

Perception On Teachers About Curriculum Management In 2013 At The Vocational School In East Java Province

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Abstract— Perception of teachers on curriculum management in 2013 was the act of composing, recognizing, and interpreting information in order to provide an overview and understanding of the curriculum implementation in 2013 at Vocational School. The aim of research is to determine: (1) the management of student books, (2) the management of teachers' book, (3) how the teacher training conducted, and (4) mentoring in East Java Province. The population in this research were 224 vocational schools in the East Java province, with 55 Vocational School determined as sample, the number of teachers as respondents amounted to 524 people, consisting of teachers of: (a) Mathematics, (b) Physical Education, Sport and Health ; (c) craft and Entrepreneurship; (d) Arts & Culture, (e) History of Indonesia, (f) English, (g) Indonesian, (h) PPKN, and (i) vocational subjects. Questioner developed by the Directorate of Development of Vocational High School that have been validated by experts. The analysis showed: (1) the management of student books in good enough category, (2) management of teachers' book in either category, (3) teacher training conducted in either category, and (4) assisting in the excellent category.

Keywords— Perception Teachers, Curriculum Management, East Java

I. INTRODUCTION

The curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for the organization of learning activities to achieve the objectives of national education [1]. Preparation of devices these subjects tailored to the circumstances and the ability of each level of education in providing education and employment needs. Curriculum is expected to be directed towards education and the intended purpose in learning activities as a whole.

Curriculum should always be evaluated, the length of time evaluation tailored to the intent and purpose of the education system are implemented. Curriculum 2013 is a curriculum designed to improve and develop curriculum SBC (Curriculum Education Unit) 2006. The 2013 curriculum was

developed with the improvement mindset instead of a curriculum SBC 2006.

Noah explains that the advantages of Curriculum 2013 as compared to the curriculum SBC, among others: (1) the competence of graduates is determined first and then determine the subjects, (2) it has an approach that is more coherent with based on the creativity of students, which meets three main components of education (knowledge, skills and attitudes), (3) emphasis on strengthening character, and (4) is designed continuous between existing competencies in elementary, junior high to high school [2].

More specifically, Curriculum 2013 emphasis on: (1) the pattern of teacher-centered learning into a learner-centered learning, (2) the learning patterns into interactive learning; (3) isolated learning patterns into learning networks; (4) the pattern of passive learning into active learning-looking, (5) the learning pattern itself be a learning-based group, (6) learning pattern single tool to be based on instructional multimedia tools, (7) pattern-based learning mass into customer needs by strengthening the development potential specifically that each learner, (8) a single pattern learning patterns (monodiscipline) (change) into the learning of science plural (multidisciplines), and (9) the pattern of passive learning into critical learning [1].

Based on some of these reasons, the purpose of this study is emphasized in determining how far the implementation of Curriculum 2013, which includes: (1) the management of student books, (2) management of book teacher, (3) training conducted teacher, and (4) mentoring teachers in East Java.

II. METHOD

Research included in the descriptive study which is to clarify the perception of teachers on curriculum implementation and management of 2013. The population is teachers of Vocational High School in East Java Province. These samples included (public and private) 52 Vocational

