The implementation of the revised 2013 curriculum of culinary at vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta

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Abstract. This study aims to describe the readiness of the teachers teaching the Culinary productive subjects in implementing the 2013 Curriculum at Vocational High Schools (VHSs) in Yogyakarta Municipality on the extent of 1) planning the learning process, 2) implementation of learning, 3) assessment of learning outcomes, and 4) identifying the obstacles the teachers deal with and the possible solutions taken in implementing the 2013 curriculum. This is a descriptive research study conducted in February - June 2018 at vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta as the state VHSs implementing the 2013 Curriculum. The data were collected by means of observation, documentation, and questionnaire, and were analyzed by the descriptive statistics. The results of the study show that the readiness of the teachers of Culinary subjects in implementing the 2013 Curriculum at VHSs in Yogyakarta municipality are described as follows. (1) the planning of the learning process, (2) implementation of learning, and (3) assessment of learning outcomes are in Good category. In addition, (4) it is found that the obstacles faced by the teachers of Culinary subjects include: (a) the lack of learning resources such as practical or productive coursebooks, (b) the lack of teaching hours so that they should take over those of other subjects to fulfill the target, (c) the number of administrative stuffs that teachers must prepare especially for the assessment aspects, and (d) the lack of available internet facilities, so that learning which requires the internet connection is constrained. Of the several constraints existing in the implementation of the 2013 Curriculum in Culinary at VHSs in Yogyakarta, the solution put forward is taking the hours of other subjects so that the needed hours for the practicum sessions can be fulfilled.

1. Introduction

Education has been one of the development aspects that should be advanced. Through education, it is expected that this nation can keep abreast of the developments in the increasingly evolving fields of science and technology. In relation to this, some efforts have been made by the government to improve the quality of education, including improving its curriculum.
At least in part, the curriculum of VHSs has undergone several twists and turns, including its 2006 Curriculum (the School-Based Curriculum). The government as the regulator saw the needs for developing the 2006 school-level autonomy curriculum (KTSP) which had been applied for six years to advance the quality of the national education so that the new curriculum in 2013 based on the competency and character was enacted.

In the 2013 curriculum, the learning process is one of the elements in the standard of process that changes to achieve the success of learning and the development of student competencies. The Government through the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 22 of 2016 concerning the standards of process of primary and secondary education explains that the implementation of the 2013 Curriculum in education units should be interactive, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical and psychological development of the students.

The learning process resembles a series of activities that are important in achieving the success of learning and the development of students’ competencies. It involves teachers as educators and students as learners in the learning activities by using the existing educational facilities and infrastructure to achieve the goals set in the curriculum. Thus, the related and interested parties should always be responsive to the dynamics occurring in the world of education. Changes in the 2013 Curriculum are expected to encourage active and creative students to observe, ask, reason, and communicate (or present) what is obtained or known after students receive the learning materials.

The principle of curriculum development is actually about what should be formulated to generate human beings who have personality, intelligence, work reliability, and skills needed by students to achieve the life success. Thus, the development of quality human resources focuses on the attitudes, knowledge, and skills as competencies that must students have. According to the Department of National Education of the Republic of Indonesia (2013), the development of the 2013 Curriculum is based on the basic principles of learning process. These principles are explained as follows. Firstly, (1) the school-based curriculum is not a list of subjects. Secondly, (2) the graduate competency standards are set for one education unit, level, and program. Thirdly, (3) the competency-based curriculum models are characterized by the development of competencies in the form of attitudes, knowledge, thinking skills, and psychomotor skills that are packaged in various subjects. Next, (4) the curriculum is developed by providing opportunities for students to develop varied abilities and interests. Besides, (5) the curriculum is centered on the potentials, development, needs and interests of the students and their environment. (6) The curriculum should also be relevant to life's needs. Finally, (7) the curriculum is directed to the process of life-long development, civilization, and empowerment of the students.

However, there have been some problems experienced by teachers in implementing the 2013 Curriculum due to the fact that there were still many Culinary teachers at VHSs in Yogyakarta Municipality who have not sent to any training on the 2013 Curriculum. The implementation of the 2013 Curriculum is expected to meaningfully contribute in coping with various problems, especially in the field of education by preparing students through interesting and contextual educational processes as well as authentic, intact, and comprehensive evaluations (Mulyasa, 2014b: iv). Regarding this, curriculum implementation has a very decisive position for the success of the curriculum as a written plan. Character- and competency-based 2013 Curriculum implementation has faced many problems. This is because teachers should participate in all components of learning, from the preparation of Lesson Plans (RPP), implementation of learning using scientific learning approach, assessment, the use of facilities and infrastructure, to the work ethic of all school community and environment (Mulyasa, 2014a: 9).

Regarding this, this study aims to describe the readiness of Culinary teachers at researched VHS in implementing the 2013 Curriculum on the extent of the planning of the learning process, the
implementation of the learning process, the assessment of the learning outcomes, and the obstacles faced by such teachers and the solutions carried out in implementing the 2013 Curriculum.

2. Method

This is a descriptive inquiry on the implementation of the revised 2013 Curriculum (2017 edition) carried out in February-June 2018 at vocational school SMKN 4 Yogyakarta and SMKN 4 Yogyakarta. These schools are State Vocational High Schools in Yogyakarta Municipality that have implemented the 2013 Curriculum. The research subjects were Grade X teachers at SMKN 4 and SMKN 6 Yogyakarta that has implemented the 2013 Curriculum with a sufficient number of teachers. In this study, the member of the sample were the same in number as the population. As these subjects were limited and still within the researched area, the population study to study all subjects directly could be carried out (Azwar, 2010: 35).

