

**THE IMPACT FROM THE IMPLEMENTATION OF THE NEW
CURRICULUM FOR TECHNICAL AND VOCATIONAL
SCHOOL IN INDONESIA**

SISCKA ELVYANTI

**A thesis submitted in
fulfillment of the requirement for the award of the
Doctor of Philosophy**

**Faculty of Technical and Vocational Education
Universiti Tun Hussein Onn Malaysia**

MAY 2012

ABSTRACT

The implementation of new curriculum involves teachers, new materials, methods, and processes on a regular basis. As a key in implementing new curriculum, teachers must be able to understand what is expected of them and they must be able to envision what standards look like in their classrooms. The purpose of this study was to explore the implementation of Curriculum for Education Unit as new curriculum by teachers of vocational school. The study focused on factors within the school contextual environment influencing implementation the new curriculum, specifically leadership, school culture, and teachers perception. The study adopted the mixed methodology research design which was premised on the triangulation data sources approach. The quantitative data collection, was used *Stage of Concern Questionnaire* (SoCQ) and for qualitative data collection this research using informal interview and observation. For data collection, informal interviews and observations of sixteen teachers and school leaders were conducted over a period of seven months. The resulting profiles of school culture, leadership elements, and teacher's perception were analyzed for patterns and themes related to implementation levels and changes in performance including adapt and adopt of new curriculum. The major findings of this study were that teacher's perception was reflected in their adapt and adopt of new curriculum implementation. Teacher's perception were influenced by school culture and leadership factors. The implication of the findings is that while the design of improvement curriculum addressing to student achievement, the determining factor is centered on individual teacher perceives the merits of the curriculum. To address successful implementation of Curriculum for Education Unit will require that training and support in transform new curriculum and developing leadership as starting point.

ABSTRAK

Pelaksanaan kurikulum baru melibatkan guru, material baru, metoda pengajaran baru maupun proses pembelajaran baru. Yang paling penting dalam pelaksanaan kurikulum baru adalah bahawa sepatutnya guru memahami apa yang diharapkan daripada mereka dan tahu apa yang akan mereka laksanakan di dalam kelas. Tujuan kajian ini adalah untuk membuat kajian mengenai pelaksanaan *Kurikulum Tingkat Satuan Pendidikan* sebagai kurikulum baru di sekolah menengah vokasional di Indonesia. Kajian ini bertumpu pada faktor-faktor berdasarkan konteks persekitaran sekolah yang mempengaruhi pelaksanaan kurikulum baru yang dititikberatkan pada faktor kepemimpinan, budaya sekolah dan persepsi daripada guru. Kajian berbentuk metodologi campuran ini melibatkan analisa *Stage of Concern Questionnaire* (SoCQ) sebagai pengambilan data secara kuantitatif. Temubual tidak resmi dan pemerhatian terhadap enam belas orang guru serta pemimpin sekolah selama tujuh bulan juga dilaksanakan sebagai pengambilan data secara kualitatif. Data berbentuk profil budaya sekolah, elemen kepemimpinan serta persepsi guru dianalisa untuk mendapatkan corak dan tema mengenai pelaksanaan dan perubahan pencapaian termasuk penyesuaian diri dan penggunaan kurikulum baru. Hasil utama kajian ini menunjukkan bahawa persepsi guru dicerminkan dalam tahap penyesuaian dan penerimaan mereka terhadap pelaksanaan kurikulum baru. Faktor budaya sekolah dan kepemimpinan turut mempengaruhi persepsi guru terhadap pelaksanaan kurikulum baru. Implikasi hasil kajian ini menekankan bahawa selama reka bentuk pembaikan kurikulum adalah kearah pencapaian pelajar, maka faktor penentuan keberhasilan pelaksanaan kurikulum berpusat pada persepsi guru. Latihan dan sokongan bagi pelaksanaan kurikulum baru dan pembangunan kepemimpinan merupakan langkah yang terpenting bagi pelaksanaan *Kurikulum Tingkat Satuan Pendidikan*.

CONTENTS

TITLE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER 1 INTRODUCTION	1
1.1. Background of Study and Societal Context	2
1.1.1. The Curriculum for Education Unit as New Curriculum	3
1.1.2. Vocational Teacher’s Opinion	5
1.2. Statement of the Problem	6
1.3. Purpose of the Study	8
1.4. Research Questions	8
1.5. Significance of the Study	8
1.6. Conceptual Framework	9
1.7. Delimitations	11
1.8. Operational Definitions	11
1.9. Organization of the Study	14
CHAPTER 2 REVIEW OF THE LITERATURE	15
2.1. Overview	15
2.2. Concerns Based Adoption Model (CBAM)	17
2.3. Theoretical Approaches to the Study of New Curriculum	20
2.4. Implementation of New Curriculum	21
2.5. Importance of School Context on Implementation	23

2.6. Schools Factors Influencing Implementation	27
2.6.1. The Individual Teacher: Perception	29
2.6.2. Teachers' Knowledge: Adaptation and Adoption to New curriculum	32
2.6.3. School Culture	37
2.6.4. Leadership	45
2.7. Summary	50
CHAPTER 3 METHODOLOGY	51
3.1. Introduction	51
3.2. Research Design	51
3.2.1. Triangulation Method	53
3.2.2. Ethnographic Design	56
3.3. Site and Participation Selection	58
3.3.1. Site and Rationale Selection – The City and the School	58
3.3.2. Participant and Rationale Selection – The Teachers	60
3.4. Data Collection Methods	61
3.4.1. Participant Observation	61
3.4.2. Interviews Protocol	63
3.4.3. Biographical Questionnaire	65
3.4.4. Field Notes/Data Recording	66
3.5. Overview of Data Collection Procedures	66
3.5.1. Specific Data Collection Related to Each Research Question	67
3.5.2. Data Collection Related Teachers' Perception	68
3.5.3. Data Collection Related School Culture	69
3.5.4. Data Collection Related Leadership	70
3.5.5. Measuring Implementation Levels of New Curriculum	71
3.6. Data Analysis Procedure	73
3.6.1. Quantitative Data Analysis using Stages of Concern Questionnaire Data	74
3.6.2. Qualitative Data Analysis	75

3.7. Ethical Considerations	77
3.8. Validity and Reliability	78
3.9. Summary	81
CHAPTER 4 DATA ANALYSIS AND FINDINGS	82
4.1. Overview	83
4.2. Site and Participant Selection	83
4.2.1. School A	83
4.2.2. School B	85
4.2.3. Participant Selection – The Teachers	86
4.3. Research Design Implementation in the Study	88
4.3.1. Data Collection – Phase I: Questionnaire Data	89
4.3.2. Data Collection – Phase II: Interview and Observation	97
4.3.3. Data Reduction	121
4.4. Findings Related to Each Research Question	121
4.4.1. Research Question 1: How did teacher’s perception relate to the implementation of the Curriculum for Education Unit?	122
4.4.2. Research Question 2: How did teachers adapt and adopt Curriculum for Education Unit as they implement it in their classroom?	130
4.4.3. Research Question 3: What was the influence of school culture on teachers’ perceptions in implementing the Curriculum for Education Unit?	132
4.4.4. Research Question 4: What was the influence of teachers’ leadership on their perceptions in implementing the Curriculum for Education Unit?	137
CHAPTER 5 DISCUSSION, CONCLUSIONS, AND IMPLICATIONS	147
5.1. Summary of Background and Purpose	147
5.2. Summary of Methodology	148
5.3. Discussions	150
5.3.1. Research Question 1	151
5.3.2. Research Question 2	152
5.3.3. Research Question 3	153

