The 2013 Curriculum-Based Learning Evaluation At Vocational High Schools In Yogyakarta Special Region

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Abstract. The applying curriculum in Indonesia is currently the 2013 Curriculum that has been used at all levels of education (The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 60 of 2014). The purpose of the 2013 Curriculum in general is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and contribute to the lives of the society, nation, and world civilization (Mulyasa, 2013: 7). Regarding these changes, the implementation of the 2013 Curriculum in Vocational High Schools (VHSs) uses the scientific approach (The regulation of the Minister of Education and Culture of the Republic of Indonesia No. 103 of 2014). In addition, it has been understood that the implementation of learning itself can serve as the crucial aspect in assessing the success of learning. Because no matter how good the curriculum is made, unless the teacher properly carries out the learning in accordance with the existing curriculum, the curriculum will not run well. This is because the curriculum and its learning process are two inseparable things even though they are in different positions.

1. Introduction

The era of globalization has developed rapidly. It undeniably affects the development of information technology, knowledge-based economic transformation, social development, and the international competition. Facing these challenges, the education system must be reformed in order to meet the demands. One of the efforts made is through curriculum development (Cheng, 2005: 45). Curriculum is defined as a plan or program regarding all experiences the students get under the direction of the school (Oliva, 1982: 2). The applying curriculum in Indonesia is currently the 2013 Curriculum that has been used at all levels of education (The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 60 of 2014).

The purpose of the 2013 Curriculum in general is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and contribute to the lives of the society, nation, and world civilization (Mulyasa, 2013: 7). In relation to the learning process, as explained in The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 70 of 2013, the 2013 Curriculum is designed to develop the following mindset. (1) Learner-centered learning, a change from the teacher-centered learning becomes the learner-centered one. The learning process becomes a benchmark of the students’ success. In addition,
students have are given choises on the materials to learn for the same intended competencies.(2) The
interactive one (interactive teacher-students-natural environment, sources/other media), a new
paradigm form its initial option, the one-way learning or teacher-student interaction.(3) From the
isolated learning to the learning network, in which students can gain knowledge from anyone and
anywhere, and that the sources can be accessed through the internet or other media.(4) The passive
learning converts into the more active one in which the actively learning students are assisted by the
increasingly strengthened scientific approach-based learning model.(5) The self-learning
method changes into the group learning one (team-based).(6) The single medium approach develops as
the multimedia-based learning. (7) The mass-based learning needs becomes the user-based learning
needs by strengthening the development of the special potentials of each student.(8) The
monodisciplinary learning becomes the multidisciplinary one, and (9) the passive learning becomes the
critical one.

Regarding these changes, the implementation of the 2013 Curriculum in Vocational High Schools
(VHSs) uses the scientific approach (The regulation of the Minister of Education and Culture of the
Republic of Indonesia No. 103 of 2014). The scientific approach is the organization of learning in a
logical order. It includes the process of observing, asking, information collecting or trying,
reasoning/associating, and communicating. In this approach, the logical sequences can be developed
and used in one or more meetings so that the teacher can explore the flow of this scientific approach in
classrooms.

Besides, the 2013 curriculum emphasizes the aspects of competences so that the practical learning
activities carried out directly associate with the predetermined competences. The practical learning
activities at VHSs, therefore, are closely related to the students' job specific competencies. In these
practical activities, three aspects are integrated, namely knowledge, skills, and attitudes as in practice,
the knowledge and skills cannot be neglected when a person practices a competency so called the work
skill.

In addition, it has been understood that the implementation of learning itself can serve as the
crucial aspect in assessing the success of learning. Because no matter how good the curriculum is
made, unless the teacher properly carries out the learning in accordance with the existing curriculum,
the curriculum will not run well. This is because the curriculum and its learning process are two
inseparable things even though they are in different positions. Without a curriculum as the
learning plan, the teaching and learning process will not be effective, and vice versa, without planned
teaching and learning the curriculum will have no meaning. In addition, the curriculum includes
components that are interrelated and influence each other, such as the objective, learning activity, goal
achievement strategy, and evaluation. These are important components that are needed in the learning
process, so that learning can run well. In this case, the question arises as to how the implementation of
learning in VHSs is and whether the implementation is in accordance with the curriculum.

