The Implementation 2013 of Curriculum in Vocational School A Study on "Best Practices" Done by Vocational School Teachers in Planning, Implementing, and Evaluating the Curriculum

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Abstract

Applying a new curriculum, namely implementation of 2013 Curriculum at schools has been commenced in July 2013. The implementation of the curriculum is expected to give a push to increasing quality of managing and processing educational efforts towards betterments at every unit of learning and education. Backgrounded by application of the curriculum, the present study is geared to reveal problematic aspects dealing with a query of "How do vocational school teachers respond to the implementation of 2013 curriculum in Bandung city viewed from the activity of planning, implementing, and evaluating the curriculum?" and "What best practices are applicable implementable in terms of planning, implementing, and evaluating the curriculum done by vocational school teachers in Bandung city?" Results of the study indicate that school teachers' response to the implementation of the 2013 curriculum falls into the category of *positive*. As of the activity of planning, it falls into the category of very *positive* while the activities of planning and evaluating the curriculum, they fall into the category of *positive*. There exist several "best practices" worth applying in terms of planning, implementing and evaluating the 2013 curriculum by the vocational schoolteachers in Bandung city. The best practices include activities of "sharing", "in-house training", "lesson study, SWOT analysis and "modeling peer *teaching*" through their implementation at *MGMP* or *MGMPS*.

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1. Introduction

The enactment of Peraturan Pemerintah Nomor 32 Tahun 2013 concerning Revision on Peraturan Pemerintah Nomor 19 Tahun 2005 concerning National Education Standards and Permendikbud No. 81A concerning Curriculum Implementation aiming at quality enhancement of education especially through the implementation of the new curriculum of the year 2013 commencing in July 2013 in schools and madrasah. There are several factors possibly the cause of being successful or the other way around in implementing the curriculum. Viewed from the dimension of curriculum, Hasan (2007:479) explains that curriculum implementation means the dimension of the process. He further says that "....the dimension of the process is the implementation of what is planned in the dimension of the document. The implementation could probably be similar but could also be different from what is planned in the document". Accordingly, the conclusion can be drawn that curriculum implementation (the dimension of the process, is termed as implemented, observed, or reality) has strongly something to do with a written document (dimension of the document).

Ornstein & Hunkins (2009:250) echo the aforementioned idea that "successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and process". They further elaborate that some schools have failed in implementing curriculum because of neglecting the factor of people. Instead of focusing on the factor of people, the schools have devoted a lot of their time and budget on merely modifying the programs or in the process. On the other side, focusing on new programs give new ways for people to achieve new programs at schools. The process of organizing remains important for the reason that it motivates people to guide components needed to attain successful implementation.

As of the implementation of the curriculum (the case of KTSP) commenced since the year of 2006, problems raised by the development of the curriculum proved to be uncertainty on the curriculum developers' part at schools in the districts in developing the curriculum according to the potentials and characteristics owned by the schools and the districts. This is due to the low competency as owned by curriculum developers in making efforts to develop the curriculum. To make things worse, no actions of increasing the existing competencies are taken in the forms of training and technical assistance for the curriculum developers to work optimally.

Results of the research conducted in six Regencies/Cities of West Java Province show that experiences of the teachers as curriculum developers team involved in training or technical assistance in general fall into the category of sufficient with the percentage of 42%, and less than sufficient of 45%. Further explained is that 45% of the teachers as members of the curriculum developers team has never been involved in the training or technical assistance programs as run by the KTSP development, syllabus, and the RPP (Susilana, 2013:156). The findings are in line in terms of similarity with the results of the research showing in general that the quality of senior high school curriculum in the six regencies and cities of West Java Province falling into the category of insufficient of 2%, less than sufficient of 50%, and sufficient of 48% (Susilana, 2013:168).

Based on the findings, in the efforts of elevating curriculum developers team's competency at schools and districts while at the same time increasing the quality of KTSP document prepared by the team, it is urged that earnestly intensive steps be taken. One of the possible steps would be running a program of training with assistance during the period of the developing process and the process of structuring the curriculum.

Findings resulted from previous research conducted show a condition of slight difference. There are schools with no curriculum developers team and have no KTSP. A quite big number of schools claim to have KTSP by only adopting KTSP developed by other schools or other parties. As expected, KTSP is supposed to create a variety. However, as a matter of fact, KTSP brings with its similarities. The reality as indicated is, certainly, due to the various factors. One of them is a seeming uncertainty on the curriculum developers team's part at schools, especially competencies as owned by the team in developing the KTSP and its supporting facilities.