5.3.4. Research Question 4	154
5.3.5. An Additional Finding	155
5.4. Limitations	156
5.5. Conclusion and Implication	156
5.5.1. Individual Teacher's Perceptions to the Improvement of the CEU Influenced Their Classroom Practice	156
5.5.2. The School Level Subculture has Significant Influence on Teacher's Perception in the CEU Improvement	158
5.5.3. Leadership in Support of the Improved Curriculum within School Subculture have a Significant Influence on Teacher's Perceptions about the Curriculum	160
5.5.4. The Availability of Time to Plan, Manage, Communicate and Reflect on New Ideas and Practices Remains a Significant Obstacle to the Implementation of School Improvement Curriculum	161
5.6. Recommendation for Future Research and Practice	163
REFERENCES	167
APPENDICES	181
VITA	

LIST OF TABLES

2.1	Overview of the Literature Review	16
2.2	Typical Expressions of Concern about the Innovation	18
2.3	Component of School Context	24
3.1	A Twelve Steps Approach to Triangulation	54
3.2	Various Characteristics of Each School	59
3.3	Overview of Data Collection Instruments, Procedures and Sources	67
4.1	Population of Schools in Bogor	83
4.2	Population of Teachers and Administrators of School A	84
4.3	Population of Student on Each Majoring Competency of School A	84
4.4	Population of Student on Each Majoring Competency of School B	85
4.5	Population of Schools in Pandeglang District	85
4.6	Population of Teachers and Administrators of School B	86
4.7	Participant and Data Collection Statistics in SoCQ	87
4.8	Demographic Data of Participants in SoCQ	87
4.9	Participants Demographic	88
4.10	Result of SoCQ Interpretation	90
4.11	Participation Profile with Multiple Peak at Self and Task Level	91
4.12	Participation Profile with Multiple Peak at Self and Impact Level	94
4.13	Participation Profile with Single Peak at Self Level	97
4.14	Participation and Data Collection Statistics	98
4.15	Content of School Culture of School A	113
4.16	Content of School Culture of School B	116
4.17	Comparison of Teacher's Concern Profile and Implementation Levels	123
4.18	Comparison of Teachers Composite Stages of Concern and Overall Changes in Adapt and adopt of CEU	131
4.19	Comparison of Teacher's Personal and Impact Concern with Team Culture	137
4.20	Comparison of Teacher's Personal and Impact Concern with Leadership	139
4.21	Frequency of Fullan's Leadership Profile in School B	142

LIST OF FIGURES

1.1	Conceptual Framework of Implementation Phase	10
2.1	The Concerns Based Adoption Model	17
2.2	Factors Influencing Implementation	28
2.3	Teachers Influence on the Implementation	29
2.4	Knowledge factors influence on Implementation	32
2.5	School culture Influence on Implementation	38
2.6	Forms of School Culture	43
2.7	Teacher Leadership Influence on the Implementation	45
2.8	A Framework for Leadership	47
3.1	Visual Models of Concurrent Nested Research Design	48
3.2	Triangulation of Data Collection Procedures	53
3.3	The Stage of Interview	64
3.4	Levels of Use of the Innovation	72
3.5	Example Stages of Concern Profile	74
3.6	Overview of Data Analysis Process Related to Each Research Question	76
4.1	SoC Profile with Multiple peak at <i>Self</i> and <i>Task</i> level.	91
4.2	SoC Profile with Multiple peak at <i>Self</i> and <i>Impact</i> level	93
4.3	SoC Profile with Single peak at <i>Self</i> level	96
4.4	Branching Chart	100
5.1	The Six Activities for Effective Change Curriculum in School Level	164
5.2	Factors Influencing Improvement of CEU	164
5.3	Model and Cluster for Effective Change Curriculum in School Level	165

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Data Collection Overview	181
B	Stage of Concern Description	182
C	Level of Use Framework	183
D	Stage of Concern Questionnaire	184
E	Demographic Page	187
F	Informal Interview Primer Questions	188
G	School Culture Observation Framework	191
H	Fullan Leadership Framework	192
I	Data Analysis Overview	193
J	Statement on The SoCQ Arranged According The Stage	194
K	The Level of Use Rating Sheet	196
L	SEDL License Agreement	197
M	Informed Consent Form	199
N	Stage of Concern Quick Scoring Device	202

CHAPTER I

INTRODUCTION

Most of the changes in education have little to do with changing the educational system. According to Syarif (2008), most reforms or change is viewed in terms of improving schools or the quality of education. In most cases, change efforts are not the solutions to solving the problems in school and they have little to do with improving education at all (Hess, 1999; Sarason, 1990). However, through a better management in the teaching learning process, therefore, curriculum change has essentially become a tool that legitimizes the performance of education.

In response to challenge faced by public education today, most of the change in education or educational reform focuses on developing curriculum, including its implementation in school and improving school management. Thus, high involvement from teachers especially in stage of implementation of new curriculum and participation from teachers are required (Cummings & Worley, 2005). These efforts can be done through individual approach to improve their practice and ability. Study such as Berns and Erickson (2001), found that there is a relationship between teacher practice in supporting learning and the improvement of student performance.

An implementation of new curriculum is connected with the change process of improving school and teacher practice. Teachers and schools need to practice all aspects that should be changed, before they will seriously undertake meaningful change. Consequently, a key in change is concerning in how to motivate all the members in the organization so that they are committed to the changes through the following responds: adapting to changing conditions; adopting innovative and successful approaches and ideas; and improving communications, interpersonal relations and school effectiveness (Reda & Lenderking, 2004).

Curriculum change is closely related to developing teachers' learning process to integrate academic skills into their curriculum in order to enhance students'

achievement (Marsh & Willis, 2007). Effective teacher change is designed to change teachers' beliefs and attitudes, their practices, and student learning outcomes (Guskey, 2002). However, the teacher's role in implementing change is a key to the betterment of student learning outcomes. Teachers' attitudes, beliefs, concern, and social situation can contribute to teachers' perceptions to make sense of the new curriculum. Teachers must be able to understand what exactly in the new curriculum and to envision what standards look like in their classrooms (Hall, Dirksen, & George, 2006). For these reasons, the study focused on the individual teacher's perception on the curriculum being implemented and these include the influence of school culture and teachers' leadership.

1.1. Background of Study

The Indonesian government started to implement the new curriculum named Curriculum for Education Unit (CEU) in 2006. Curriculum for Education Unit implements the competency-based curriculum as foundation curriculum design. The implementation of this new curriculum has been set to improve the quality of education (Muslim, 2007). The CEU has been appropriated to the current Indonesian educational situation and condition, which is related to the global issue and regional autonomy (Government Rules no. 22 and 25/1999). The implementation of CEU based on Education Legislation no. 20/2003, Government Rules no. 19/2005, and Government Rules no. 22, 23, and 24/2006. This legislation requires government to implement a statewide accountability system to be applied to all public schools. The system includes state achievement standards in content and graduate competency as guidelines for teachers to develop and interpret the CEU.

The government and the private sector continue to improve education quality, especially in improving the students' progress in various subjects. These efforts include the completion of curriculum, learning materials, and the learning process. As presented by Soedjadi (1994), particularly in mathematics, it important that the learning activities in mathematics in schools must be continuously reviewed and updated if necessary, in order to match the students' ability and environmental demands.

Making innovations in the field of curriculum is one of the innovations developed by the government to improve the quality of education. The curriculum was implemented before the new one is *Curriculum 2004*. Implementing of the *Curriculum 2004* is a response to structural changes in the government, from a centralized to decentralized, as a logical consequence of the implementation of Law Number 22 and 25 Year 1999 on Regional Autonomy.

Competency-based curriculum was the framework of *Curriculum 2004*. Competency-based curriculum focuses on developing the practice to perform certain tasks in accordance with performance standards that have been set. Competency-based curriculum focuses on outcomes of learning (Richards & Rodgers, 2001). This means that education seeks to prepare individuals who are able to do a number of competencies that have been determined.

