

DO RESOURCES SUPPORT THE SUCCESS OF EDUCATION CURRICULUM?; VOCATIONAL SCHOOL CONTEXT AT SINJAI

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Abstrak

Penelitian ini menetapkan tujuan untuk mengetahui dan mendokumentasikan sumber daya pendukung keberhasilan kurikulum 2013 di SMKN 2 Sinjai serta mempertanyakan kontribusi tersebut berdasarkan fakta-fakta empiris. Terdapat banyak faktor bahkan kasus berkaitan dengan berbagai sumber daya pendukung, namun dalam konteks dan tempat berbeda. Data kualitatif dikumpulkan secara deskriptif-eksploratif sebagai pilihan untuk melihat kejadian pada objek di lokasi. Kriteria informan yang berkontribusi yaitu kepala sekolah, guru terkait dan tenaga pendidik lainnya dan terpilih secara purposive sampling. Teknik wawancara, observasi dan telaah dokumen dipadukan untuk mendapatkan data dan menjamin kevalidan melalui teknik triangulasi. Data yang dikumpulkan kemudian dianalisis dengan cara diidentifikasi, dikelompokkan, diverifikasi, disintesis dan dibandingkan secara menyeluruh. Analisis interpretatif mengungkapkan bahwa berbagai faktor dan sumber daya telah berkontribusi pada kesuksesan kurikulum pendidikan di SMKN 2 Sinjai seperti, sarana dan prasarana representatif, manajerial kepala sekolah, kompetensi sumber daya dan kerjasama pendidik, manajemen pembelajaran pendidik, pemanfaatan sumber belajar, serta penggunaan strategi dan model pembelajaran. Temuan ini dapat berkontribusi dan berimplikasi pada manajemen implementasi kurikulum dan pendidikan pada lembaga pendidikan berbeda.

Kata Kunci: Sumber daya pendukung, implementasi, kurikulum 2013, pendidikan

Abstract

This research sets the goal to identify and document the resources supporting the success of the 2013 curriculum at SMKN 2 Sinjai and to question these contributions based on empirical facts. There are many factors and even cases related to various supporting resources, but in different contexts and places. Qualitative data were collected descriptively-exploratively as an option to see events in objects. The criteria for contributing informants were principals, related teachers and other educators and were selected by purposive sampling. Interview, observation and document review techniques were combined to obtain data and ensured validity through triangulation techniques. The

collected data was then analyzed by identified, grouped, verified, synthesized, and compared. Interpretive analysis reveals that various factors and resources have contributed to the success of the learning curriculum such as representative facilities and infrastructure, managerial principals, resource competence and educator collaboration, educator learning management, utilization of learning resources, and use of learning strategies and models. These findings can contribute and have implications for the management of educational curriculum implementation and in different educational institutions.

Keywords: Supporting resources, implementation, 2013 curriculum, education

1. Introduction

In the history of the development of Indonesian education, there have been repeated curriculum changes. The effect that can occur and be tested is the success of the curriculum adequately. The success of an educational program in schools certainly reflects on the implementation of the curriculum used, because it is one of the indicators of school quality. Optimization and implementation of the curriculum is a fundamental reason for schools to develop effective and quality learning programs. This is allegedly if there are factors that influence the success of an educational curriculum such as school internal and external factors. Internally, it can be observed the role of individuals involved in managing the learning program while external factors are due to the support of other parties outside the school such as parents and the wider community.

The success of learning also does not ignore curriculum development carried out by teachers, for example creating an integrated curriculum with different approaches which of course aims to improve student learning (Drake 1998). Integrated curriculum can be found in Islamic boarding schools (*madrasah* boarding schools) in Indonesia (Umar; et al. 2021), (Budiyono 2021), so far policies in curriculum development in *madrasah* have also experienced long post-*madrasah* dynamics as part of national education (Umar 2015). In the same way, public schools develop integrated curricula because their implementation can be more varied and combine learning methods and strategies (Rahman 2014). In the implementation of the education curriculum so far has emphasized the curriculum in 2013 as the main curriculum is used at all levels of education, both Elementary School and Middle School which integrates learning substance and should be carried out in a transformative manner (Umar & Assegaf 2016), (Umar 2016). At the upper secondary education level, especially SMK/MAK, this has been explicitly regulated in Permendikbud RI No. 60 of 2014 which regulates the learning content.

