in-service training of teachers appear as providing professional staff, collaborative partnerships between teachers,

provision for feedback, and a systematic in-service training model. Also, Nielsen (2010) suggests new approaches to cope with future challenges, including: (1) the need to develop VET (Vocational Education and Training) didactics, (2) enabling the teaching professional to become professionals and stakeholders in VET reform by facilitating policy learning platforms, and (3) creation of communities of practice among VET teachers to nurture innovation and creativity. In her writing, Oliva (2004) states that curriculum is the plan or program for all experiences which the learner encounters under the direction of the school.

Other than that, Fullan and Pomfret (1977) earlier assert that all innovative curricula require some organizational change in order to be implemented, although often these changes are left implicit in the design. Moreover, these organizational characteristics are likely to be the most difficult of the innovation's components to implement. Obviously, curriculum innovation involves more than organizational change, in the same way, that organizational change entails more than alterations in structural arrangements and role relationships. Still, the organizational characteristics of innovations appear to be the most difficult to implement, and, of the organizational components, role relationships often present the most difficulties.

Zais (1976, p. 7) defines that curriculum is a racecourse of subject matters to be mastered. Curriculum can be defined as learning substance or all effort done by the school. The spectrum between those both side commented that curriculum as the interaction planner for students and teachers to achieve the education purpose (Miller & Seller, 1985, p. 3). Similar to a study conducted by Sundayana (2015), the implementation of curriculum is considered as one of the most prominent phases after developing the 2013 primary and secondary curriculum in Indonesia, and it is greatly influ-

enced especially by teachers' readiness and competence. Besides, Suyanto (2017) points out that specific training on the new curriculum implementation is still needed. As the Association of American Vocation, Thompson (1973, p. 111) defines vocational education as education designed to develop skill, abilities, understanding, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis. Then, Pavlova (2009) in Sudira (2016, p. 7) explains that traditionally, direct preparation for work was the primary goal of vocational education.

RESEARCH METHOD

This research is ex-post-facto research with transparent descriptive statistics analysis approach. The procedure of this study was done by collecting the questionnaire; then, it was analyzed to get the mean percentage of the readiness of vocational teachers. In addition, an interview was also used to get qualitative data as secondary data. This research was done in seven vocational schools (*Sekolah Menengah Kejuruan* or SMK) in Cilacap Regency. They are: (1) SMK Negeri 1 Wanareja, (2) SMK Negeri Karangpucung, (3) SMK Negeri 1 Kawunganten, (4) SMK Negeri 1 Cilacap, (5) SMK Negeri 2 Cilacap, (6) SMK Negeri 1 Nusawungu, (7) SMK Negeri 1 Binangun.

RESULTS AND DISCUSSION

Results

The result of descriptive analysis for principal's category, teachers' professionalism, and teacher training through vocational teachers' readiness in implementing curriculum 2013 revised edition in Cilacap Regency is presented in Table 1, Table 2, Table 3 and Table 4.

Table 1. Category of principal's leadership

| No | Category | Interval Score | Frequency | Relative (%) |
|--------------|-----------|----------------|------------|--------------|
| 1 | Very Good | ≥ 244.45 | 15 | 7.1% |
| 2 | Good | 230.15-244.45 | 43 | 20.5% |
| 3 | Fair | 215.85-230.15 | 96 | 45.7% |
| 4 | Poor | 201.55-215.85 | 42 | 20.0% |
| 5 | Very Poor | 0-201.55 | 14 | 6.7% |
| Total | | | 210 | 100 |

Table 2. Category of Teachers' Professionalism

| No | Category | Interval Score | Frequency | Relative (%) |
|--------------|-----------|----------------|------------|--------------|
| 1 | Very Good | ≥ 143.45 | 15 | 7.1% |
| 2 | Good | 137.15-143.45 | 53 | 25.2% |
| 3 | Fair | 130.85-137.15 | 83 | 38.6% |
| 4 | Poor | 124.55-130.85 | 47 | 22.4% |
| 5 | Very Poor | 0-124.55 | 14 | 6.7% |
| Total | | | 210 | 100 |

Table 3. Category of Teachers' Training

| No | Category | Interval Score | Frequency | Relative (%) |
|--------------|-----------|----------------|------------|--------------|
| 1 | Very Good | ≥ 90.45 | 12 | 5.7% |
| 2 | Good | 84.15-90.45 | 60 | 28.6% |
| 3 | Fair | 77.85-84.15 | 77 | 36.7% |
| 4 | Poor | 71.55-77.85 | 43 | 20.5% |
| 5 | Very Poor | 0-71.55 | 18 | 8.6% |
| Total | | | 210 | 100 |