With regard to the 2013 Curriculum of VHSs, the learning of vocational competencies is strengthened
by the appropriate learning process and authentic assessment to achieve the competencies in attitudes,
knowledge, and skills. Strengthening the learning process is done through the scientific approach,
namely learning that encourages students to be more able to observe, ask, try/collect data,
associate/reason, and communicate well. Learning characteristics in each education unit are closely
related to the Competency Standards of its graduates and the Content Standards. The Competency
Standards of Vocational graduates provide the conceptual framework for the learning objectives to be
achieved. Meanwhile, the Content Standards provide the conceptual framework for learning and
learning activities that are designed for a certain level of competence and scope. Apart from this, the
assessment system in the 2103 Curriculum remains the authentic assessment.
Based on the description above, the formulated problems that need to be evaluated in the 2013 Curriculum implementation is how learning in VHSs by the 2013 Curriculum is carried out.

2. Research Method
This is an evaluation research study. The approach used is the quantitative approach. The data were collected through survey, documentation, and interview. The study was conducted in the Mechanical Engineering Department at State Vocational High Schools in Yogyakarta Special Region. These schools have implemented the 2013 Curriculum. The research instruments used were questionnaires, interviews, and focus group discussions. The data analysis technique used was a combination of quantitative and qualitative (mixed) one, and the quantitative analysis emphasizes the description of the data analyzed with the descriptive statistics. The last step carried out was the qualitative data interpretation.

3. Results and Discussion
The results of this study are presented in the diagram below.

**Figure 1.** The Diagram of the 2013 Curriculum Implementation

This study divided the learning process based on the 2013 Curriculum into the evaluation of the introduction, core activities, and closing stage. The introduction obtains a score of 85.4%, core activities get 78.9% and the closing stage obtains a score of 77.6%. Some components below are considered Very Good in the learning process of the 2013 Curriculum in the researched VHSs.

| No | Components | Score |
|----|------------|-------|
| 1  | Linking current learning materials to the students’ previous experience or and learning. | 85.4 |
| 2  | Stating the benefits of learning materials. | 78.9 |
| 3  | Stating the competences that students will achieve. | 77.6 |
| 4  | Adjusting the learning materialstoits objectives. | |
| 5  | Facilitating the students to do the tasks/practices. | |

Table 1. Components that are considered Very Good in the Learning Process of the 2013 Curriculum.

However, the components that are considered as Poor in the learning process of the 2013 Curriculum are presented in Table 2.
Table 2. Components that are Considered Poor in the Learning Process of the 2013 Curriculum.

| No | Components                                           |
|----|------------------------------------------------------|
| 1  | Applying the scientific approach                     |
| 2  | Implementing project-based learning                  |
| 3  | Using projects/tasks as the learning media           |
| 4  | Facilitating students to do the assessment           |
| 5  | Facilitating students to reflect on what they have learned |
| 6  | Facilitating students to perform syntheses          |
| 7  | Implementing discovery learning                      |
| 8  | Giving oral or written tests                         |

In the learning process, in general, the stages of opening, core activities, and closing have been carried out. The results of the study show that the learning process in VHSs is in accordance with the demands of the 2013 Curriculum. The learning carried out is also considered to be able to associate the materials taught with students' real-world experiences so that students gain a much broader and applicable experiences. In the introduction, the teacher states the benefits or advantages of the learning materials and the competencies to achieve so that students know their learning directions. The learning process also provides the students with materials adjusted to their learning objectives so that teachers can manage the materials properly. The learning process also enables the students to try or practice the learned materials and tasks so that students are given wide opportunities for exploration while learning. Besides, the 2013 Curriculum emphasizes the learner-centered learning or student-centered learning through the scientific approach. However, the findings of the study show that the scientific approach is somewhat not well implemented yet. Some learning models that are in accordance with the VHS culture in general have not been implemented, such as the project-based learning and the use of projects as the learning media. In addition, the one regarding the facilitation for students in doing the assessment, interpretation, and synthesis has also not been fulfilled.

The results of the study, therefore, show that the 2013 Curriculum implementation has not run as it is planned. While in terms of the conceptual understanding and school support the scores can be categorized as High or Good, in the implementation of the learning process it still has many obstacles that need to be coped with, especially those related to the student-centered learning. Given the implementation carried out in VHSs, the competency development seems to be the most prominent one. Learning is directed to strengthen the students' competencies based on their industrial needs. However, the existing constraints are of a classic problem, namely the limited infrastructure and facilities. Thus, the solutions should be given to anticipate these issues.

4. Conclusion
In general, the learning process carried out in VHSs in the researched area has been somewhat in accordance with the 2013 Curriculum, with an average above 80%. As for more specifically, the introduction stage gains a score of 85.4%, the core activities get a score of 78.9%, and the closing activities obtain a score of 77.6%. However, it reveals that the scientific approach has not been well implemented and there have been several obstacles to overcome, including the lack of (1) innovation in the learning models, (2) chance for the students to conduct assessment, interpretation, and synthesis, (3) competency-based learning activities, and (4) infrastructure and facilities.
5. References

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