Successful implementation of curriculum as coined by Ornstein & Hunkins (2009:250) is influenced by three factors, namely people, programs, and processes. As of the factor of people, in Indonesia, teachers are positioned as a strategic point of departure in developing and implementing the curriculum at schools. Attainment of the goals as stated depends on the teachers' performances including their professional competencies, motivation, abilities, dedication, being determined in terms of self-confidence, the number of experiences, academic qualifications, active participation in professional education or training programs, and the period of time for teaching practices. Other than the teacher factor, curriculum implementation has something to do, to some extent, with the factor of programs which, in this study, is assumed as curriculum document prepared by the curriculum developers team. The quality of well-structured curriculum document should bring with it a reference for the executives (the teachers in this sense) to implement the curriculum readily well.

In reference to the aforementioned explanation, the query of the present study is put forward as follows: How do senior high school teachers respond to the 2013 curriculum implementation in Bandung city in the light of planning, implementing, and evaluating the curriculum?, and What "Best Practices" would be worth adopting from the teachers in Bandung city in terms of implementing the 2013 curriculum implementation in its plan, implementation, and evaluation?

Based on the queries as formulated, the present study has its aim of gaining the picture of 2013 curriculum implementation, especially the one which has some crucial things to do with the "best practices" worth adopting in terms of planning, implementing, and evaluating how the curriculum works under the management of senior high school teachers in Bandung city. The present study also aims at providing practical uses and benefit besides serving as a direction to teachers and the school willing to implement the 2013 curriculum.

2. Materials and Methods

The present study is conducted in Bandung city with 16 senior high school teachers being the target. The senior high school selected as a model or piloting project of the 2013 curriculum implementation is 4 in number. The method used is a survey with a questionnaire as an instrument and a list of form to be filled with experience. Data analysis is done using percentage-descriptive and qualitative-descriptive statistics.

Theoretical Basis

Upon consulting the Oxford Advanced Learner Dictionary, it is found that the word "implementation" means "action of putting something into effect". In relation to the meaning of implementation in the field of curriculum, Miller & Seller (1985) define the word implementation with three approaches, namely: a) implementation is defined as an activity; b) implementation means an effort made to enhance the process of interaction between the teacher developers and the teachers themselves; and c) implementation is an entity separated from curriculum components. Saylor & Alexander in Miller & Seller (1985:246) echoes the idea that curriculum implementation as a process of applying the curriculum planning (program) in the form of learning activity involves a student-teacher interaction in the context of school environments. So do Fullan & Pomfret in Marsh (2004:65) emphasizing that the term "implementation" refers to "actual use" of curriculum/syllabus or anything in practices. Hasan (1984:11) echoes what Fullan and Pomfret put forward that curriculum implementation is "efforts made to realize ideas, concepts, and values in the written form into reality".

Marsh (2004:65-75) further explains that the curriculum is a plan in the first place. Curriculum turns into reality only when teachers implement it to students and the class in the real world. Planning and developing thoroughly put into actions is indeed very important. Nevertheless, those actions would be meaningless if the teachers are not aware of producing outputs and not skilled enough to implement the curriculum in their classes. As Fullan & Scott in Marsh (1999) point out, a set of curriculum, however, close-to-perfect it is the plan, must be implemented if it is to bring outcomes to the benefit of learners. There are thousands of curriculum documents held in stacks and have never been implemented in a smart way. The importance of the curriculum, as a matter of fact, does not automatically bring with it an understanding of what is demanded from a set of curriculum and what problems it may raise.

Pinar & Irwin (2005:118-120) say that curriculum implementation can be understood from two matters namely curriculum implementation as instrumental action and as situational praxis. Firstly, curriculum implementation as an instrumental action. Program implementation can be found in the producer-consumer paradigm. In other words, this paradigm views the implementation in one-way angle in which a specialist produces something for an ordinary person as his consumer. A curriculum specialist produces a program (of the curriculum) for a consumer represented by teachers and students. The act of implementing the curriculum in this paradigm raises a basic problem related to how communication takes place effectively with those who are not well-involved in terms of stating objectives, planning human resource, teaching-learning strategy, and planning an evaluation. Therefore, a matter of implementation has often been viewed in terms of effectiveness in communication. In this perspective, a competent teacher implementing curriculum should be the one who has skills and techniques oriented to efficient control. A concept of "know how to do" in this implementation sticks together in the framework of scientific and technological thought and action lessening human's competency towards instrumental reason and instrumental action. Right here,

teachers are categorized rule-oriented ones. Secondly, curriculum implementation as situational praxis. Another view of implementation is based on experiences in a class situation, and this proves to be the world of teachers' experiences with their students. If interpreting the curriculum implementation as praxis should take place, the differing assumption underlying the implementation as instrumental would be as follows.