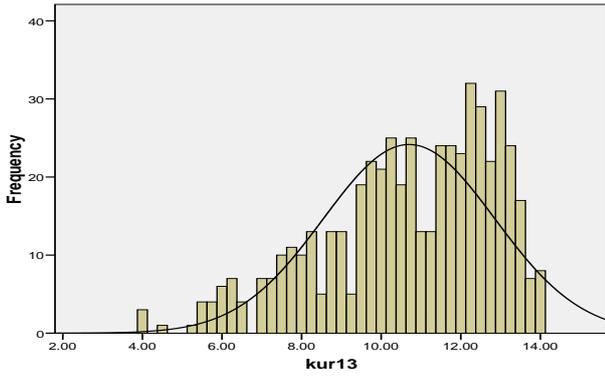


Fig. 1. Management of student books

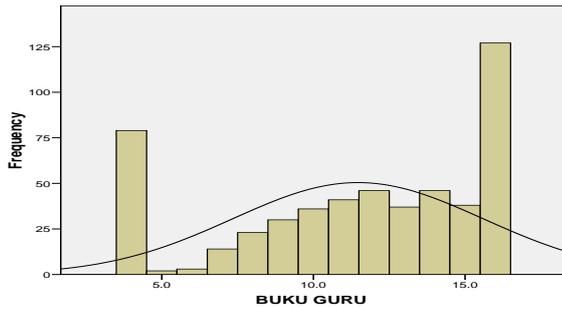


Fig. 2. Managemnt of Teacher Book

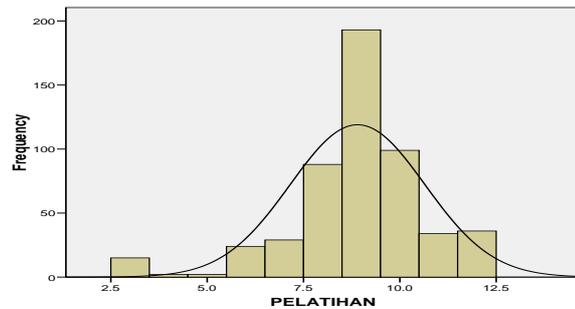


Fig. 3. Teacher training

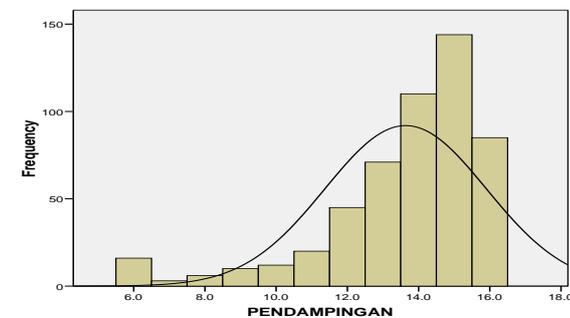


Fig. 4. Assitance

High School and private , with a total sample of 522 people , from the Department of Mathematics , (b) Physical Education, Sports, and Health; (c) craft and Entrepreneurship; (d) Arts & Culture, (e) History of Indonesia, (f) English, (g) Indonesian, (h) PPKN, and (i) vocational subjects. Kuesionir developed by the Directorate of Technical and Vocational Education, which has been validated by experts in the field.

III. RESULT

Results of the study as a whole (including: management of student books, teacher book management, teacher training, and mentoring) obtained a mean 10.7, standard deviation of 2.15, the biggest score of 14.0, the smallest score of 4, in either category. Graphically illustrated as follows.

A. Management of the Student Book

Management of student books (which comprises: a book completeness, legibility, and graphical and print quality) in good categories, with a mean of 8.79, the standard deviation of 3.00, the highest score of 12, the lowest score of 3.0, with the chart as shown in Fig.1.

B. Management of the Teacher Book

Teacher book management (consisting of the appropriateness of the contents, validity/ accuracy of contents, completeness, and legibility) in good categories, with a mean of 11.45, standard deviation of 4.13, the lowest score of 4.0 and a highest score of 16, with the graph as shown in Fig.2.

C. Teacher Training

The training for teacher (which includes: the suitability of the training material to the needs of teachers in the learning process, the suitability of the competence of instructors with training materials, and the suitability of the time allocated to training materials) in good categories, with a mean 8.9, standard deviation of 1.75, scores 3 the lowest and highest score of 12. It is shown in the graph in Fig. 3.

D. Assistance

Assistance consisting of sub: time allocation, escort assistance benefits, teacher assistant, and mechanisms of assistance in the excellent category, with a mean 8.8, standard deviation of 1.7, the lowest score of 6.0 and a highest score of 16.0. Graphically illustrated as shown in Fig.4.

The results of the overall study on the management of student books, teacher book management , conducted teacher training and mentoring the mean 10.7, standard deviation of 2.15, the biggest score of 14.0, the smallest score of 4.0, in either category. Graphically illustrated as follows.

IV. DISCUSSION

Results of research on teachers' perceptions of the management of the curriculum, 2013, in East Java shows in good category, it shows that vocational teachers in East Java has meet the standard criteria of student books, teacher books, training, and mentoring.

The results of research to the perception of the student book, which covers the completeness, readability, graphical, and print quality, in both categories. This shows the student has met the eligibility books as teaching materials used by students. Prastowo [3], said that the textbook is a source of learning and teaching materials are widely used in learning. Textbooks still good enough to give a good contribution to learning. Some learning materials can not be taught without the help of textbooks. Furthermore, Nasution [3] says there are multiple functions of textbooks, namely as: (1) a reference material or reference material by learners, (2) an evaluation, (3)an educators aids in implementing the curriculum, (4) one of the determinants of teaching methods or techniques that will be used educators, and (5) a means for career advancement and promotion. He also explained, that the textbook is aimed at: (a) facilitating educators in delivering learning materials, (b) providing an opportunity for learners to repeat a lesson or learn a new lesson, and (c) providing an interesting learning materials for learners.

