



**UNDERSTANDING SMK TEACHER IN CURRICULUM IMPLEMENTATION
2013 REVISION 2017 IN BANTEN PROVINCE**

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ABSTRACT

This study aims to find out how much understanding of SMK teachers in the implementation of the 2013 revision curriculum 2017. Curriculum issues 2013 revision 2017 is the preparation of Learning Implementation Plan (RPP), learning activities and implementation of assessment. Understanding teachers less will have an impact in the learning process because the learning itself is a reference curriculum in the delivery of material, so that the learning process does not work properly. The government's strategy to prepare teachers in the implementation of the 2013 curriculum of 2017 revision from socialization, training, mentoring and evaluation has been implemented, so that the new curriculum is going well. This research is descriptive qualitative research. The method used is descriptive. The subjects of this study were teachers of SMKN 1 Cikande, SMKN 2 Serang City, SMKN 1 Cilegon City and SMKN 2 Pandeglang City. Data collection techniques used were questionnaires and interviews. Based on the results of the researchers do with data collection techniques and interviews using eight indicators 1) syllabus, 2) details of the effective week, 3) annual programming, 4) semester program, 5) core competence / basic competency 6) learning implementation plan, 7) academic calendar and 8) evaluation tools conclude that SMK teachers in Banten have an understanding of the 2017 revision curriculum in 2017 including the good category with the percentage of 80%. The results of the understanding of the 2013 revised curriculum 2017 in Banten Province is the lack of monitoring and training conducted by the government and the school, so that teachers do not all understand and implement the curriculum.

Keywords: Teacher, Curriculum, SMK.

INTRODUCTION

Curriculum according to Law no. 20 of 2013 on the National Education System is a set of plans and regulations on objectives, content, and lesson materials and ways used as guidelines for the implementation of learning to achieve certain educational goals. Similarly, an expert also explains that the curriculum is a written document containing the content of subjects taught to learners through various subjects, choice of disciplines, formulation of problems in everyday life (Neagley and Evans: 1967).

Curriculum 2013 is a curriculum still applied by the government to replace the 2006 Curriculum (Curriculum Level of Education Unit) which has been valid for approximately 6 years. The 2013 curriculum enters its testing period in 2013 by turning some schools into stub schools. Establishment of all the learning process in the implementation of education is improving the quality of life of students, namely the improvement of knowledge, skills, and attitudes (cognitive, affective, and psychomotor aspects) is good and right at school. Thus they are expected to play a role in building a better social order and civilization. Thus, the direction of the implementation of education is not just to improve the quality of self, but also for the wider interests, which is to build a better quality of life of the people, the nation, and the state. Thus there is a dimension of personal quality improvement of students, and on the other hand there is dimension of

social life quality improvement. In the curriculum of 2013 students have prepared books.

The curriculum improvements each year continue to transform or evaluate for a better curriculum. In this case, the revision or revision of the 2013 curriculum of 2017 which resulted in the program are: 1) Integrate the Strengthening of Character Education (KDP) in the learning process. Strengthened characters are mainly 5 characters, namely: religious, nationalist, independent, gotong royong, and integrity. Integrating literacy; 21st century skills or termed 4C (Creative, Critical thinking, Communicative, and Collaborative). 2) Integrate HOTS (Higher Order Thinking Skill). DP movements need to integrate. Deepen, expand, and simultaneously align the various character education programs and activities that have been implemented until now.

Development of the curriculum can explain that the curriculum has a very important role in achieving goals in the education process. The curriculum is at the heart of education that will determine the type and quality of knowledge and experience that enable people or individuals to achieve a better life. Therefore, the high and low quality of education is determined by the existence of a good curriculum. A good curriculum is a dynamic curriculum, always reviewed and perfected according to the times.

An understanding of the competence of the learning materials and the assessments contained in the 2013 curriculum of this revision is certainly an obligation that must be mastered by every teacher where it is a teacher. Teachers who have good performance of course master the concept of competence of learning materials and assessment by using the 2013 curriculum that has been revised in 2017.

The ability of teachers who are not uniform makes this curriculum does not run according to government expectations, especially in Banten. The implementation of the 2013 curriculum of 2017 revision needs to be well prepared from the government Teachers are still difficulties in understanding the 2013 curriculum revision 2017. Government strategy to prepare teachers in the implementation of the 2013 curriculum revision 2017 ranging from socialization, training, mentoring and evaluation has been implemented, so that this new curriculum run well.

The problems in this research are 1) What is the teacher's understanding toward the 2013 curriculum of revision of 2017 in Banten; 2) What caused the teacher to understand the 2013 curriculum of 2017 revision in Banten; Objectives to be achieved in this study are 1) To know the percentage of vocational teachers in Banten in understanding the 2013 curriculum revision 2017 SMK in Banten; 2) To find out the causes of teachers lack of understanding

the 2013 curriculum revision of 2017 SMK in Banten.