The success of vocational education has been confirmed by a number of research results that prove that good curriculum management has improved the quality of the vocational school itself (Sista 2017), especially on its excellent input, process and output (Putra 2021), the existence of an infrastructure management (Yulius 2020), to the use of a blended learning model that generates student motivation and achievement (Syarif 2012). The information in the literature shows that the success of an educational curriculum at the vocational level has been supported by the human resources and infrastructure. Therefore, the existence of supporting resources in an education and learning program is very closely related to the achievement of the resulting goals. This means that resource factors contribute to goals or success. In line with what was stated (Maarif & Kartika 2021) ‘...if proper human resource management in an organization can contribute to the results or performance’.

Empirically, the phenomenon of education, especially at SMKN 2 Sinjai as a quality and professional educational and training institution, has been evaluated in transition periods so that it is able to produce student achievements and graduates who are ready to be competitive in the development of the world of work. Through the implementation of education and training, it provides an illustration if the implementation of the curriculum has been carried out properly. There are a

number of indicators for the implementation of learning in this school, for example the use of methods and strategies in learning English which are classified as effective because they are able to motivate students in learning (Bahrun & Aminah 2020), so that in the end it shows the success of curriculum implementation. However, this leaves the question "Do the existing resources have supported the realization of the success of the curriculum at SMKN 2 Sinjai?". To know in depth the existence of supporting resource factors at SMKN 2 Sinjai, suggests the importance of conducting in-depth studies and explorations. Therefore, this research aims to identify, describe and document the supporting resources for the success of the education curriculum at SMKN 2 Sinjai.

2. Research Method

2.1 Type of the Research

Socio-educational studies such as this research have required the use of a qualitative type, because this research was carried out at a secondary education institution, namely the Vocational High School (SMKN 2 Sinjai).

2.2 Time and Place of the Research

This research conducted at SMKN 2 Sinjai located at Andi Mandasini Street Number 2, Sinjai Regency took place from March to June 2022.

2.3 Subject and Object of the Research

In this research, researchers focus and target of exploring data related to the role of resources as supporting the success of the curriculum at the school. The criteria for subject informants were determined, such as school principals, teachers and other educators who were selected by purposive sampling totaling 12 people (initials) and judged to be able to provide objective information as the focus of this study.

2.4 Technique of Collecting Data

Procedurally data collection involves interview techniques, observation and review of relevant documents (Bandur 2016), (Creswell 2012) so that researchers complete this procedure with guidelines that have been set from the start. The types of data collected were in the form of audio data (recorded) obtained during interviews at school, incident data witnessed directly by researchers and descriptive data from a number of school documents and did not ignore triangulation techniques for the validity of the data.

2.5 Technique of Data Analysis

The data were then analyzed using an interpretative paradigm that consist of identified, grouped, verified, synthesized and compared and then analyzed so that the understanding of the focus of the problem was more objective and meaningful so that it deserved to be informed as findings.

3. Result and Discussion

3.1 Indicators of Resources' Curriculum Supporting

State Vocational High School 2 (SMKN) Sinjai which is geographically located in the city center of Sinjai Regency so that it is easily accessible by all students. In terms of infrastructure, it already has representative facilities such as office buildings, classrooms, laboratories, sports facilities, libraries and the availability of internet networks that support teaching and learning activities so that the quality of this school is classified as good, it has been accredited B from the authorized institution. Quality in this school is closely related to the implementation of the national curriculum, namely the 2013 curriculum, therefore the implementation of the curriculum is always accompanied by efforts and hard work between educators and the availability of various other supporting factors.