Assumption 1: basic human vocation. In this view, a teacher being asked to implement X curriculum should not be regarded being as a thing but being a human who has the interest to become something in accordance with what he and other people expect to see while an instrumental view of the implementation techniques the teacher, thus in this case subjectivity being hidden.

Assumption 2: a human having the ability to change the reality (in this case, changing himself and the X curriculum). In this view, a teacher is regarded as a person who acts and also a person who creates his own reality. Therefore, he interprets according to his school of thought about X curriculum and situationally involved in this change.

Assumption 3: education is never neutral. In this view, curriculum implementation is a political action. In the context of a social relationship, an activity of implementation is a matter of power and control.

3. Results and Discussions

There are 2 findings resulting from the present study namely teachers' response to 2013 curriculum implementation, and "best practices" of 2013 curriculum implementation.

3.1 Teachers' Response

The response of senior high school teachers to 2013 curriculum implementation in Bandung city on the three activities (planning, implementing, and evaluating) falls into the category of *positive*. The response is illustrated below.
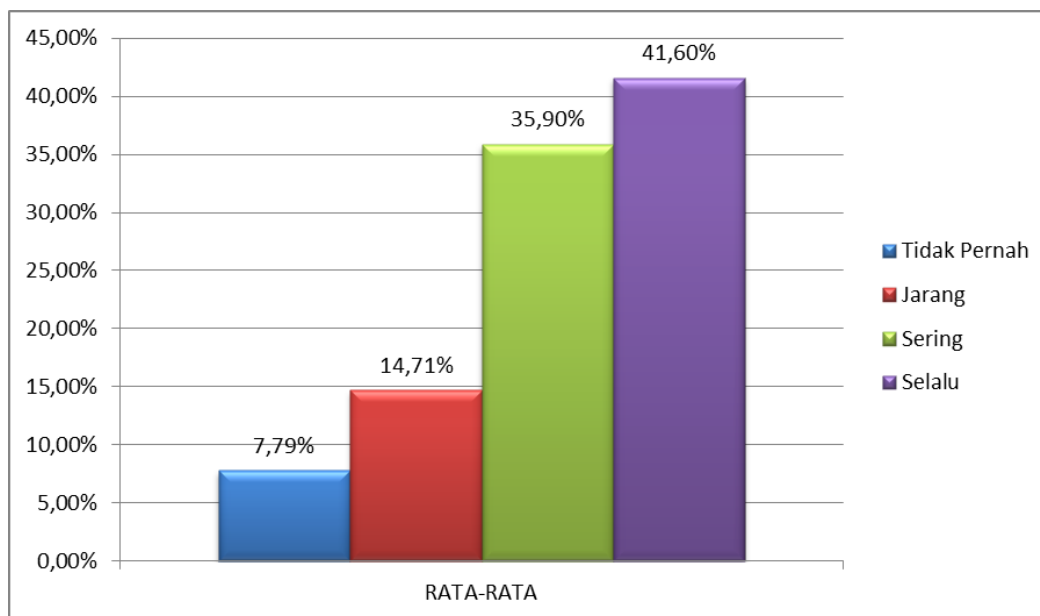

Figure 1. Illustration 1
Teachers' Response to 2013 Curriculum Implementation

The illustration above indicates that teachers' response to 2013 curriculum implementation is positive. Still, there are teachers who have not implemented the 2013 curriculum on the three activities as much as 7,79% although all respondents of the study are teachers who have participated in 2013 curriculum training. It means that a number of senior high school teachers have not yet grasped the 2013 curriculum and therefore have not yet got the ability to implement the curriculum. To cope with, headmaster or otherwise another person in charge at educational local

offices involved should take necessary steps to socialize and strengthen the 2013 curriculum implementation at the learning processes in schools.

Table 1 shows that 5,42% of the teachers have a negative response to the implementation of learning and that 11,25% of the teachers have a negative response to the evaluation of learning. It explains to a certain extent that the implementation of learning based on 2013 curriculum emphasizes thematic and scientific approaches, and the evaluation of learning based on the 2013 curriculum emphasizes on authentic approach. These two kinds of approaches sound a bit new to the teachers giving negative responses possibly due to their less comprehensive understanding on the matter, while, as indicated, as of planning for learning based on 2013 curriculum, quite positive responses are gained. Part of the reason is that in general teachers see no significant difference between the new curriculum of 2013 and the previous one.