RESEARCH METHODOLOGY

This research is descriptive qualitative research. The research method used is descriptive research method. Sources of data in this study were obtained from informants, places, events and documents. Informants in this study were teachers SMKN 1 Cikande, SMKN 2 Serang City, SMKN 1 Cilegon and SMKN 2 Pandeglang. Documents are the Learning Implementation Plan (RPP), syllabus, teacher autobiography and other records that support this research.

Data collection techniques in this study are interviews and questionnaires, Questionnaire compiled using Likert scale 4 answer choices. Interviews and questionnaires were filled with teacher representatives of SMKN 1 Cikande, SMKN 2 Serang City, SMKN 1 Kota Cilegon and SMKN 2 Pandeglang.

The analysis used is descriptive analysis technique. Data analysis was done by collecting data about the understanding of SMK teachers in the implementation of the 2013 revision curriculum 2017 revision in Banten Province continuously until the data becomes saturated. Data analysis in this research using descriptive statistical analysis technique. This technique is used to describe the understanding of SMK teachers in the implementation of the 2013

revision curriculum 2017 in Banten Province. The assessment scores in the questionnaire are grouped into four categories theoretically based on normal distribution rules as presented in Table 1.

Table 1. Categorization of Data

Interval			Category
Mi + 1,5 SD	< X ≤	Mi + 3 SD	Very Good/Very High
Mi	< X ≤	Mi + 1,5 SD	Good/High
Mi - 1,5 SD	< X ≤	Mi	Less/Low
Mi - 3SD	≤ X ≤	Mi - 1,5 SD	Very Less/Very Low

Information:

X_i/M_i = Average ideal score

= 1/2 (maximum score + minimum score)

S_{Bi}/SD

= Standard deviation of ideal score

= 1/6 (maximum score - minimum score)

X = Actual score (scores achieved)

Ideal maximum score = \sum item criteria x highest score

Score minimal ideal = \sum item criteria x lowest score

Descriptive analysis is also used to determine the achievement score of a variable by comparing the total score achieved (empirical) with the highest total score set. The achievement of the score is expressed as a percentage of the highest percentage of 100% and the lowest percentage 25% (4 to 1). The data interpretation criteria are presented in

Table 2 below.

Tabel 2. Data Interpretation Criteria

Interval (%)			Category
81	< X ≤	100	Very Good/Very High
63	< X ≤	81	Good/High
44	< X ≤	63	Less/Low
25	≤ X ≤	44	Very Less/Very Low

The data interpretation criteria were used to analyze the research results of the questionnaire instrument used. Of these instruments there are eight indicators in this study.

RESULTS AND DISCUSSION

Understanding of SMK teachers in the implementation of 2013 revision curriculum 2017 in Banten Province.

The observed items consist of eight indicators: 1) syllabus, 2) effective week breakdown, 3) annual program, 4) semester program, 5) basic competence and core competency, 6) learning implementation plan, 7) academic calendar, and 8) evaluation tools. These eight indicators are outlined in 36 point statements to reveal how high teachers' understanding and implementation of the revised 2013 curriculum. the minimum score per item is 1 and the maximum score per item is 4. Thus the range of scores set is 7 to 144; the average criterion (M_i) of 90; and standard deviation criteria (S_{Di}) of 18.

The result of descriptive statistic analysis shows that the answer of 30 respondents get the mean equal to 114,8; median of 114.5; and a mode of 139; The data has a standard deviation of 0.63; and

variants 0.40; The minimum value obtained is 93, the maximum value is 139, and the total score of the sum is 3444. Based on that data can be determined the range $(R) = 139 - 93 = 46$; number of classes $(K) = 1 + 3.3 \log 10 = 5.87$ rounded to 6; and the interval length $(P) = 7.66$ rounded to 8. The dissemination of the SMK teacher understanding data scores in the implementation of the 2013 revised curriculum 2017 in Banten province is presented in Table 3.

Table 3. Distribution of Variable Data Frequency of Understanding of Vocational Teachers in Curriculum Implementation 2013 Revision 2017 In Banten Province

No	Interval	Freq uenc y	Relative frequency	Relative cumulative frequency
1	93	100	5	17%
2	101	108	3	10%
3	109	116	10	33%
4	117	124	6	20%
5	125	132	2	7%
6	133	140	4	13%
		30	100%	

Based on the calculation, the average of empirical data is 114,8; The value is greater than the average criterion of 90. It shows that the eight indicators for the understanding of SMK teachers in the implementation of 2013 curriculum revision 2017 in Banten province including good / high category. Furthermore, the tendency of each score is divided into 4 categories ranging from 36 to 144 detailed in Table 4.