Competence is the knowledge, skills and basic values reflected in the habits of thinking and acting. The habit of thinking and acting consistently and continuously allows someone to be competent, in this case have the knowledge, skills and fundamental values to do something. Basic ideas to use the concept of competencies in the curriculum (MNE, 2002a) are as follows:

- (1) Competence regarding the ability of students to do things in different contexts.
- (2) Competence describes learning experience of the students to become competent.
- (3) Competence is the result of the study (learning outcomes), which explains the things done after the students have gone through the learning process.
- (4) Reliability in student ability to do something must be clearly and broadly defined in a standard that can be achieved through measurable performances.

Competency-based curriculum is a set of plans and setting on how to achieve student's competencies. It is hoped that the result of this curriculum, students would show a certain competency level in assessment, learning activities, resources as well as the empowerment of education in the development of the school curriculum.

1.1.1. The Curriculum for Education Unit as New Curriculum

The implementation of Law No. 20 Year 2003 on National Education System is described in a number of regulations, such as Government Regulation No. 19 Year 2005 on National Education Standards. The Government Regulation No. 19 Year

2005, the government had decided to implement the curriculum in the form of Curriculum for Education Unit, the operational curriculum developed and implemented by each educational unit. This regulation provides direction on the need to develop and implement the eight-national education standard: (1) standard of content, (2) standard of process, (3) standard of competency graduates, (4) standard of teachers and staffs, (5) standard of facilities and infrastructure, (6) standard of management, standards of financing, and (7) standard of assessment in education.

In addition, with the Government Regulation No. 19 Year 2005, Curriculum for Education Unit also emphasized on the implementation of existing regulations. However, the essence and the content of the direction of development are still characterized by the competence packages achievement (and not thoroughly on a subject matter):

1. emphasis on student achievement of competencies, both individual and classical;
2. results-oriented learning (learning outcomes) and diversity;
3. using various approaches and methods in learning;
4. source of learning not only teachers, but also any other sources that can meet the educational elements; and
5. assessment focus is on learning process and results, in an effort to achieve a competency.

The development of the Curriculum for Educational Unit (CEU) in Indonesia has combined the top-down and the bottom-up policies, as announced in the National Education Law System Chapter X paragraph 36 and 37 that the development of the curriculum is based on the Standard of National Education and the consideration of the variety of the students, school and regional potency. In the paragraph 38 stated that the structure and the curriculum framework of the basic and middle education has been determined by the government. The content of CEU structurally divided by the prime curriculum, that determined by the government nationally, and the local curriculum should be developed by each educational level including the curriculum contents and its development in order to develop the students personality and potency based on their interest.

Principally, CEU is develop based on the Government Rules no. 24/2006, concerning the implementation of content standards and graduate competency standard, designed in syllabus document, for semester programs, and the lesson

planning includes the components of the standards. The followings are the orientation principles for educational unit developed in the CEU:

1. *Scientific*. It is compulsory for the CEU developer to carry out: (1) an accurate study of the school, students and teachers potency including the vision and mission of the school itself; and (2) a documentary study, to improve a thorough content of graduate competency standard, before developing the CEU.
2. *Relevance*, indication that the CEU development has to focus on the related curriculum extracted from the study results on the students and society potency and needs.
3. *Systematic*, the CEU components: the aim, subjects or the contents, learning process and evaluation should be supported and close related among another.
4. *Consistency*, the CEU implementation in educational unit should be carried out consistently and concern all the related all curriculum components (curriculum component consistency).

Unlike the previous competency-based curriculum (version 2002 and 2004), in implement the CEU, schools were given full authority in the education plan, making the goal, the vision - mission, curriculum structure and load, education calendar and the syllabus based on the standards that have been set.

1.1.2. Vocational Teachers' Opinion

Implementation of Curriculum for Education Unit (CEU) in 2006 as a new curriculum creates many challenges for individual teacher as well as for the school as a whole. This is because teachers are expected to modify and improve their teaching practices and increase their knowledge on subject matter. A study done by Sundayana (2009) found that many teachers claimed that they have the knowledge to develop and implement CEU, but their knowledge did not reflect improvements that are required by the new curriculum in school. This fact shows that both the teachers and the school are not ready to participate in the implementation of CEU. This is because teachers have the opinion that new curriculum is similar with the previous curriculum. Moreover, teachers have preconceived perception on this new curriculum. They think that the new curriculum is difficult to be implemented. This opinion emerges because, prior to the CEU implementation, teachers just need to

implement the ready-to-use curriculum. However, in implementing CEU, teachers need to decide the appropriate instructional lesson/subject matter in accordance with the students' needs, identify the material resources, so that the appropriate subject matter and material meet the needs of the local condition. In this case, teachers experiencing two kinds of problem, which are the social-psychological fear of change, and the lack of technical knowledge or skills to make the change work (Fullan, 2001).

1.2. Statement of the Problem

Since the late seventies, educators and researchers in general education have recognized the problematic nature of implementing a proposed curriculum (Snyder, Bolin & Zumwalt, 1992). The process of new curriculum implementation has been described as a "black box" (O'Sullivan, 2002), in which challenges to implementation can arise. The complexities of and incongruent relationship between curriculum policy and its practice are indicators of the implementation problems (Elmore & Sykes, 1992). According to Bekalo and Welford (2000), a discrepancy often exists between what was intended and what is enacted. The view that these two objectives should match poses challenges for government, administrators, and teachers in particular (Connelly & Lantz, 1991).

Problems of various kinds arising from curriculum implementation have been recognized as inevitable, and therefore the implementation is inherently more complex than people anticipate (Brindley & Hood, 1990; Fullan & Stiegelbauer, 1991). This complexity can be perceived from several aspects, with vocational teachers' perceptions at different levels interpreting the new curriculum differently than as originally conceived. Firstly, government produce new curriculum with good intentions, but unforeseen and often unwanted results may occur as the local implementing institutions translate the policies. Secondly, schools and teachers may have their own interpretation of the new curriculum. They are likely to encounter institutional or contextual constraints; so therefore, their attempts at implementing the new curriculum from the top may be stuck in real operations.

Thirdly, the resistance of the teachers may also confound the implementation (Williams et al., 1994). Teachers may have perception the new curriculum either

negatively or simply differently than as was the intent of the government (Karavas-Doukas, 1995), or view the innovations favorably but not incorporate the curriculum changes into their day-today classroom teaching for various reasons (Gahin & Myhill, 2001). Other researcher have found teachers adopting and using what they consider to be appropriate teaching methods and suitable instructional materials behind closed doors, skirting the guidelines laid down in the syllabus (Wang & Han, 2002). Despite guidelines from curriculum documents stipulating what is to be taught, teachers often continue in their previous methods.

Studies of the impact of new curriculum implementation on educational outcomes tend to adopt three different approaches (Snyder et al., 1992). First, the fidelity perspective determines “the degree of implementation of an innovation in terms of the extent to which actual use of the innovation corresponds to intended or planned use and to determine factors which facilitate and inhibit such implementation” (Fullan & Pomfret, 1977, p. 340). Several studies from this perspective measured and assessed the degree of implementation (Carless, 1998; Fullan & Stiegelbauer, 1991). Second, the mutual adaptation perspective (Berman & McLaughlin, 1980) studies how the new curriculum has been adapted during the process of implementation. The third perspective shifts its focus from studying the implementation and adaptation of new curriculum to studying curriculum enactment. Studies with this last focus have examined how a new curriculum is interpreted through the evolving constructs of teachers and students (Paris, 1989). These three approaches have been used in the fields of general education and of vocational education to explore the effects of new curriculum implementation on both teachers and students.

The lack of understandings of the curriculum implementation has a significant barrier to changing instructional practice in the classroom (Hord S. M., Rutherford, Huling, & Hall, 2006). The success or failure of the programs is contingent upon their implementation in the school setting by vocational teachers’ perception. Sarason (1990) said “...the failure of educational reform derives from the most superficial conception of how complicated settings are organized: their dynamics, their power relationships, and their underlying values and axioms”.