Table 1

Teachers' responses to the planning, implementing, and evaluating 2013 curriculum implementation

No	Statement	Never	Seldom	Often	Always	Total
1	Design of learning	6,7%	8,3%	28,3%	56,7%	100%
2	Implementation of learning	5,42%	20,83%	33,75%	40%	100%
3	Evaluation of learning	11,25%	15%	45,62%	28,12%	100%
	Average	7,79%	14,71%	35,9%	41,6%	100%

3.2 Best Practices

Information given by teachers using format to be filled with the "best practices" in the activities on implementing the 2013 curriculum is as follows.

a) "Best Practices" in the activity of planning the learning activity

In the activity of planning the learning process, teachers are obliged to make an *RPP*. To make it easy in doing the activity of developing the *RPP*, senior high school teachers in Bandung city do it collaboratively in *MGMP* or *MGMPS* in one cluster. RPP is made by referring to the teacher's book and student's book prepared by the Government, with some developing using additional materials and methods. MGMP activities are held once a week and there discussed issues of things like 1. reading the syllabus to be applied in the RPP; 2. RPP is made a day before the implementation of learning activities; 3. tools/materials/media to be provided is prepared accordingly with the condition of the school environments; 4. analyzing teacher's book and student's book to schedule the implementation of learning, just in case that there is something needs revising.

In some schools in Bandung city, say for example SMAN 19 early every academic year, teachers hold in-house training where competent resource persons are invited to deliver speeches on the 2013 Curriculum. In this event, parents of the students are asked to participate in socializing the curriculum and made willing to understand and collaborate as well in implementing the 2013 Curriculum. On Thursdays, an MGMP activity is held and all teachers and subjects disciplines teachers are asked to involve in discussing every part of the whole set of the 2013 curriculum. Among the parts include preparing the UTS pre-designed problems and the problems themselves, and an evaluation of the 2013 Curriculum. Other than that, meetings on MGMP activities inter-clusters and inter-municipalities are held to discuss potential problems and constraints along the way of implementing the 2013 Curriculum. Right in the very school, headmasters urge every subjects teacher to submit the RPP they have prepared in a week on Mondays.

To make it easier to monitor the attainment of KI.1 and KI.2, schools in Bandung city are readily available with facilities of using a folder consisting of stampede or *good point* in the forms of stickers of "star" awarded once any students are successful in showing an indicator of skill in assessing attitude well. Teachers use this strategy to monitor student's attitude every single day based on the indicator formulated every end of the week. The folder is given to students to bring home to be cross-checked by their parents so that communication between parents and teachers in terms of their children's development.

Other activities possibly worth doing by senior high school teachers in Bandung city in implementing the 2013 curriculum may include the followings: 1. Holding various discussions before and after class sessions on findings

and constraints found during the teaching-learning process; 2. Doing observation by peer teachers; 3. Adding to the existing materials relevant resources from the Internet or other banks of information like newspapers or magazines.

b) "Best Practices" in the activity of learning implementation

There are several "best practices" done by senior high school teachers in Bandung city in implementing learning activities. Among the activities is the availability of rooms for students to ask, reason, try to make use of the real medium of instruction (local environments), varied methods of teaching, and class arrangements. Grouping takes place by taking turns every week with the care of students' level of intellectuality. First thing of all before learning starts, reading short verses of Al-Quran and daily prayers is said. Values on characters are inserted well before learning takes place. Forms of activities may include singing a song, inspiring words coming from teachers or students motivating students to behave positively and trigger the spirit of learning. *KOCAK*, for instance, may work well. KOCAK stands for *Kreatif* (Creative), *Optimus* (Optimistic), *Cerdas* (Smart and bright), *Asturias* (Enthusiastic), *Komunikatif* (Communication). *KOCAK* is equivalent to COSbAC in English. Equipping learning with attractive media, for example, could trigger enthusiasm. Video showing of which materials are relevant to the subject being taught sounds like fun for students. Furthermore, understanding of the topic learned could be high in degree. SMAN 19, for instance, run this program in all grade four classes, using the facility of *in-focus* installed in every classroom.