Based on the percentage trend data of Table 4 it can be seen that eight indicators

in general tend to fall into either category / high until very good / very high. This is consistent with the average of research results that have been analyzed. Based on descriptive analysis can also be known achievement score of a variable by comparing the total score achieved (empirical) with the total score set.

Table 4. Percentage Tendency Score Variable Understanding Teachers SMK In Implementation Curriculum 2013 Revision 2017 In Banten Province. Viewed From All Indicators.

Interval	Category	Frequency	Percentage
117 < X ≤ 144	Very High	13	43%
90 < X ≤ 117	High	17	57%
63 < X ≤ 90	Low	0	0%
36 ≤ X ≤ 63	Very Low	0	0%
Total		30	100%

The total score obtained on the eight indicators is 3444 and the highest score set at 4320; so the percentage of achievement score reached 79.73%; and rounded to 80% of the highest scores set in either / high category. Thus, eight indicators are; 1) syllabus, 2) effective weeks breakdown; 3) annual program; 4) semester program; 5) basic competencies and core competencies; 6) learning implementation plan; 7) academic calendar, and 8) evaluation tool, that the vocational school teacher in Banten Province has an understanding with the Good category with the percentage of 80%, but with that percentage and included in the category Good, vocational school teachers in Banten province still have to get education and training from the government so that the teacher's understanding of curriculum 2103 revision

2017 can be equitable and able to implement it in learning.

Based on interviews conducted by researchers related to the 2013 curriculum revised 2017 in Banten Province produced: 1) average responses from all respondents know the 2013 revision curriculum 2017, 2) responses from all respondents related to the implementation of the 2013 2013 revision curriculum of 88%, 3) understanding the learning model of all respondents only understand some of the learning models in this curriculum, 4) the responses of respondents regarding the implementation of assessment in this curriculum is still not maximized its implementation, because not all understand the assessment system, 5) the response of respondents with the existence of this curriculum, that the teacher is demanded for more master of IT, the implementation of the classroom there is little difficulty to be implemented, because it is constrained either from the media or the students, then some teachers responded to the absence of change when the curriculum is applied, 6) the responses of respondents related to government training in the application of this curriculum is quite a lot done, still perlu re-done so that the application of the curriculum is more leverage and can direct the education system of this country to a better direction, 7) the response of respondents related to monitoring the government and schools, that should be monitored its performance, because there

are still many teachers who feel difficulty in making the device and its application.

Based on the results of the interviews it is known that the teacher gives hope to the government and the school so that the implementation of Curriculum 2013 Revision 2017 can be implemented maximally, in accordance with sholeh hidayat theory (2013: 157-158) that sholeh hidayat mention there are two things that must be prepared to implement Curriculum 2013 ie, book preparation and teacher coaching. In the framework of Curriculum Implementation 2013 This revision needs to be formulated: books (learning substance to achieve basic competence), teacher manuals in the form of guidance of learning process implementation, measurement and assessment guidance and learning outcomes, curriculum documents covering curriculum structure, graduate competency standard, core competency and basic competencies. Researchers are also very supportive to immediately held the education and training Curriculum 2013 Revision so that teachers can understand the entire contents of the Curriculum 2013 Revision, so that learning activities in the educational unit can be held interactively, inspirational, fun, challenging, motivating to participate actively, and provide sufficient space for initiative, creativity and independence in accordance with the interests, talents and physical development and psychology of students in accordance with the theory written in Permendikbud.

65 Year 2013 on Standard Process of Primary and Secondary Education.

CONCLUSION

Understanding of SMK teachers in the implementation of 2013 revision curriculum 2017 in Banten Province. The result of descriptive statistic analysis shows that the answer of 30 respondents get the mean equal to 114,8; median of 114.5; and a mode of 139. The data has a standard deviation of 0.63; and variants 0.40; The minimum value obtained is 93, the maximum value is 139; and total number of sum (sum) is 3444. Based on the data can be determined the range (R) = 139 - 93 = 46; number of classes (K) = $1 + 3.3 \log 10 = 5.87$ rounded to 6; and the interval length (P) = 7.66 is rounded to 8. The total score obtained on the eight indicators is 3444 and the highest score is set at 4320, so the percentage of achievement score reaches 80% of the highest score set by the good / high category. Thus, eight indicators are 1) syllabus, 2) details of the effective week, 3) annual program, 4) semester program, 5) basic competence and core competency, 6) learning implementation plan, 7) academic calendar, and 8) evaluation tool, that the vocational school teacher in Banten has an understanding with the Good category with the percentage of 80%. Based on the results of interviews that the causes of teachers lack understanding of the 2013 curriculum revision 2017 in Banten is the lack of monitoring and training conducted by the

government and the school, so that teachers do not all understand and implement the curriculum.

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