Table 4. Caterory of Teachers' Readiness

| No | Category | Interval Score | Frequency | Relative (%) |
|--------------|-----------|----------------|------------|--------------|
| 1 | Very Good | ≥ 126 | 17 | 8.1% |
| 2 | Good | 118-126 | 46 | 21.9% |
| 3 | Fair | 110-118 | 79 | 37.6% |
| 4 | Poor | 102-110 | 57 | 27.1% |
| 5 | Very Poor | 0-102 | 11 | 5.2% |
| Total | | | 210 | 100 |

The result of the study was obtained by conducting the analysis requirement test with several steps done: normality test, linearity test, multicollinearity test, homoscedasticity test, and hypothesis test. Analysis requirement test can be seen in Table 5, Table 6, Table 7, and Table 8.

Table 5. Normality Test

| Variable | Sig. |
|---------------------------|-------|
| Principal's Leadership | 0.059 |
| Teachers' Professionalism | 0.054 |
| Teachers' Training | 0.059 |
| Teachers' Readiness | 0.053 |

Table 5 shows that the score of principal's leadership is $p = 0.059$, variable of teachers' professionalism is $p = 0.054$, variable of teachers' training is $p = 0.059$ and variable of teachers' readiness in implementing curriculum 2013 revised edition is $p = 0.053$. Based on the result, it can be defined that those data are normal because the score of probability exceeds the significance standard 5% ($p > 0.05$).

Table 6. Linearity Test

| Variable | Sig. Deviation from Linearity |
|---|-------------------------------|
| Principal's Leadership & Teachers' Readiness | 0.257 |
| Teachers' Professionalism & Teachers' Readiness | 0.066 |
| Teachers' Training & Teachers' Readiness | 0.106 |

The result of Sig. Deviation from Linearity computation to the principal's leadership data toward the teachers' readiness in implementing curriculum 2013 revised edition is 0.257 with significance standard 0.05. Then, teachers' professionalism data toward teachers' readiness in implementing curriculum 2013 revised edition is 0.066 with significance standard 0.05. Then, teachers' training toward teachers' readiness in implementing curriculum 2013 revised edition is 0.106 with significance standard 0.05. Since the result of Sig. Deviation from Linearity computation are 0.257, 0.066 and 0.106 exceed the significance standard 5% ($p > 0.05$). Thus, the importance

of the principal's leadership to teachers' readiness, professionalism, readiness, and training are asserted that it is linear.

Table 7. Multicollinearity Test

| Variable | TOL | VIF |
|---------------------------|-------|-------|
| Principal's Leadership | 0.986 | 1.014 |
| Teachers' Professionalism | 0.982 | 1.018 |
| Teachers' Training | 0.993 | 1.007 |

Table 7 shows that tolerance score in all variable is less than 10% and VIF score in all variable are under 10. It indicates that the principal's leadership, teachers' professionalism, and teachers' training are disengaged from Multicollinearity tendency.

Table 8. Homoscedasticity Test

| Variable | p |
|---------------------------|-------|
| Principal's Leadership | 0.460 |
| Teachers' Professionalism | 0.575 |
| Teachers' Training | 0.812 |

Based on Table 8, the significance score in the variable of the principal's leadership is 0.460 ($p > 0.05$); thus, homoscedasticity transpires. Significance score in the variable of teachers' professionalism is 0.575 ($p > 0.05$), so homoscedasticity transpires. The significance score in the variable of teachers' training is 0.812 ($p > 0.05$), so homoscedasticity transpires.

The research result of vocational teachers' readiness in implementing curriculum 2013 revised edition in Cilacap Regency can be seen in Table 9, Table 10, and Table 11.

Table 9. t Test Result

| Variable | β | t | Sig. |
|---------------------------|---------|-------|-------|
| (Constant) | 52.660 | 3.199 | 0.002 |
| Principal's Leadership | 0.084 | 2.034 | 0.043 |
| Teachers' Professionalism | 0.177 | 2.005 | 0.046 |
| Teachers' Training | 0.241 | 2.709 | 0.007 |

Table 10. t Test Result in Multiple Linear Regression Analysis

| Variable | β |
|---------------------------|---------|
| (Constant) | 52.660 |
| Principal's Leadership | 0.084 |
| Teachers' Professionalism | 0.177 |
| Teachers' Training | 0.241 |

Table 11. F Test Result in Multiple Linear Regression Analysis

| Model | F | Sig. |
|------------|-------|-------|
| Regression | 5.403 | 0.001 |

Discussion

The success of teachers' readiness in implementing curriculum 2013 revised edition in vocational school is affected by various factors such as principal's leadership, teachers' professionalism, and teachers' training. A leader must be success-oriented, and he has to recognize the target well to achieve it (Priansa & Somad, 2014, p. 185). Principals should stimulate assistant principals and teacher leaders to take part in leading the school, lead the school in a collegial way with other members of the leadership team, and empower teachers to participate in school decision making (Devos, Tuytens, & Hulpia, 2014). Further, Coleman and Morales (2018) declare that leadership is the process through which one or more people influence other group members in a way that motivates them to contribute to the achievement of group goals.

