THE CURRICULUM 2013 IMPLEMENTATION IN VOCATIONAL HIGH SCHOOLS IN THE SPECIAL REGION OF YOGYAKARTA

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Abstract. Generally, vocational high schools in the Special Region of Yogyakarta have implemented Curriculum 2013 in the learning process. This study aims at obtaining a depiction of the Curriculum 2013 implementation by conducting a survey on vocational high school teachers in the Yogyakarta province as the research sample. The data were collected through a variation of survey, documentation, and interviews; and analyzed descriptively. The findings suggest that the implementation of Curriculum 2013 in vocational high schools can be assessed in three components, namely the conformity between Curriculum 2013 and the vocational high schools, the curriculum implementation, as well as the motivation and support of the school. The first component reveals a high percentage with 82.53%, while the second and last components have relatively low and moderate percentage, with 75.63% and 78.80%, respectively.

1. Introduction
Vocational high school has a crucial role in improving the quality of Indonesian human resources in the global era. The rapid development of globalization in South-East Asia is particularly indicated by the ASEAN Economic Community (AEC) initiative. The roadmap of AEC in ASEAN countries have begun since 2008, and implemented in the end of 2016.

The strength of a country lies on numerous factors, including innovation and creativity (45%), networking (25%), technology (20%), and natural resources (10%) (Samani, 2008: 3). As suggested by the data, the quality of human resources is a big factor in affecting the strength of a country in facing the global era.

In relation to that, education has a central role in preparing quality, independent, creative human resources that are capable of critical thinking and adapting in the relevant age. The demands of the 21st century have forced the field of education to not only prepare the students for future occupations, but also to make them as adaptable as possible. For this reason, the education process must be oriented to the development of human resources potentials in a holistic manner, involving intellectual, spiritual,
emotional, social, and kinesthetic intelligences. According to Sudira (2016: 223) the role of vocational education in regards to the demands of the 21st century is to build a cultural transformation of science, social, as well as cultural aspects. In order to achieve this purpose, there needs to be an advancement of life skills which concerns with meeting the individual’s various needs of life in the family, community, nation and country, mastery in the lifelong learning skill, innovation improvement, critical thinking skills, creativity, communication, and collaboration; the skills in using information and multimedia; and meeting the social efficiency aspect in order to acquire a decent work.

Although the role of vocational education is central and strategic in preparing the workforce, it still faces many challenges. Some of the study findings suggest that the graduates of vocational schools did not have a higher employability level when compared to other non-vocational schools (Atson, 1994; Ziderma, 1997; World Bank, 1995; and McMahon et al., 1992 in Pardjono, 2016). Moreover, the data in National Statistics Board shows that among a total of 124,538,849 people in the workforce, only 10.87% of them are vocational school graduates; while the regular high school graduates have a higher percentage with 16.48% (https://www.bps.go.id). The level of open unemployment shows that there is a higher unemployment level among vocational high school graduates with 11.41%, when compared to that of high school and junior high school ones (Indonesian Workforce Report, August 2017, No 103/11/thXX/06 November 2017). This certainly does not reflect the objective of vocational education, which is to produce ready-to-work graduates. However, it must also be noted that there are many factors affecting this result, for example, the lack of conformity between the graduates’ competencies with the industry’s needs, or simply the lack of employment.

Curriculum 2013 is a government policy designed to address the potential challenges and problems of the Indonesian people in the future. The curriculum is designed to equip students in the cognitive, affective, and psychomotor aspects equally. The learning in the curriculum is aimed to balance the three aspects; as opposed to the previously existing learning which tends to focus solely on the cognitive aspect. Vocational education is aimed to prepare the students to work in their preferred field.

The objective of education in the vocational high schools, based on Act Number 20 Year 2003, is to improve the students’ knowledge and skills as the mid-level workforces who are skilled, educated, and professional, as well as capable of personal development in accordance with the development of science and technology. Therefore, the vocational high school graduates are strategically prepared to enter the business or industry world immediately according to their preferred field.