Resource books used are not restricted to those issued by the Government. Books intended for enrichment are also of importance in the process of teaching-learning. One or two books are assisted by audio-visual which may include the followings: 1. LCD used to monitor; 2. "Scale of effective" to denote good work on student's part; 3. Stamp to indicate a student's good job and excellences to motivate students; 4. Sharing teaching experience by way of practices, and doing a real teaching mode of one cluster in which peer teachers evaluate or give advice for betterments upon completion of performance of a model teacher.

c) "Best Practices" in the activity of evaluating learning.

As of the activity of evaluating the learning process, senior high school teachers in Bandung city are used to construct problems after defining pre-making of the problems for examination, both for daily exam (*UH-Ujian Harian*), mid-semester exam (UTS-Ujian Tengah Semester) and final exam (UAS-Ujian Akhir Semester) – all of which are prepared in MGMP under the suspicion of headmaster and the observer. Problems written for exams are referred to the pre-making of the problems and the teacher's book as well as the student's books. Teachers collaborating with students' parents inform students' level of learning progress during a certain period.

Evaluation of KI.1 is done when students are saying a prayer before learning. Other objects to be evaluated include possibilities of not saying a prayer or, talking to other students, skipping any one of the five times a day of *Shalat* (prayers) of *Dzuhur*, *Asar*, *Maghrib*, *Isya*, and *Subuh*. Evaluation of KI.2 is done when students submit their written assignments on time or after the due date. Other objects of evaluation include attending the class on time or coming late to class. Those who violate the rules have their names posted on the board for everyone to see. Students with achievements are awarded Star stickers also posted on the same board. Social attitudes are evaluated through a monthly competition of very best students in terms of criteria like being disciplined, responsible, self-confident, polite, caring, adorable as a model. The very best students are chosen by fellow students in the classroom. Evaluation of KI.3 is done to see if students are doing well in daily exams of *UH*. Those students with incompleteness in terms of exams and being unable to achieve *KKM* are given the chance to take *remedial* for each basic competency unachieved. After being evaluated and being given remedial, the scores or marks are recorded in the file in a laptop in order to have access when the process of inputting data of rapport other than the exams. Take-home assignments are also possible to generate scores or marks. Evaluation of KI.4 is done directly on the spot of learning activities and at the time students do the assignments. To make it a lot easier, rapport writing uses mailing and application modes.

4. Conclusion

Based on the findings and the data analysis, the conclusion can be drawn as follows:

a) Senior high school teachers' response to the 2013 curriculum implementation in Bandung city falls into the category of positive. As of the planning activities, they fall into the category of a very positive while for the activities of implementation and evaluation of the curriculum, they fall into the category of positive.

b) A number of "best practices" are worth adopting from a senior high school teacher in Bandung city in terms of 2013 curriculum implementation in the activities of planning to implement the curriculum. Among the

beasts are collaboratively developing the RPP in MGMP and MGMPS respectively, sharing program and in-house training with a national instructor or resource person in 2013 Curriculum, developing an alternative activity beyond what has been planned in RPP.

c) Several other "best practices" worth adopting from senior high school teachers in Bandung city include the implementation of the curriculum. The teachers are successful in optimizing learning sources available around in the process of learning concurrently with electronic learning. Taking turns in managing the classes and organizing students into groups is also one of the practices in doing their activity. Innovation in the learning process results in the use of LCD to monitor the activities, the use of "scale of effective" in evaluating attitude, the use of Stamp for good jobs and excellences to motivate students. Giving more practices to share experiences and, giving input on learning as it is practiced by the model teacher.

d) Other "best practices" are also good to adopt, namely evaluating the curriculum. The teachers have an authentic evaluation using various ways and through different activities like "hearing" with students' parents in monitoring students' learning progress. The teachers make use of computer application to make it easier to prepare a report on the results of the evaluation.

Suggestions based on the results of the present study are as follows:

There are three major activities teachers do in implementing the curriculum, namely planning, implementing, and evaluating. Competencies in doing the three activities are an obligatory requirement to a teacher. Enhancement of the three major competencies can be done in various ways. "Best Practices" as demonstrated by senior high school teachers in Bandung city are good examples and worth adopting. They include activities of "sharing", in-house training", SWOT analysis, lesson study, and modeling peer teaching" done in MGMP or MGMPS. These activities prove to be useful in helping teachers to increase teacher's competencies. Therefore, teachers are recommended to actively participate in those activities, either individually or in groups. Quality competencies are expected to trigger an enhancement of image to attain teacher values running like "teacher as professional profession bearer".

Statement of authorship
The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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