1.3. Purpose of the Study

The overall purpose of this study was to explore the implementation of the new curriculum in the vocational school teachers' contexts. Firstly, this study was to examine relationship between the contextual factors of school culture, vocational teachers' perception, and teachers' leadership as they were related to the implementation of new curriculum. Secondly, the study was determined the adaption and adoption process of new curriculum by vocational school teachers.

1.4. Research Questions

Following are the four research questions, which guided this study of content vocational teachers' context and the influencing factors in implementation Curriculum for Education Unit as new curriculum. Below are the major research questions from each perspective:

1. How did teacher's perception relate to the implementation of the Curriculum for Education Unit?
2. How did teachers adapt and adopt Curriculum for Education Unit as they implement it in their classroom?
3. What was the influence of school culture on teachers' perceptions in implementing the Curriculum for Education Unit?
4. What was the influence of teachers' leadership on their perceptions in implementing the Curriculum for Education Unit?

1.5. Significance of the Study

The significant of this study is paramount as it contributes valuable insight into the leadership development that help teachers to adapt and adopt new curriculum and to provide a better understanding of interrelated factors within vocational teachers' perception as they are related to the implementation of new curriculum. The result of this study can used to develop and improved individual approach, environments, leadership factors, and implementation strategies to promote the effective use of new curriculum.

With the emphasis on accountability in education today, teachers face the challenge of developing and implementing effective and efficient curriculum. The teachers significantly influence the success of curriculum adoptions (Bruner, 1996). Given the importance of the role of the teacher in the success of implementing the change process and the school environment, this study creates a unique opportunity to investigate the role of vocational teachers' perception, school culture, and leadership on the adaption, adoption, and improvement processes.

Sarason (1990) pointed out that "despite the many and obvious ways in which schools differ, they are amazingly similar in terms of classroom organization, atmosphere and rationale for learning". This similarity in the structure of schools may increase the likelihood that the results of the study can be applied to other educational settings. This study investigated the relationship between (1) teacher's perception; (2) teachers adaption, adoption, and improving new curriculum process; (3) school culture; and (4) leadership and curriculum support; with implementation new curriculum. The findings contribute to the existing knowledge in the area of educational reform. By narrowing the focus, the results of this study may also change prevailing beliefs of educational practitioners to the importance of understanding and addressing vocational teachers' perception in the implementation of the new curriculum.

1.6. Conceptual Framework

The focus of this study is limited to the aspects of school culture shown in the literature to influence implementation, namely the influence of leadership and vocational teachers' perception about the new curriculum. This study contended that underlying factors in determining the success or failure of implementation of new curriculum depend on teachers as individual, influence by school culture and knowledge with power as flow is leadership (Figure 1.1)

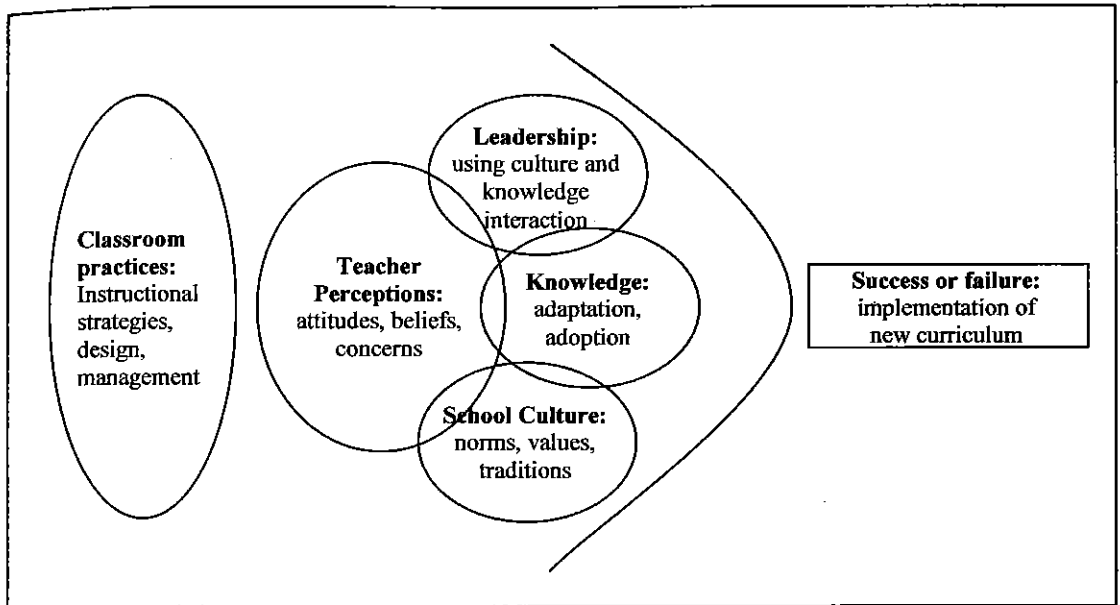


Figure 1.1: Conceptual Framework of Implementation Phase

This study's contention was that the successful implementation of new curriculum is highly dependent on an individual teacher's instructional practices. These classroom practices are a function of the teacher's perception about the curriculum. Therefore, these individual values and beliefs are influenced by the school culture. In essence, implementation is a function of an individual teacher's perception that affected by school culture.

The ethnographic approach is taken to understand the influences of the local contextual conditions of school culture, leadership, and vocational teachers' perceptions on implementation of new curriculum have implications in this study. First of all, ethnographic approach is a process of providing holistic and scientific description for curriculum development, process, and phenomena within their specific context (Wiersma, 2003), including such concepts like culture description (Wolcot, 1999) and people's viewpoints, beliefs, and practices (Burns & Grove, 2000; Leininger & McFarlane, 2002). Curriculum development has become central to education system and fundamental to meaningful learning practice in school (Marsh & Willis, 2007). This focus on curriculum implementation is a part of developing process in improving the curriculum.

In school, teachers need to develop strong communication and collaboration skills to implement the new curriculum needed to improve students' achievement (Berns & Erickson, 2001; Brown, 2002). Current research on teaching and learning stresses the importance of integrated curriculum and contextual learning to prepare

students for today's workplace (Sundayana, 2009). While teachers are being asked to teach based on *Content Standard* (Government Rules no. 23/2006) to facilitate of student learning, many are not being provided instructional lesson based on CEU development. Therefore, curriculum development theories and concepts associated with school culture and leadership of the conceptual framework for designing meaningful for teacher's perception.

1.7. Delimitations

While exploring the factors influencing the implementation of new curriculum in Technical and Vocational Secondary School environment, the study is subject to the following delimitations:

1. The study of change is the subject of volumes of literature in the area of social sciences and education. Motivational, conceptual, and empirical works in all areas address the topic extensively. This study limits the review of the literature to the topic of educational change.
2. The population of teachers in this study is limited to technical and vocational high schools in West Java province. Vocational teachers' participation in the investigation is on a voluntary basis.
3. The study's nested cross-sectional survey design does not examine any longitudinal aspect of the research questions.
4. The study does not examine any gender issues.

1.8. Operational Definitions

Operational definitions are provided to understand some of the more frequently used terms in this study. This study provided definitions of term implementation of new curriculum, the scope of teacher perception, the distinction between adapt and adopt, including definition of school culture and leadership.

Implementation of new curriculum

Rogers (1995) defined the *implementation* phase as the process of *diffusion* “by which an innovation is communicated through certain channels over time among the members of a social system” (p. 5). Marsh and Willis (2007) defined *curriculum* as merely “an interrelated set of plans and experiences, and all planned learning that a student undertakes under the guidance of the school”. The *new curriculum* in the study were loosely define as all curriculum aimed at improving student achievement on state assessments. The new curriculum have been implementing in Indonesia today is Curriculum for Education Unit (CEU). The *implementation of new curriculum* includes, but not limited to, curriculum alignment, and in-classroom curriculum and instructional support. The impact of each implementation is not measured separately but instead, its combined influence on vocational teachers’ perception will be explored.