Results of research on the management of teacher books, which include the appropriateness of the contents, validity /accuracy of contents, completeness , and legibility lie in good categories. This suggests that teachers deserve a book to be used as a learning resource in learning in the classroom. This is in accordance with Prastowo [3] : that the benefits of textbooks, are: (1) assisting learners in implementing the curriculum, (2) assisting teachers in determining teaching methods, (3) providing an opportunity for learners to repeat a lesson or learn new material, (4) providing knowledge for students and educators, (5) adding the value of the number of credits for the promotion and the class teacher, and (6) a source of income if it is published. Textbook is the book for a lesson written and composed by experts in their field and meet the text book rules as well as officially published and widely spread

The research result of this management training conducted by teacher (which includes: the suitability of the training material to the needs of teachers in the learning process, the suitability of the competence of instructors with training materials, and the suitability of the allocation of time) in both categories. Cowling & James [4] gives the formulation of training as: "the development of attitudes / knowledge / skills of a systematic pattern of behavior which is demanded by an employee / teacher to perform a task or job adequately". Kompri [5] says that the training program aims to improve the mastery of various skills and techniques specific work practices to the needs of the school. Development to prepare employees / teachers can be done through various follow-up activities in learning. The development includes many aspects,

namely: increasing knowledge, and to improve the efficiency and effectiveness of work.

Siagian [6] says that seven training benefits for schools are : (1) an increase in labor productivity overall school; (2) the realization of a harmonious relationship between the principal and teachers / employees ; (3) the decision-making process run more quickly and precisely; (4) improving employee morale in implementing higher organizational commitment; (5) encourage openness of management through the implementation of participatory managerial style; (6) the smooth running of effective communication; and (7) functional conflict resolution. Luthans [7] suggested that training activities, related to: (a) orienting the ability of teachers and register the training that will be followed, (b) clarifying the roles, duties, job descriptions, (3) training, advising, bringing members in specific tasks and (d) assisting with planning the next development.

The benefits of training for teachers, are: (1) helping teachers make better decisions ; (2) improving the ability of teachers in solving various problems; (3) the occurrence of internalizing and operationalization of motivational factors; (4) teacher can motivate themselves to continue in improving his work; (5) increasing the ability of teachers to cope with stress, frustration and conflict; (6) the availability of information that can be utilized by teachers in order to increase growth and competence; (7) increasing job satisfaction; (8) the growing recognition of the ability of a person; (9) the amount of the willingness of teachers to be more independent; and (10) reducing teacher's fear in the face of new tasks [6].

Results of research on the management of assistance consisting of: the allocation of time, the benefits of companion assistance, teacher assistant, and mechanisms of assistance in the excellent category. In this case, Mentoring (coaching) can be defined as the development of abilities, skills, and experience of others by giving them the opportunity to acquire training and development in the workplace, through the use of the tasks planned systematically and effectively in the real work as a learning tool. The benefits of assistance according to the organization, are: (1) improving the performance of teachers, (2) improving the ability of teachers, (3) increasing the teachers confidence, (4) increasing the flexibility and confidence, and (5) improving understanding of the job on higher levels.

Curriculum implementation assistance activities in 2013 focused on facilitating the implementation of the curriculum in 2013 by teachers and principals in the education unit. Mentoring materials that teachers implementing the core of the teacher, include: the implementation of the concept of the curriculum in 2013, teaching materials analysis, modeling and evaluation of learning, teaching implement, and evaluate learning. Mentoring activities directed in an effort to ensure the established learning activities to strengthen the scientific approach (scientific), thematic integrated (thematic antarmata lesson), and thematic (in a subject) needs to be applied based learning discovery / inquiry learning and teaching approaches

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based on problem solving (project based learning) to encourage the ability of learners produce contextual work, either individually or in groups. In detail these materials are as follows.

Mastery learning concept that corresponds to the curriculum in 2013, including the study and discussion of the reasons / rational development and implementation of the curriculum in 2013 as well as elements of the curriculum change based SKL, KI and KD. An important aspect with regard to the concept of learning is a change in mindset and the essence of the curriculum in 2013.

Preparation Learning Implementation Plan (RPP) in accordance with the syllabus has been prepared Ministry of Education and Culture and approaches and learning strategies in each type and level of education.

Learning Implementation in accordance with the characteristics of the type and level of education, such as an integrated thematic approach in elementary school vocational high school. besides, facilitating learning activities also focused on the realization of scientific approach, discovery learning, project-based, problem based, inquiry learning, and high-order thinking skills, learning.

Assessment in accordance with the needs assessment and the rules of authentic assessment, the use of reference assessment criteria, and portfolio.

V. CONCLUSION

The results of the overall study on the management of student books, teacher book management , conducted teacher training and mentoring of teachers in both categories. In particular, the results obtained as follows.

Management of the student book (which comprises: a book completeness, legibility, and kegrafikan and print quality) in both categories.

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The training was held teacher (which includes: the suitability of the training material to the needs of teachers in the learning process, the suitability of the competence of instructors with training materials, and the suitability of the time allocated to training materials) in both categories.

Mentoring teachers comprising sub : time allocation, benefits assistance, teacher assistant , and mechanisms of assistance in the excellent category.

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