Wahjosumidjo (2010, p. 40) mentions that a leader has duties to (1) arouse trust and team loyalty, (2) communicate his idea to others, (3) influence the others, and (4) be charismatic. Leadership is an essential factor that affects the working performance to achieve the purpose. The principal's leadership has a vital role in improving school quality. A leader has to motivate his team because it makes the team focus on the target. It is strengthened by a study conducted by Jacobson and Bezzina (2008) that principals who lead effective schools work tenaciously to create safe and orderly learning environments, set clear instructional objectives, expect high performance from teachers and students through increased time on task, and develop positive home-school relations. In schools, what is expected from the school principals is to realize the change and mutation depending on the improvements. Leadership is a process that manages people affecting organizational aims (Polatcan & Titrek, 2014).

Successful leadership is not top-down; instead, a strong organization sees everyone (at all levels) working in conjunction to fulfill the mission of the organization (Mallon, 2017). Effective leadership guides nations in times of

peril, promotes effective team and group performance, makes organizations successful, and, in the form of parenting, nurtures the next generation (Miller, 2008, p. 152). Duke (1987, p. 23) defines that a school leader's effectiveness is based on how well students achieve. Principals clearly articulate views on education and helped their schools set appropriate directions. All principals are instructional leaders who influence teaching and learning and are committed to making a difference (Garza Jr, Drysdale, Gurr, Jacobson, & Merchant, 2014).

Ng and Szeto (2016) claim that the newly appointed principals are expected to be equipped with the administrative skills of human resources management such as empowering middle leaders and handing underperforming staff; the practical technique of financial management; the skills of dealing with legal matters regarding school management and the capacities of curriculum and instructional leadership. In addition, they attributed networking with peers and working with mentors as invaluable experience and support for their early years' principalship.

In his research, Katuuk (2014) wrote that the implementation of curriculum 2013 is successful if there is a proper management. There are several management aspects which significantly help the curriculum implementation: planning the implementation, deciding the primary and secondary resource, defining learning process, monitoring and evaluating the activities. The components of the school are the teacher, principal, facility, culture, and environment. Those components have a responsibility toward the recent curriculum. The curriculum and its associated materials are the *materia medica* of pedagogy, the pharmacopeia from which the teacher draws those tools of teaching that present or exemplify particular content and remediate or evaluate the adequacy of student accomplishments (Shulman, 1986, p. 10). Reform-based curriculum materials have been suggested as a mechanism to make inquiry-based instruction more prevalent in secondary science classrooms, specifically when accompanied by comprehensive professional development (Loucks-Horsley, Hewson, Love, & Stiles, 1998; Powell & Anderson, 2002).

Professionalism should be possessed by every teacher in performing their tasks professionally. Besides every teacher should improve

her/his competence by his/her own efforts, the school principal should develop the teacher's professionalism (Wulandari, 2009). The characteristic of a professional teacher is competent in theoretical and practical pedagogy. The professional teacher has to master his subject and be able to deliver it to the students. A professional teacher is someone who is capable of teaching the students about his subject (Barizi, 2009, p. 138); a teacher who apprehends the subject and has to know how to teach it to the student effectively, efficiently, and properly (Alma, 2012, p. 127). Sumali (2016), in his study, proves that the school-based management influence on the teachers' professionalism. It means that professionalism improvement of teachers is essentially the improvement of the quality of education within the scope of narrow and wide, which can be done by increasing the school-based management. For example, Gürsoy (2013) claims that the teaching practice has great importance both for teacher trainers and student teachers (ST). According to the research conducted by American Association of Colleges for Teacher Education in 1991, both the teacher trainers and cooperating teachers found teaching practice significant for the development of the pedagogical skills.

In addition, Majid, Jelas, and Rahman (2010) state that teaching professionalism has always been given the limelight due to the development in the knowledge that requires educators to be mentally, emotionally, and physically prepared. The quality of teachers plays an important role in producing good quality of teaching. In producing professional teachers, effective measures must be identified to raise the standard of the teaching profession. In short, the kind of education needed today requires teachers to be high-level knowledge workers who constantly advance their own professional knowledge as well as that of their profession. Teachers need to become agents of innovation, not least, because innovation is critically important for generating new sources of growth through improved efficiency and productivity (Schleicher, 2012, p. 36). Other than that, the professionalism of teachers is based on three levels of expertise: mastering academic knowledge, mastering the teaching of this knowledge, and mastering the role played by teachers in schools (Nze & Ginestíe, 2012).