The transition from the 2006 school-level autonomy curriculum or Kurikulum Tingkat SatuanPendidikan (KTSP) into Curriculum 2013 has generated numerous responses from education experts and practitioners. Some support the transition, while others have some criticisms. The critics argue that the transition into Curriculum 2013 implementation is done too hastily. It is recommended that an evaluation on the previous curriculum be done, so that the results can be used as a guide to develop and implement the new curriculum. The field report shows that there are many teachers who have not entirely implemented the KTSP, thus making students to not fully understand what the curriculum is about. This becomes complicated, as the students are now forced to move on to the new curriculum which has different needs and focuses on integrating various learning materials. As a result, the school, particularly the teachers and students, must be prepared to conduct a lot of transformation in the learning model. Curriculum 2013 considers the transformation as a necessary thing in order to address the development of technology. If the curriculum does not change, the graduates may not be able to address the current challenges, thus affecting their employability level. Curriculum 2013 is the continuation of the 2004 Competency-Based Curriculum, which at the time failed to be implemented effectively due to being cut off by the new policy of implementing the KTSP in 2016.
The 2004 Competency-Based Curriculum was quite different with the previous materials-based curriculum, which may become the reason for the confusion or misinterpretation among education practitioners and experts. The misconception and different understanding on the curriculum draw many criticisms, in addition negative responses from the teachers, as they already got used to the materials-based curriculum. Act Number 20 Year 2003 states that there are two crucial factors for the success of Curriculum 2013. The first is the conformity between the educators’ competencies and education personnel with the curriculum and the textbooks. The second one is the supporting factors consisting of three elements, namely (i) the availability of the textbooks as teaching materials and learning resources that integrate the curriculum development standards; (ii) the role of the government in the assistance and monitoring; and (iii) the strengthening of the school management and culture. Teachers are expected to do their tasks in accordance with the demands of the graduates’ competencies, as well as the curriculum content, learning process, and assessment.

Curriculum 2013 puts the emphasis on the development of high quality character from the graduates of education programs, in addition to mastering a higher level of competency. The learning process in the curriculum requires teachers to be more creative and innovative in designing and conducting the learning process for students in order to achieve the curriculum’ objective effectively. In the future, students may face different and more varied challenges; thus it is important that they be able to succeed in dealing with numerous problems and challenges in their time. The Regulation of the Ministry of Education and Culture Number 70 Year 2013 (2013: 4) explains that the objective of Curriculum 2013 is to prepare Indonesian human resources to have life skills as an individual and as citizen who is pious, productive, creative, innovative, and affective, as well as capable of making a contribution to the community, the nation, the country, and the world civilization. The development of Curriculum 2013 also aims to motivate the students to be better at observation, questioning, rationalizing, and communicating (preparing) what they learn after receiving the learning materials. Therefore, it can be concluded that the overall goal of Curriculum 2013 is for Indonesian human resources to have a creative, innovative, and adaptable life skills in order to survive well in the global era.

The vocational learning in Curriculum 2013 aims to develop the students’ competencies in their preferred field of study. Vocational high school graduates need to be equipped with higher order thinking skills, high quality character, communication skill, as well as the problem-solving one. Another characteristics of Curriculum 2013 is the use of authentic assessment in measuring and evaluating the vocational competency, as well as great character and attitudes. For this reason, the curriculum employs the scientific approach, which means that the learning process should be able to encourage students to be more apt in observing, questioning, collecting data, rationalizing, and communicating their findings.

The characteristic of learning in each education level is highly related to the Graduates’ Competency Standards, and the Content Standards. The vocational high school’s Graduates’ Competency Standards provides a conceptual framework on the learning target that must be achieved. On the other hand, the Content Standards deal with conceptual framework on the learning activities, and the learning that is rooted in the competency level and scope. The Regulation of the Ministry of Education and Culture Number 104 Year 2014 on the Education Assessment Standards points out that the student assessment must be based on objective, integrated, economical, transparent, accountable, and educational principles. Assessment is a process of collecting various types of information that can depict the actual state of the students’ learning development.

Based on the above explanation, the study formulates a fundamental problem that needs to be assessed in the curriculum implementation. This study aims to examine the portrait of Curriculum 2013 implementation in vocational high school.
2. Method
This was a survey-based research using quantitative approach. The research stages included survey, documentation, and interviews. The research population was all of the vocational high schools in Yogyakarta Special Region, particularly those with Machining Engineering study program which had implemented the Curriculum 2013. The data were collected using the survey and a focus group discussion (FGD). The research instruments were the questionnaires and interview guide. The data were then analyzed using a combination of quantitative and qualitative (or mixed) approaches. The quantitative analysis was used to present the data using a descriptive statistic, while the qualitative approach was employed to interpret the data insightfully.