The education curriculum is a systematic plan that must be taken by all elements of the school in the education program. The main hope of implementing this curriculum is that it aims and leads to the quality of education implementation. Basically, the implementation of the 2013 curriculum at SMKN 2 Sinjai has indicated the fulfillment of education and learning programs that integrate various

resources so to create efficiency and effectiveness as well as curriculum success. Indicators of these supporting resources can be stated as follows;

a. Facilities and infrastructure. “Facilities and infrastructure are factors that support the implementation of the educational curriculum at SMKN 2 Sinjai which in general are almost fulfilled, ranging from movable facilities and immovable facilities, all of which support learning activities” (W.01.Mhmd. 25/5/2022) . The availability of facilities and infrastructure seems to guarantee the continuity of the learning process. This is marked by the ease for each student to access every facility available at SMKN 2 Sinjai.

b. Principal managerial. “There is an education curriculum manager in the management of monitoring the implementation of the curriculum at SMKN 2 Sinjai. The principal acts as a manager who supervises the way and implementation of learning and optimizing the curriculum. When supervisors supervise, they often encourage the headmaster not to stop learning, make learning innovations, encourage teachers to actively improve knowledge and skills in learning and not teach instantaneously” (W.01.Mhmd. 25/5/2022). Thus the principal has had a major role in implementing the curriculum because he has a dual role both as manager and school supervisor. The principal has acted as a role model in various activities at school.

c. Resource competence and educator collaboration. The quality of human resources and collaboration between subject educators (masters) have been demonstrated by all teachers. The informant emphasized that “the quality of the master’s work in implementing the curriculum is very good because it is able to transfer curriculum values to students in their own way so that they are easily understood by students. This is also because teachers always improve their quality and build emotional relationships with students” (W.02.Msdh. 25/5/2022). In learning, “the quality of the performance of the master (teachers) also understands the curriculum as a whole. Starting from the goals to be achieved, the use of strategies to achieve goals to how to evaluate to determine the effectiveness of learning. So that the success of a curriculum is very dependent on the quality of the master” (W.04.AS. 25/5/2022). This “also depends on the cooperation of teachers, school principals, vice principals, Counseling Guidance teachers and all who play an important role in the success of the implementation of the curriculum” (W.01.Mhmd. 25/5/2022).

d. Educator learning management. “Teachers have been able to translate, describe and transform the values contained in the curriculum to students, masters can carry out activities such as planning, implementing and evaluating the curriculum. Every time there is a deficiency in the curriculum, a master has a special note for future improvements, not only fixating on what already exists but also having the courage to make changes that can improve student learning achievement, and the main thing is to form a Pancasila learning profile with the slogan independence. learning” (W.03.Mlyt. 25/5/2022). Learning management is also seen in the form of an implementation schedule that is systematically arranged and programmed in each semester and the use of the 2013 curriculum subject lesson plan (RPP).

e. Utilization of learning resources. Media and learning resources are one of the supporting factors for the successful implementation of the curriculum. “Utilization of learning resources at SMKN 2 as a whole has been utilized according to its function, for example the availability of learning media in the form of books, videos/sounds and their devices, learning books, available libraries that are easily accessible by students as learning resources, and the use of wifi appropriately in terms of download content related to learning. Utilization of learning media in all subjects also uses other media such as prayer rooms for PAI subjects” (W.01.Mhmd. 25/5/2022). In general, teachers have made use of media and learning resources both electronic and internet, school settings and environments as well as nature related to learning themes. This is also reflected in the 2013 curriculum RPP developed by the teachers.

f. The use of learning strategies and models. Learning strategies and models determine the success of the curriculum. “The role of the master in curriculum implementation management lies in

the main things such as paying attention to various strategies and relevant models so that learning is fun, paying attention to the characteristics and needs of students, teachers guiding students according to their background and character, socio-economic and cultural, besides that help students according to their abilities and potential” (W.02.Msdh, 25/5/2022). Learning strategies and models are part of supporting the success of education so that learning takes place well and according to the educational goals that are aspired to.

The statement above imply that the indicators of supporting resources for implementing the curriculum at SMKN 2 Sinjai such as the availability of adequate learning facilities and infrastructure, managerial principals, resource competence and collaboration between educators, educator learning management, utilization of learning resources, use of strategies and models learning and positive communication to students. The statement above also actually gives hope that all elements involved in implementing the curriculum should require self-awareness as educators, hard work and support from other parties. This is realized by all stakeholders if the implementation of the curriculum always goes hand in hand with challenges and other inhibiting factors. The informant’s confession stated that “the inhibiting factor for the successful implementation of the curriculum is the Corona Virus Pandemic which limits face-to-face learning, so that it has an impact on the failure to carry out the ideal plans and formulations that have been prepared and the achievement of the curriculum is not optimal. The evaluation and observation of the implementation of the curriculum has not been optimal, so it is difficult to know the level of success or failure in its implementation within a certain period” (W.04.AS. 25/5/2022). Monitoring and evaluation of supervisors is absolutely necessary to improve the quality of the implementation of education in schools.