Quality of the school is determined by the teachers' quality, Great School = Great teacher. Beginning teachers need to grow in the school culture and system, further develop their professional identity (Pillen, Den Brok, & Beijgaard, 2013), and build routines for classroom management and pedagogy. The key to education improvement is by improving the teachers' quality. It is only a qualified teacher who is able to implement the curriculum 2013 revised edition. Training is one of the learning processes to improve the teachers' ability in teaching, to have a skill, to create a concept, and to obey the rule. Even when designers provide teachers with varied tools for supporting instruction, teachers may need to pose questions about curriculum tools, seek out resources, ask for help from colleagues and solicit feedback on their practice as they go about learning about curriculum (Sinha et al., 2010).

In addition to experience, teachers exercising more advanced types of behavior have better student outcomes (Kyriakides, Creemers, & Antoniou, 2009). Moreover, the other teacher training, teaching experience, and teacher content and teaching styles were significant motives behind classroom-level curriculum developments. Other factors include curriculum policy in terms of curriculum content, pedagogical and assessment orientations, teacher curriculum development opportunities, and teacher's soft skills (Shawer, 2017). In his research, Liaw (2009) states that the greatest benefit of teacher preparation programs is field-related training where pre-service teachers contextualize the learned knowledge and theories with tasks and students during training.

Information Resources Management Association (2018, p. 213) defines that every study focusing on a good strategy observed in teacher training highlights the importance of teaching practice and school placement (also known as school residency program). A teacher needs coaching and upgrading intensely in order to increase his/her dedication. This training is given appropriate with their competence needs (Suherman & Saondi, 2010, p. 79). Training is used to handle teacher's low competence. The training program should be appropriate for the teacher's need. It means that the training is programmed to upgrade the teacher's weaknesses competence. The training result is optimal if it is designed to fulfill

the teacher's need, method, and time. The training program is useful to the potential teacher but still lack of knowledge and skill (Arifin & Barnawi, 2014, p. 80). In addition, the training program has a significant role in school effectiveness. In addition, Serdenciu (2013) states that teacher training process plays an important role in the whole context on education reform, and that is why, today, we are facing a growing interest from the part of the national policy makers regarding the improvement of teacher training programs.

Fullan and Park (1981, p. 97) assert that an effective implementation plan is based on an understanding of the developmental aspects of change, sets clear expectations and manageable objectives, incorporates realistic timelines, allocation of resources and monitoring and feedback procedures, and incorporates the professional development of consultants, principals and resource teachers as well as classroom teachers. In other words, change is a process, not an event like a workshop, and it requires the understanding of all "stakeholders". To avoid the potential obstacles in implementing curriculum 2013, the planner and policy-maker should discuss to solve the problem and reach an agreement about curriculum development and implementation to create competence students. Then, policy-maker identifies the problem solving occurred in implementing curriculum by the teacher, curriculum worker, and other sides involved (Miller & Seller, 1985, p. 277).

Roehrig, Kruse, and Kern (2007) claimed that the teachers' beliefs strongly influenced the implementation of the curriculum about teaching and learning and the presence of a supportive network at their school sites. The meanings that a teacher attaches to the new curriculum reforms act as his or her map on the curriculum implementation journey, and these usually determine the success of the education reforms (Bantwini, 2010).

Related to this research, principal's leadership, teachers' professionalism, and teachers' training have positive impact significantly toward teachers' readiness in implementing curriculum 2013 revised edition. Each aspect values (1) 8.4%, (2) 17.7%, and (3) 24.1%. They affect the curriculum implementation Fcalculate in the amount of 5,403 and significant value ($p = 0.001 < 0.05$). In addition, it is also supported by an interview with several

vocational teachers in Cilacap regency. The result shows that teachers' readiness in implementing curriculum 2013 revised edition needs (1) a leader or principal to direct the organization or employee, (2) socialization about recent education policy, (3) a workshop to the vocational school teachers in Cilacap Regency.

CONCLUSION

The result of the research shows that: (1) principals' leadership affects teachers' readiness in the amount of 8.4%, (2) teachers' professionalism impacts the teachers' readiness in the amount of 17.7%, (3) teachers' training impacts teachers' readiness in the amount of 24.1%, and (4) principals' leadership, professionalism, and teachers' training, simultaneously, affect teachers' readiness, and it is proven by Fcalculate in the amount of 5.403 and significant value ($p = 0.001 < 0.05$). It means that the whole result of the three free-variables affects the teachers' readiness significantly in implementing curriculum 2013 revised edition at vocational school in Cilacap.

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