Therefore, this research is a population study in which all the available respondents in the population become the research subjects rather than the sample members. In this case, the source of the data in this study was all Grade X teachers of productive subjects in vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta where the 2013 Curriculum applied. The techniques of data collection in this study include observation, documentation, and survey. Questionnaires used in this study include the close- and open-ended questionnaires to reveal how the 2013 Curriculum is implemented through the learning process at vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta. Then, the research data were analyzed by descriptive statistical analysis.

2.1. Research Setting

The research on the (2017 revised) 2013 Curriculum implementation was carried out in February-June 2018 at vocational school SMKN 4 Yogyakarta and SMKN 6 Yogyakarta, assuming that these schools were those having tourism-related programs in Yogyakarta Municipality that had implemented the 2013 Curriculum.

2.2. Research Subjects

In this study, the research subjects are Grade X teachers of productive subjects at SMKN 4 Yogyakarta and SMKN 6 Yogyakarta in which the classes had implemented the 2013 Curriculum with sufficient number of teachers, namely 26 teachers in total. In this study, the research subjects were the same as the population, because the research subjects are limited and still within the researched area. In other words, a population study can be carried out, which is to study all subjects directly (Azwar, 2010: 35). Therefore, this research is population research, so that this study does not use any sample respondents.

According to Sugiono, (2012: 61) "population is a area of generalization consisting of subjects that have certain qualities and characteristics set by researchers to be studied to draw a conclusion." In this case, the sources of the data for this study were all Grade X teachers of productive subjects at vocational school SMKN4 Yogyakarta and SMKN 6 Yogyakarta where the 2013 Curriculum applied.

2.3. Data Collection
Data collection instruments used in this study were observation sheet, documentation, and questionnaire. According Arikunto (2010: 194) "questionnaire is a number of written questions that are used to obtain information from respondents about personal or things that are known by the respondent." This is in line with Sugiyono (2010: 199) who suggests that questionnaire is a technique of data collection is done by giving a set of questions or written statements to the respondent to answer. Questionnaires used in this study include the open- and close-ended ones to reveal how the 2013 Curriculum is implemented in the learning process in both SMKN 4 Yogyakarta and SMK 6 Yogyakarta.

2.4. Data Analysis
In this study, the data were analyzed by means of the descriptive statistical analysis. According to Sugiyono (2010: 207-208), descriptive statistical technique covers statistics used to process and analyze descriptive data that have been collected. The statistics are used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to problems in general or make extra generalizations.

3. Result And Discussion

Table 1. The Mean Scores of the implementation of the 2013 Curriculum at VHSs with Culinary Program in Yogyakarta Municipality

| No. | Aspect       | Mean |
|-----|--------------|------|
| 1.  | Planning     | 3.64 |
| 2.  | Implementation| 3.67 |
| 3.  | Assessment   | 3.47 |

Based on the table above, it is known that in the planning aspect gains a score of 3.64 or in the Good category. Besides, the implementation aspect gets a score of 3.67 or in the Good category. Whilst the assessment aspect gains the lowest score, 3.47, the figure also shows that the assessment is also in the Good category.

Besides, this study also reveals that the problems associated with the implementation of the 2013 Curriculum at VHSs with Culinary Program in Yogyakarta Municipality cover the following eight issues.

Table 2. The Problems in the Implementation of the 2013 Curriculum at VHSs with Culinary Program in Yogyakarta Municipality

| No. | Problem                                                                 | Number of Respondents | Percentage (%) |
|-----|-------------------------------------------------------------------------|------------------------|----------------|
| 1.  | Lack of coursebooks for productive subjects for both teachers and students | 10                     | 33.3           |
| 2.  | Too many and complicated assessment aspects                             | 9                      | 30             |
| 3.  | Limited time to cope with targetted Basic Competencies                  | 4                      | 13.3           |
| 4.  | Limited internet connection at school                                   | 4                      | 13.3           |
| 5.  | Too many administrative stuffs for teachers to fulfil                  | 4                      | 13.3           |
6. Lack of ICT mastery by teachers 4 13.3
7. Lack of coursebooks for the practical and productive subjects 4 13.3
8. Lack of self-learning the students initiate (learning through literacy) 4 13.3

From Table 2, there are some obstacles in the implementation of the 2013 Curriculum in Culinary program at VHSs in Yogyakarta Municipality which include the lack of teaching materials especially for productive subject matter books, too many and complicated assessment aspects, the incompatibility between number of Basic Competencies and the available learning hours, too many administrative stuffs for the teachers to fulfil especially on the assessment, limited internet connection, lack of ICT mastery by teachers and the students’ lack of learning independence.

The solutions that have been made are providing reference books and coursebooks that are divided into groups, requesting additional time from any theoretical subjects on the schedule for the practical ones, arranging a sequential schedule of theoretical learning followed by the practical one. Moreover, the suggestions put forward are that the procurement of books and teaching materials in productive fields, examining intensively the learning hours with the competency demands, increasing the teachers’ competencies, optimizing the existence of the internet in schools, reanalyzing the teacher duties in assessing the student learning outcomes.

4. References

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