The implementation of the education curriculum at SMKN 2 Sinjai has shown various factors or adequate supporting resources. Every existing resource, both human resources, infrastructure, organizational management and leadership, learning design, and cooperation between parties has a contribution to ensure the implementation and success of the 2013 curriculum at SMKN 2 Sinjai. Confirming initial findings that in general the curriculum in schools can be successful if there are supporting resources such as good management in schools, proper use of learning resources and media (Maimunah 2014). Therefore, a good curriculum will be in line with educational programs that aim to achieve effectiveness so that a school climate and culture is built in educational programs (Mardiana & Sumiyatun 2017).

Technically in learning, the role of educators is an important variable in the planning and implementation of education in schools. The role of the educator as a vital element of education is to carry out an ideal program or plan so that it directly affects school changes in social life, the educator also acts as a leader, formulator, researcher, interacts with individuals, as well as developers and decision makers on the results of achieving learning plans (Azis 2018), (Akker 2006). Optimization of supporting resources cannot ignore the planning, implementation and evaluation of the curriculum through substance/content-based professional development in order to fulfill a goal (Paul & Kristina 2017).

This has actually proven that the 2013 curriculum at the secondary level education unit has been implemented well as expected by national education, but there are still obstacles such as changes in the learning structure due to condition factors, namely offline interactive learning (*face to face*) to online interactive during this period. The Covid 19 pandemic, shared awareness about learning objectives, follow-up on evaluation results to the lack of intensity of teacher competency development. In line with the findings (Molapo & Pillay 2018), if the implementation of the curriculum in elementary schools sometimes experiences politicization due to lack of training for educators, lack of resources and a large number of documents. This finding also complements the initial findings (Mussolikhah & Suputra 2015), (Murwindra et al. 2017), (Rahmaningtyas et al. 2018), if the implementation of the 2013 curriculum has shown indicators of success and challenges.

Therefore, the emphasis of the findings of this study also implies that to achieve the implementation of the educational curriculum effectively and support the achievement of learning outcomes, it is absolutely necessary to involve various parties, both external and internal school to the school, without neglecting the innovative and leadership roles of each school element. Relevant findings (Husaini & Eko 2013) said that if the leadership strategy in implementing the 2013 curriculum requires exemplary, learning interactions inside and outside the classroom, school culture and other reinforcement. On the other hand, seeing that the 2013 curriculum implementation framework is not yet fully optimal, curriculum reform can consider the response to rapid world changes such as the support of all parties, a change from a “top-down” approach to a “bottom-up” approach which has emphasized the central role of the teacher. as a supporting resource (Gouédard et al. 2020). The implementation of the curriculum is also influenced by the magnitude of educators’ beliefs about supportive learning and access in schools (Roehrig, Kruse, & Kern 2007). Implementatively, it is also necessary to consider “best practices” in planning, implementing and evaluating the 2013 curriculum such as “sharing”, “hearing”, “in-house training”, “modeling real teaching” in various teacher working group activities (Rusman 2015).

4. Conclusion

Various types of resources have supported the achievement and successful implementation of the 2013 curriculum at SMKN 2 Sinjai. Each resource indicator has indicated the occurrence of systematic efforts that are oriented towards learning and educational goals at SMKN 2 Sinjai as the scheme and expectations of the 2013 curriculum. Resource factors and inhibiting factors can be taken into consideration for all stakeholders, schools and the community to optimize the potential of supporting resources and find solutions to various challenges, this is intended so that the learning and educational goals to be achieved can be realized to the fullest. . Therefore, it is important for schools to emphasize that every supporting resource can ensure the occurrence of learning processes and efficiency as well as curriculum coverage so that the quality and output of learning at SMKN 2 Sinjai can be superior and competitive. The findings of this study can also be used as material for comparison and synthesis with different educational institutions that will describe the context of curriculum support or related resources to complete this research.

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