Teachers’ perception

Perception is the process by which interpret and organize experience to produce a meaningful experience of the real (Lindsay & Norman, 1987). In analysis stage, *perception* is aware of the environmental stimuli, begins to analysis, and interprets the perceived objects in order to give meaning and context. Definition of *perception* in reaction stage is leads to decision-making and action taking. The decision is to act or not and this depends on how develop motivation. *Attitudes, beliefs, and concerns* are components in decision-making action.

An *attitude* is a hypothetical construct that represents an individual’s degree of like or dislike. *Attitudes* develop affection, behavior, and cognition (Berg, Deeg, Lindeboom, & Portrait, 2008; Eagly & Chaiken, 1998). The *affective* response is an emotional response that expresses an individual’s degree of preference for an entity. The *behavioral* intention is a verbal indication or typical behavioral tendency of an individual. The *cognitive* response is a cognitive evaluation of the entity that constitutes an individual’s beliefs about the object.

According to Goldin (1999), a belief is the multiply encoded cognitive configuration to which the holder attributes a high value, including associated warrants. Cooney (1999) asserted that belief is a cluster of dispositions to do various

things under various circumstances. The beliefs of teachers strongly affect how they teach. The beliefs of teachers may change. However, they are dependent upon the professional situations they encounter (Marsh & Willis, 2007). Tillema (2000) and McNeil (2003), contend that all teachers need opportunities to explicitly elaborate, and construct their own beliefs.

Definition of concern is the composite representative of the feelings, preoccupation, thought, and consideration given to a particular issue or task. The Stages of Concern (SoC) addresses the effective side of change, people's reactions, feelings, perceptions and attitudes (George, Hall, & Stiegelbauer, 2006) For purposes of this study, SoC was used for understanding vocational teachers' perception in learning and implementing the new curriculum.

Adaption and adoption of new curriculum

Adaption can apply to all the curriculum changes a teacher decides on when implementing a curriculum in classroom. In this study, Haussler and Pittman (1993) use the term adaption as the process of the curriculum implementation which allows the teacher in consideration of his own style, to function within the curriculum. New curriculum adaption is more often used to stand for the appropriate transfer of a curriculum from the last curriculum was used into present curriculum had been implemented.

Adoption is an extended evaluative process (Roger, 1983). The adoption process represents the events starting with the adoption of the innovation continuing through the implementation phase. The adoption was represented by the school and teachers modified implementing the new curriculum in classroom.

Teachers' leadership

Leadership is a leader's behavior and its effects on the organization (Lunenburg & Orstein, 2000). Where managers are concerned with shaping the structures and process of the organization to produce desired results, leaders have a commitment or vision and inspire others to follow it (Lunenburg & Orstein, 2000). Moreover, leadership is a process that produces change (Puccio & Murdock, 2007; Kotter, 1990). Puccio et al. (2007) argue that creative thinking is about change. Personal

behavior theories focus on what the leader does to carry out the managerial job, trait theories describe certain inherent characteristics that will make individuals effective leaders, and contingency theories hypothesize that the situation is the main determinant of what constitutes an effective leader (Stanford et al., 1995).

School culture

A school culture is a complex pattern of norms, attitudes, beliefs, behaviors, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization (Barth, 2002). School culture is customs, values, and traditions inherent in one's school (Sue & Sue, 1990; Elliott et al, 2000). Different school cultures have different educational and development expectations for students and teachers.

1.9. Organization of the Study

This study is presented in five chapters. Chapter I includes the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, conceptual framework, definition of terms, and limitations.

Chapter II explores the literature relating to Concern Based Adoption Model as an analytical based model in this study. Then follow by empirical research of new curriculum implementation. Next, the important of school context on implementation is discussed. There is an exploration of individual teacher, school culture and leadership.

Chapter III focuses on methodology that provides the grounded theory and the specific techniques that used for the study. The chapter concludes with an overview of collection procedures.

Chapters IV present the data analysis and findings for the progressive rounds of data collection. The chapter contains an analysis of the data supported by participant quotes, tentative theoretical structure, triangulation, and discussion.

Chapter V provides the grounded theory of the vocational teachers' perception, school culture, and leadership. This grounded theory evolves from the research process. This chapter also contains a discussion of the findings, limitations to the study and implications for counseling, counselor education, and further research.

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Overview

The review of literature for this study will focus on teacher's perception about new curriculum and this implementation in school. In addition, review also addresses the major factors that influence a teacher's decision to implement an educational innovation with specific focus on the school environment. There exists a significant volume of literature addressing the importance of the school culture, individual teacher values and beliefs, and school leadership on the implementation of educational innovations. The literature also alludes to the complexity of large organizations (e.g. Stacey, 2000) along with a lack of clear understanding as to how the interrelated facets of school culture, individual teachers, and leadership support the implementation on these new curriculum and its impact.

This review focuses on the implementation phase of the curriculum adoption process; specifically addressing the building-level diffusion process of CEU. The contention of the research in this study was that district new curriculum designed to address the implementation mandates of district faced significant resistance in their implementation phase is restricted to the individual developmental skill at the initial level. This resistance stemmed from a complex interaction of the existing school culture; individual teacher's perception; leadership factors; and concerns about the implementation of CEU itself. Furthermore, this study contended that this resistance could be measured and related to how teachers adapt and adopt the CEU. Table 2.1 shows the overview of literature review in this chapter.

Table 2.1: Overview of the Literature Review

SECTION	PURPOSE AND FUNCTION
Concern Based Adoption Model	This section provides a description of model as analytical based is used in this study.
Implementation of new curriculum	This section presents the literature of implementation of new curriculum in varieties perspective.
Theoretical Approaches to the Study of New Curriculum	This section presents the literature reveals theoretical approaches to the study of new curriculum.
Importance of school context on implementation	This section provides research support for significant of the study as presented in Chapter One by discussing the history of failed educational reform. The section will identify gaps in existing research while articulating the study's potential contributing to the better understanding of the related factors of school context.
School factors influencing implementation	This section provides literature support for the study's conceptual framework described in the previous chapter. Each of the factors influencing implementation will be addressed in separated in separate subsections.
• The individual teachers: perception	This subsection presents the conceptual and empirical research on research question #1, which addresses the effect of vocational teacher's perception on implementation.
• Teachers' Knowledge: Adaptation and Adoption to New curriculum	This subsection presents the conceptual and empirical research on research question #2, which addresses the effect of vocational teacher's adapt and adopt on implementation new curriculum.
School culture	This section presents the conceptual and empirical research on school culture as related to implementation in support of the study conceptual framework and research question #3, which addresses the effect of school culture on vocational teacher's perception.
Leadership	This section presents the literature on teachers' leadership as related to implementation in support of the study's conceptual framework and research question #4, which addresses the effect of leadership of teacher.

In support of study, the review will first provide an overview of educational reform literature identifying reasons on the failure of the implementation phase within the adoption process. The review then narrows to literature on school culture, leadership, and the individual teacher's role in the implementation process. In addition, the Concerns-Based Adoption Model (CBAM) will give considerable attention as its design focuses on the importance of the individual teacher perception during the implementation phase.

In essence, the goal of this review is to present a comprehensive synthesis of both conceptual and empirical literature on the implementation process of Curriculum for Education Unit while outlining an argument supporting the study's

conceptual framework that school culture; leadership; vocational teacher's perception about influence the implementation and how vocational teachers adapt and adopt this implementation process.