3. Results And Discussion
The research results on the Curriculum 2013 implementation in vocational high school in Yogyakarta Special Region can be classified into two parts, namely the general and specific parts. In general, the research results on the Curriculum 2013 implementation are detailed into three aspects, namely the curriculum’s conformity, implementation, and motivation, as seen in Table 1.

| No | Assessment                          | Components                                      | (%)  | Mean Score(%) |
|----|-------------------------------------|-------------------------------------------------|------|---------------|
| 1  | The conformity of Curriculum 2013 in vocational high school | Objective of Curriculum 2013                      | 87.5 | 82.5          |
|    |                                    | Curriculum Content                               | 81.9 |               |
|    |                                    | Implementation of Curriculum 2013                 | 78.2 |               |
| 2  | Curriculum Implementation           | Conceptual Understanding on Curriculum 2013      | 76.8 |               |
|    |                                    | Supporting textbooks                             | 73.2 |               |
|    |                                    | Materials mastery                                | 73.2 |               |
|    |                                    | Learning model                                   | 77.8 |               |
|    |                                    | Implementation of the learning model             | 77.4 |               |
|    |                                    | Assessment                                       | 75.4 |               |
| 3  | Motivation and implementation efforts |                                                | 78.8 | 78.8          |

3.1 The Curriculum’s Conformity
The research findings suggest that there is a high conformity between curriculum and its implementation in the vocational high schools in Yogyakarta Special Region. The conformity is assessed based on the curriculum objective, content, and implementation aspects. The study finds a positive result on the aspects of the required subjects, the planned learning experience, the learning objective, content, and materials, as well as the role of the curriculum in developing the next curriculum. There is also conformity between the curriculum content and its implementation, administration, directions for students, preparing the students’ skills, learning facilitation, as well as assisting and motivating students’ development. The design of Curriculum 2013 has conformed to the academic culture of vocational school. The curriculum has equipped students with character, moral, ethics, disciplines, and problem solving skill, as well as the skills relevant to the study program. Nevertheless, there are still several limitations, including the assistance and counseling for students to understand and accept their potentials and weaknesses, transmitting the relevant past culture heritage values, assessing and transferring the culture in accordance with the current change, encouraging adaptability, and learning process that address the students’ traits and a modest lesson plan that is easy to follow.

3.2 The Curriculum Implementation
The Curriculum 2013 implementation in vocational high school is assessed from the conceptual understanding from the curriculum, the use of textbooks, mastery of the materials, learning model and its implementation, as well as the assessment. The findings suggest that the curriculum implementation is not optimal, as indicated by the mean score that is below 78%. Several challenges are also found in the use of the textbooks, mastery of the materials, assessment, learning model, and the control of the implementation.

In the use of the textbooks, what lacks is the teacher’s analysis skill, involving the content and conformity with the curriculum devices, as well as the conformity, sufficiency, and depth of the materials, in addition to the relation between the Graduates’ Competency Standards, the Core Competencies, the Basic Competencies, and the content, the conformity of the textbooks to the curriculum, and the relation of the approach, process, and evaluation in the textbooks. In regards to the relation between the curriculum implementation and learning materials, there is still a problem with the teacher’s full mastery, in terms of the materials, structure, and way of thinking, in addition to the fundamental concept of the materials in the day-to-day life application, as well as the conformity between the sub-materials with the aimed competencies.

3.3 The School’s Support and Motivation
The success of Curriculum 2013 implementation in vocational high school would be impossible without the support and motivation from the school. This study finds that there is a high support and motivation from the school for the curriculum implementation. This is suggested by the school’s academic calendar which has put the emphasis on the science-based learning implementation. One thing that has not been implemented routinely is the regular meeting on the Curriculum 2013 implementation.

The findings indicate that the curriculum implementation is not as optimal as planned. Although the conformity between the curriculum and the school’s support and motivation is high, there are still many rooms for improvement. Moreover, it needs to be noted that in implementing the curriculum into a vocational high school context, the emphasis should be put on the competency; meaning that learning should be directed to the competency-based learning that addresses the demands of the industry. Another typical challenge is the limited facilities, which needs a serious effort to overcome.

4. Conclusions
The research findings on the Curriculum 2013 implementation suggest that there is a high conformity between the concept and the implementation, and that the curriculum is highly feasible for use in the competency-based vocational high school. Moreover, the school’s support and motivation on the curriculum implementation can be classified as high. Unfortunately, the curriculum implementation is found to be less than optimal and experience many obstacles, involving the curriculum concept understanding, the textbooks supporting the curriculum, learning materials mastery, as well as the learning model, its implementation, and assessment.

4.1 Recommendations
The findings of this study lead to some recommendations for both the students and the teachers. For the students, they are encouraged to pay more attention on the lesson and do their tasks as instructed by the teacher. Meanwhile, the teachers are expected to improve their teaching method so that the materials can be easily understood by the students.

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