2.2. Concerns Based Adoption Model (CBAM)

The analytical base that underlies this study is using Concerns Based Adoption Model (CBAM). The CBAM evolved of Frances Fuller in response to the innovation focus approach to educational change (George, Hall, & Stiegelbauer, 2006). The innovation focus was common to the diffusion and adoption era of the 1960s and 1970s. Researchers at the Research and Development Center for Teacher Education (R&DCTE) at the University of Texas at Austin began an investigation of what happens when individuals are asked to change their practice or adopt an innovation. This work resulted in the Concern Based Education Model (Hall, Wallace, & Dossett, 1973) and further development of its diagnostic dimensions. The resulting model is a framework designed to help change facilitators identify the special needs of individuals involved in the change process and address those needs appropriately based on the information gathered through the model's diagnostic dimensions (Figure 2.1).

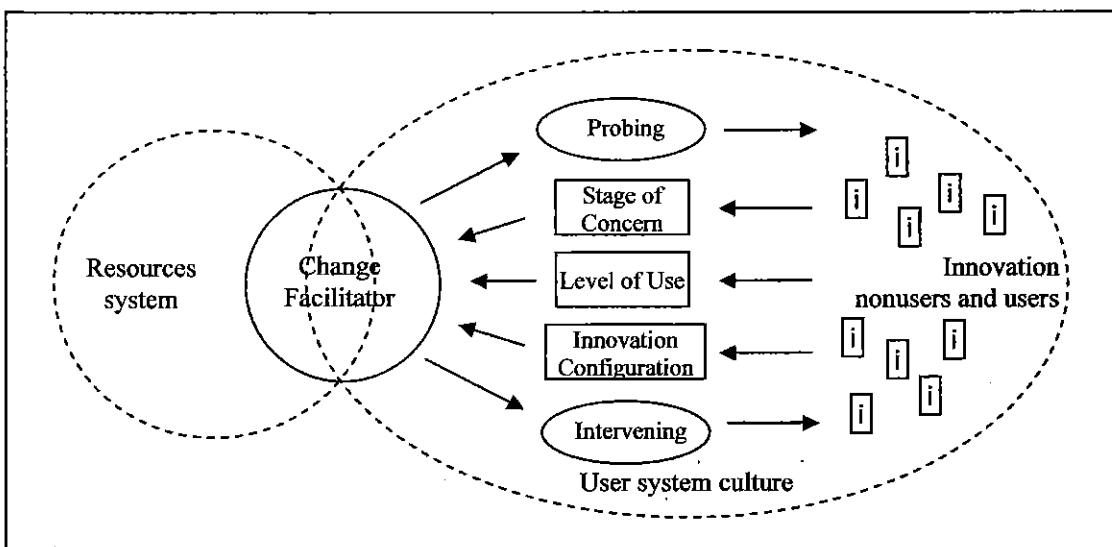


Figure 2.1: The Concerns Based Adoption Model (George, Hall & Stiegelbauer, 2006)

The CBAM is a framework and methodology for the measurement, description, and explanation of different aspects of the implementation of curricular

and instructional innovation (Anderson, 1997). Six assumptions underpin the model: (1) change is a process; (2) change is accomplished by individuals; (3) change is a highly personal experience; (4) change involves developmental growth; (5) change is best understood in operational terms; (6) the focus of facilitation should be on individuals, innovations, and the context (Hord, Hall, Rutherford & Huling, 2006).

Three tools for measuring change within the framework include Stage of Concern Questionnaire (SoCQ), Level of Use (LoU), and Innovation Configurations (IC). Stages of Concern and the Levels of Use provide a powerful description of the dynamic of an individual involved in change, one dimension focusing on feelings, the other on performance. Innovation configuration help change researcher identify and describe the various forms an innovation can take and showing the ideal form of the innovation. In the process of adopting a change, the SoC represent the *who*, the LoU are the *how*, and the IC are the *what* (George, Hall & Stiegelbauer, 2006).

SoC dimension focuses on the concerns of individuals involved in change (Hord S. M., Rutherford, Huling, & Hall, 2006). The research in SoC has identified seven kinds of concerns that users, or potential users, of an innovation may have. These concerns are organized in the model as Stage of Concern (Table 2.2). While the seven SoC are distinctive, they are not mutually exclusive. An individual is likely to have some degree of concern at all stages at any time, the stage or stages where concerns are more (and less) intense will vary as the implementation of change progress (Hord S. M., Rutherford, Huling, & Hall, 2006). These variations in intensity mark the developmental nature of individual concerns. The developmental nature of concerns is further reflected in the three dimensions: (1) self; (2) task; and (3) impact. These dimensions divided into seven stages (Table 2.2).

Table 2.2: Typical Expressions of Concern about the Innovation (George, Hall & Stiegelbauer, 2006)

Stage of Concern			Expression of Concern
IMPACT	6	Refocusing	I have some ideas about something that would work even better.
	5	Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4	Consequence	How is my use affecting kids?
TASK	3	Management	I seem to be spending all my time getting material ready.
SELF	2	Personal	How will using it affect me?
	1	Information	I would like to know more about it.
	0	Awareness	I am not concerned about it (the innovation).

SoC theory and method have been of particular interest to researchers studying any innovations in schools. Yuliang and Huang (2005) used the SoCQ to examine the pattern of concerns of in-service teachers in the Midwest about the issue of technology integration. The study reported significant statistical differences in teachers' concerns within the three levels describes by Hall, George, and Rutherford (1979) related to teachers' perception of their own use of technology integration.

Krueger, Boboc, Smaldino, Cornish, & Callahan (2004) investigated the effectiveness of project-developed materials for university faculty and teacher candidates to use the application of technology in curriculum lessons. SoCQ data were collected from participating faculty show the movement of individual faculty toward integrating technology in their methods courses. The data showed two results: (a) faculty's increasing familiarity with the innovation, and (b) enhanced comfort with the innovation overall. Gershner and Snider (2001) used pretest and posttest electronic SoCQ data, along with the other CBAM tools, Level of Use and Innovation Configuration Maps, to examine the integration of technology into curriculum delivery in a Texas school district. The electronic use of the SoCQ worked well in the pretest at the beginning of school year but poorly in the posttest at the end of year, although some significant findings were still obtained. The researchers stated that they learned from their results to control the setting for electronic input in future work, but CBAM measures in combination were great promise for the assessment of innovations and developing supports for reform.

The Level of Use (LoU) dimension describes the behaviors of the users of an innovation through various stages, from spending most efforts in orienting, to managing, and finally to integrating use of the innovation. It should be noted that the LoU dimension describes behaviors of innovation and does not at all focus on attitudinal, motivational, or other affective aspects of the user. LoU does not attempt to explain causality (Hall, Dirksen, & George, 2006). The LoU has been used successfully to evaluate the implementation not only single, clearly defined innovations (Doering, 2002; Gilbert, 2000), but also more complex or multiple innovations (Thornton & Wes, 1999).

The LoU also gives evaluators a tool with which they can anchor a mixed evaluation design that looks at qualitative as well as quantitative measures to found the effect of intervention design promote the use of an innovation (Basinger, 2000; Baugh, 1994; Bouchelle, 2002). Identifying the conditions, contexts, characteristics,

and formats that are more likely to have a positive impact on student learning can be useful in determining which practices contribute the most to effective professional development affects student learning (Guskey, 1997).

The Concern-based Adoption Model focused not on the mission, goals, conceptualization, or introduction of the initiatives, but instead addresses the implementation phase of the adoption process after the initiative's initial introduction; in essence, picking up, where other models leave off (Hord S. M., Rutherford, Huling, & Hall, 2006). This model served as a foundation as this study investigated the adoption process of Curriculum for Education Unit in the complexity of the leadership environmental from the perspective of individual vocational teachers.

2.3. Theoretical Approaches to the Study of New Curriculum

The literature reveals several theoretical approaches to the study of curriculum change. Bailey (2000) contends that educational change efforts are underpinned by particular theories about the nature of teaching. New curriculum is prevalent when society is changing rapidly, when educational practice is under pressure to respond, and differing reform ideologies compete with each other for influence. Although four conceptions of teaching are activated by policymakers: technical, intellectual, socio-emotional and socio-political, they are usually overlooked.

Change is a far more complex process in schools than had earlier been assumed (Marger, Myers, Maresca, & Armstrong, 1986) specifically because politically motivated reforms have neglected the problems of implementation (Gitlin & Margonis, 1995). In response to the implementation problem, educational change theorist have developed three models (Rowan & Miller, 2007). The first model, cultural control, occurs within local professional communities. Teachers are encouraged to discover effective practices and they have the discretion to adapt these practices to suit their needs. The second model, professionals control is relies heavily on socialization to professional standards by expert authorities to promote implementation of the favored instructional regime. The third model is procedural control, occurs within professional development programs and relies heavily on scripted instruction to secure faithful implementation.

Richardson and Placier (2002) note that phenomenological and hermeneutic approaches could be useful in understanding how individuals make sense of and contribute to the situations in which they live and work. Such approaches could replace earlier empirical-rational change strategies that have been unsuccessful. The new thinking constitutes a normatively/re-educative approach to change, which assumes that change may be enhanced through teachers' reflection on beliefs and practices (Richardson & Placier, 2002). According to Ryan and Ackermann (2005), pressure and support are recurring themes in the school reform literature. Teachers as policy actors require motivation and adequate assistance, such as updated knowledge or financial resources, to implement new curriculum successfully. Furthermore, teachers use their prior knowledge and experience to make sense of policy. Policy to practice connections are mediated by teacher sense which produces qualitatively different understandings among teachers, thus leading them to ignore, resist, adopt or modify policy (Spillane & Burch, 2006).

Pinar (1999: 18) contends that the thoughtful practice of everyday educational life requires a theoretical understanding of teachers' practice, "So understood, curriculum becomes historical, political, racial, gendered, postmodern, phenomenological, autobiographical, aesthetic, theological, and international. When we say that curriculum is a site on which the generations struggle to define themselves and the world, we are engage in a theoretically enrich practice. When we say that curriculum is an extraordinarily complicated conversation, we are underscoring human agency and the volitional character of human action".

2.4. Implementation of New Curriculum

New curriculum implementation in any educational jurisdiction involves a variety of stakeholders. Their roles in the implementation process contribute to the degree to which new curriculum will be successfully implemented in the local institutions. These stakeholders are government who formulate new curriculum, middle-level administrators who interpret the new curriculum and communicate them to the actual implementers, and the teachers who implement these directives.

Desimone (2002), in reviewing and analyzing the literature documenting reform implementation, found that four new curriculum attributes in addition to specificity contributed to smooth implementation, which were: consistency, authority, power, and stability. She referred to specificity as being how extensive and detailed a new curriculum is. She contended that the more specific a new curriculum was in terms of materials, information, professional development, guidance, and instructions provided, the more likely teachers were to be able to implement it. However, new curriculum as a policy often contain only shadowy guidance for practice (Matland, 1995), tending to make it difficult for local implementers to execute, or allowing the grass-roots groups too much latitude in implementation. Desimone (2002) contended that the authoritative aspects of a curriculum policy can be sorted into three categories: (1) normative authority, which includes teacher participation in decision making, participation in networks and collaborative activities, and norms related to race, ethnicity and income; (2) individual authority, i.e., principal leadership; and (3) institutional authority, which includes district leadership, resource support, and parent and community support. Desimone (2002) argued that a policy tends to achieve more success in implementation of new curriculum if it is operated in a stable environment with little turnover, i.e., a low mobility of teachers, students, and administrators. While administrative pressure alone cannot effect changes in teachers' perceptions, and routine practices, support in terms of knowledge, skills, abilities, resources, time, etc. is needed to enable efficient implementation of new curriculum.

From a case study of one New Zealand high school, Timperley and Robinson (1997) identified reasons for the slow implementation of the national new curriculum the locality. They found that the local school's professional norms and beliefs about authority and the culture of conflict avoidance precluded effective implementation. Therefore, they called for an ongoing dialogue about the adequacy and congruence of the beliefs and practices that influence both the proposed new curriculum and the local practices during the process of curriculum formulation.

In implementing the new curriculum, vocational teachers as implementers are the most important players, and they are the key to successful curriculum policy implementation. Moreover, teachers have often been diagnosed as "resistant to change", in ignoring or subverting curricular innovations (McLaughlin, 1987; Smith, 2005). Spillane et al. (2002) looked at their situation in a different light, explaining

that this is because teachers often lack the capacity, the knowledge, skills, personnel, and other resources, necessary to work in ways that are consistent with new curriculum. Moreover, they may simply not understand what is expected of them or do not know how to incorporate the changes into their daily practice. Wang and Cheng (2005) concurred, saying that teachers' failure to implement new curriculum as government had hoped may signal their uncertainty about outcomes and their personal beliefs that the new practices are not as good as the previous ones. Gross et al. (1971) argue that it is not the teachers who are at fault, but rather their supervisors or principal, who are inadequate in both supporting and motivating their subordinates. In other words, teachers' difficulties in enacting new curriculum may be in a large part due to the lack of appropriate support from the supervisor or principal as translator the new curriculum.

Spillane et al. (2002) have discussed impediments to implementation and reasons why implementation fails in actual practice when transmitted through the teachers who are the actual implementers. In summary, these obstacles are: teachers' lack of clear understanding of the innovation; lack of knowledge, skills, and resources needed to conform to the innovative initiative; incompatibility of organizational arrangements with the innovation; lack of staff motivation; teachers' prior knowledge, beliefs, and experiences; different interpretations of the new curriculum; and teachers' social, school culture, and historical contexts. Moreover, teachers' willingness to implement new curriculum was influenced by the social and personal dimensions of classroom teaching and by teachers' goals and beliefs. In other words, changes were mitigated by the contextual factors.

2.5. Importance of School Context on Implementation

With an overview of the process of change, the following section will focus the discussion on the importance of the school's environment or context in the change process. The term *school context* has come to have a specific meaning in the literature. Both Hargreaves, Earl, Moore, and Manning (2001) and Hall and Hord (2001) concur with Boyd's 1992 definition of school context. As defined by Boyd, school context consists of the two fundamental components of school ecology and school culture (Table 2.3).

Table 2.3: Component of School Context

School Context	
School Ecology	School Culture
Resources Physical conditions Demographics Policies Hierarchical structures	Relationship Interactions Communication characteristics Norms of practices Shared values and beliefs

School ecology factors include (1) the availability of resources; (2) physical aspects of the school; (3) student and teacher demographics; and (4) local, state, and federal policies (Boyd, 1992; Hall & Hord, 2001). Unfortunately, the term school culture is frequently used in the literature carelessly to describe elements of the school ecology. Reciprocally, context is often used to describe components of school culture. For the purpose of this study, the elements of school culture were less tangible but the system of relationships and shared norms, attitudes, and beliefs within the school (Boyd, 1992). The elements of school culture and their importance on the adoption process will be addressed at length in a subsequent section of this chapter.

There is considerable conceptual literature pointing to the importance of the individual school context in the success or failure of school improvement. Simply stated, a major determining factor as to whether an educational innovation is implemented successfully or not is the school context in which the innovation is introduced. Moreover, the literature points to educational leaders' lack of understanding of this complex environment as a primary cause of many failed educational innovations. The importance of school context in the success of the adoption process is not new. Conceptually, Sarason (1971) began discussing the idea that the cause of most failed educational innovations is rooted in a misunderstanding of school context. He describes both the uniqueness and regularities of each school's culture influencing the adoption of new curriculum. In addition, Sarason describes present school structures that contribute to the system's intractability as a resistance to change. Elmore (1978) provided additional support for the importance of school context proposing that the success of change is based on how the implementation process is embedded in the organization's hierarchical structure.

The importance of context also supported by works outside the field of education and this body of work is the foundation of educational literature on school

REFERENCES

- Agar, M. H. (1989). *Speaking of ethnography. Sage University Paper series on qualitative research methods*. Beverly Hills, CA: Sage.
- Anderson, B. L. (1993). The stage of systemic change. *Educational leadership*, 14-17.
- Anderson, G. (1994). The cultural politics of qualitative research in education: Confirming and contesting the canon. *Educational Theory*, 225-237.
- Antifaeff, P., Mitzel, D., Porowski, J., & Sussex, J. (2006). As easy as ABC: Comparing reading results in kindergarten programs. In *Graduating paper, Educational Administration and Leadership programme*. Vancouver, B.C.: Department of Educational Studies, Faculty of Education, University of British Columbia.
- Asensio, M.L., & Johnson, J. (2001). *Comprehensive school reform: Perspectives from model developers*. Washington, D.C.: Office of Educational Research and Improvement.
- Babbie, E. R. (1998). *The practice of social research*. Belmont, CA: Wadsworth Pub. Co.
- Bailey, B. (2000). The impact of mandated change on teachers. In N. Bascia, & A. Hargreaves, *The sharp edge of educational change: Teaching, leading, and the realities of reform*. London: RoutledgeFalmer.
- Ballet, K., & Kelchtermans, G. (2008). Workload and willingness to change: Disentangling the experience of intensification. *Journal of curriculum studies*, 47-67.
- Ballet, K., Kelchtermans, G., & Loughran, J. (2006). Beyond intensification towards a scholarship of practices: Analysing changes in teachers' work lives. *Teachers and teaching: Theory and practice*, 209-229.
- Barth, R. (2002). The Culture Builder. In *Educational Leadership*. Alexandria, Virginia: ASCD.

- Bartunek, J. M. (2003). *Organizational and Educational Change*. Mahwah, NJ: Erlbaum.
- Basinger, D. (2000). *Teachers integrating technology: Case studies*. Ruston: Louisiana Tech University.
- Baugh, J. M. (1994). *Internet use in the rural school*. Morgantown: West Virginia University.
- Berg, G. J., Deeg, D. J., Lindeboom, M., & Portrait, F. (2008). The Role of Early-Life Conditions in the Cognitive Decline due to Adverse Events Later in Life.
- Berns, R. G., & Erickson, P. M. (2001). Contextual teaching and learning: Preparing students for the new economy. *The highlight zone: Research @ work*. Columbus, OH: national Dissemination center for Career and Technical Education.
- Black, P., & William, D. (2005). Lessons from around the world: How policies, politics, and cultures constrain and afford assessment practices. *The curriculum journal*, 249-261.
- Blasé, J. (1998). The micropolitics of educational change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins, *International handbook of educational change* (pp. 544-577). Boston: Kluwer Academic Publishers.
- Bless, C., & Hugson-Smith, C. (1997). *Fundamental of social research methods: An African perspective*. JUTA.
- Blumer, H. (1969). *symbolic Interactionism*. New Jersey: Prentice Hall.
- Bogdan, R., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- Bouchelle, H. E. (2002). *Levels of Use of an elementary school inquiry-based instructional innovation among a selected group of teachers participants in the Delaware Elementary Science Initiative*. New Castle, DE: Wilmington College.
- Boyd, V. (1992). *School context: Bridge or barrier for change*. Austin, Texas: SEDL.
- Brown, B. (2002). Transforming vocational education into career and technical education. *Practice application brief no.21*. Columbus, OH: Center on Educational and Training for Employment, The Ohio State University.
- Bruner, J. S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

- Burns, N., & Grove, S. Q. (2000). *The practice nursing research: Conduct, critique, and utilization (2nd ed.)*. Philadelphia: W. B. Saunders.
- Cobb, J. B. (2000). The impact of a professional development school on pre-service teacher preparation, in service teacher's professionalism, and children's achievement: perceptions of in-service teachers. *Action in teacher education*, 64-76.
- Coghlan, D., & Rashford, N. S. (2006). *Organization change and strategy*. New York: Routledge.
- Cooney, T. J. (1999). Examining what we believe about beliefs. In E. Pehkonen, & G. T. (Eds.), *Mathematical beliefs and their impact on teaching and learning of Mathematics* (pp. 18-23). Proceeding of the workshop in Oberwolfach.
- Cooper, R., Slavin, R., & Madden, N. (1998). Success for all: Improving the quality of implementation of whole-school change through the use of a national reform network. *Education and Urban Society*, 385-408.
- Corbett, H., Dawson, J., & Firestone, W. (1984). *School context and school change: Implications for effective planning*. New York: Teachers College Press.
- Creswell, J. (2009). *Research Design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Creswell, J., Plano-Clark, V., Gutman, M., & Hanson, W. (2008). *Handbook of Mixed Methods in Social and Behavioral Research*. Thousand Oaks, CA: Sage Publication.
- Crow, G. M., Hausman, C. S., & Scribner, J. P. (2002). Reshaping the role of school principal. In K. L. Murphy, *One hundred-first yearbook of the national society for the study of education: Part 1. The educational leadership challenge: Redefining leadership for the 21st century* (pp. 189-210). Chicago: The University of Chicago Press.
- Crump, S. (2005). Changing times in the classroom: teaching as a "crowded profession". *International studies in sociology of education*, 31-48.
- Cuban, L. (2001). *Oversold and underused: Inquiry into the teaching self (2nd Ed.)*. Cambridge, MA: Harvard University Press.
- Cummings, T. G., & Worley, C. G. (2005). *Organization Development and Change*. Mason, Ohio: South-Western Thomson.

- Curriculum Center. (2007). *Naskah akademik kajian kebijakan kurikulum SMK*. Jakarta: Pusat Kurikulum Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional.
- Darling-Hammond, L., & McLaughlin, M. (1995). Politics that support professional development in an era of reform. *Phi Delta Kappa*, 597-604.
- Datnow, A., & Castellano, M. (2000). Teachers' responses to success for all: How beliefs, experience, adaptations shape implementation. *American educational research journal*, 775-799.
- Day, C. (2008). Committed for life? Variations in teachers' work, lives, and effectiveness. *Journal of education live*, 243-260.
- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass Publishers.
- Denzin, K., & Lincoln, Y. (2000). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Dimock-Boyd, V., & McGree, K. M. (1995). Leading change from the classroom: Teachers as leaders. *Issues ... about change*. Austin, TX: Southwest Educational Development Laboratory.
- Doering, E. (2002). *Implementing the Ontario elementary arts curriculum: Dance grades 1-6*. Retrieved June 25, 2010, from ProQuest Digital Dissertations Database.
- Drake, C., & Sherin, M. (2006). Practising change: Curriculum adaptation and teacher narrative in the context of mathematics education reform. *Curriculum inquiry*, 152-187.
- Duke, D. L. (2004). *The challenge of educational change*. Boston: Allyn and Bacon.
- Eagly, A. H., & Chaiken, S. (1998). Attitude structure and function. In D. T. Gilbert, S. T. Fiske, & G. Lindzey, *The handbook of social psychology (4th eds)* (pp. 269-322). New York: McGraw-Hill.
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Prentice-Hall.
- Elliott, S. N., Kratochwill, T. R., & Travers, J. L. (2000). *Educational Psychology: Effective Teaching, Effective Learning*. New York: McGraw-Hill.
- Ellsworth, J. B. (2001). *Surviving change: A survey of educational change models*. Syracuse, NY: Syracuse University, Eric Clearinghouse on Information and Technology.