

C26_Haryanto_The_Implementat ion

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The Implementation of Curriculum at State Vocational School (SMKN) 2 Kasihan Bantul, Yogyakarta

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Abstract: The purpose of this study is to describe the implementation of curriculum especially at the field of musical art at SMK N 2 Kasihan Bantul, Yogyakarta. The method used in this study is a qualitative approach. The data was collected by using observation, interviews and documentation for 2 months. The result of this study shows that: (1) the implementation of SMK especially in musical art used 2013 curriculum and Associated Board of The Royal Schools of Music (ABRSM) as reference of classical music, (2) the success of implementation of this curriculum is proven by using competence done by various music practitioner from local national and international

Keywords: implementation, curriculum, vocational school.

INTRODUCTION

Since 2013 the government has implemented 2013 curriculum, which is a form of development from the 2006 curriculum. This curriculum is needed to be considered because social life currently changes (Martins, Carvalho, & Pacheco, 2015). Therefore, students need to be more resilient to be able to face a larger transition in the future. For this reason, the curriculum is believed to produce increased knowledge and skills (Zevin, 2019). Based on the development and empowerment of school headmaster institution (LPPKS, 2019) published on 13th of July, the total numbers of school which implement 2013 curriculum from elementary school, middle school and High school were 6,410 schools.

SMKN 2 Kasihan is one of school which implements the 2013 curriculum as the guideline of the learning process in school. This SMK cope with classical music. The lesson material chosen by a school is indeed the lesson which can improve musical knowledge such as musical theory, solfeggio, harmony manual, piano and so on, besides the general lesson such as mathematics and language.

In the 2013 curriculum, the government has formulated a curriculum for classical music arts. However, schools revealed that the learning process is not enough if they only rely on the 2013 curriculum. Because the curriculum structure is only a general description, it is not specified yet. A short period of 6 semesters makes the school continue to adjust to existing developments. Because classical music art comes from Western countries, which requires a long time to learn.

Therefore, schools also use the Associated Board of the Royal Schools of Music (ABRSM) curriculum, as a reference to classical music material. ABRSM is the largest music education board in the UK and a leading provider of music examinations in the world. It was founded in 1989, with a mission to maintain the love of music and to inspire achievement in it (ABRSM, 2019). One of the achievements is that ABRSM has highly trained examiners who specialize in each music instrument and publish a high-quality music syllabus (Southcott, 2017).

ABRSM provides full support in the form of curriculum and learning resources for classical music at SMKN 2 Kasihan. And to ensure that all learning activities run well, the ABRSM occasionally takes time to visit, see the progress of the curriculum implementation in schools, especially when implementing the Competency Test (UKK). Because UKK is an important moment related to the success of students during the 6 semesters of studying classical music in school.

Therefore researchers want to describe the way schools implement the curriculum in their learning. This research is expected to help other vocational high schools, especially in the classical music arts department, to be able to develop curriculum in their learning, especially in classical music art competency skills, to make students able to compete to face a greater transition in the future.

METHOD

It is a qualitative study. The data collecting was carried out for 2 months, in February and March 2019. Data was collected through interviews with the school headmaster and deputy school headmaster in the curriculum at SMKN 2 Kasihan. However, the key information is the head master of the curriculum. Researchers also made observations to be able to see firsthand how the real situation was, as well as conducting documentation studies to obtain real data.

Several stages were used for analysis (W.Creswell, 2014), those were, 1) organizing data based on the obtained information. 2) Rereading the obtained data, such as interview transcripts, field notes, and study documents. 3) describing, classifying, and interpreting the data into a theme code, in this case, the researcher describes the data through the researcher's own perspective, after that, the researcher encodes by grouping the data into small categories or themes so that the focus of the research is achieved. 4) Interpreting the data, researchers linking the results of research with other research through literature that has been previously developed by other scientists. 5) Presenting and visualizing data, with text and images. To check the truth of the data found, researchers used the the triangulation method.

RESULTS AND DISCUSSION

Based on the research findings, which is about how the implementation of the curriculum at SMKN 2 Kasihan especially in musical arts, obtained two things, those were:

1. The implementation of the curriculum at SMK 2 Kasihan Bantul, especially in the area of music art which is by the 2013 curriculum and the Associated Board of The Royal Schools of Music (ABRSM) curriculum as a reference for classical music.

The deputy headmaster of curriculum in SMKN 2 Kasihan revealed the 2013 curriculum had been implemented since 2015. According to him, although the school is coping with classical music arts, the school still uses the 2013 curriculum by the regulations.

"Everything is still 2013 curriculum. The rule is using the 2013 curriculum. We cannot make our own curriculum, because it has been standardized. All over Indonesia, all use the curriculum "-Ie 1

The regulation is in accordance with the structure made by (Director General of Primary and Secondary Education, 2018) concerning Vocational Schools which contains, A) national content containing general subjects, B) territorial content containing cultural arts and physical

education, sports, and health, C) the content of vocational specialization consisting of C1 contains the basis of the field of expertise, C2 about the basis of the expertise program, and C3 about the competency of expertise.

The contents related to various subjects are then organized by the school by with the area of expertise possessed by each teacher. Therefore, at the beginning of each semester, the headmaster always leads a meeting to discuss the making of the lesson plan (RPP) and then the syllabus, which contains the core competencies (KI) and basic competencies (KD) which are coined by the Directorate of Vocational Development (2017). Suyatmini (2017), the implementation of the 2013 curriculum in the implementation of accounting learning in vocational schools begins with the preparation of the RPP which then continues with the syllabus review. To be able to carry out more structured teaching activities.

The formulation of the lesson plan is certainly not finished at that time, in the process, the headmaster gives a period for each group of teachers who are in charge of subjects, and also a group of teachers who are capable of classical music art both theory and practice for approximately 24 days. And in the process of the process, specifically for materials related to C2 and C3, the government gives flexibility to schools to further develop the curriculum contained in the Perdirjen Curriculum Structure (2018). As for what was delivered by the deputy headmaster of the curriculum

"General subjects are easy, KI/KD were already exists, the examples of lesson plans already exist, the syllabus is already exists. But for C2 and C3 it is relied on to the school. Therefore from the existing KI/KD, we break it by ourselves for productive subjects, especially in C2 and C3 earlier."-Ie 1

Pay attention to the structure of the curriculum below.

C3. Kompetensi Keahlian						
1.	Harmoni	-	-	6	6	6
2.	Orkestrasi	-	-	2	2	2
3.	Orkestra/Ansambel Lanjut	-	-	6	6	6
4.	Penguasaan Instrumen Pokok	-	-	10	10	11
5.	Produk Kreatif dan Kewirausahaan	-	-	7	7	8

Figure 1. Perdirjen Structure of 2018, about the art of classical music

In the above figure, it is written in C3 about the competency of expertise, in number 4 only written the mastery of basic instruments. Whereas, what really happens, the mastery of the main instrument in it contains practices, solfeggio, and music history. In each group, it is not carried out separately, given the different material taught in each field.

In particular, practice teachers, in addition to seeing from KI/KD that was pioneered by the Directorate of Vocational Development, in making lesson plans and syllabi, practice teachers are also allowed to see the reference material that is on the curriculum of the Associated Board of the Royal Schools of Music (ABRSM). The reason schools choose the ABRSM curriculum as one of the references on learning materials, especially practices, is because every year ABRSM always updates their music curriculum. Besides, the school also cooperates with ABRSM in terms of curriculum support and learning resources. However, schools do not merely imitate and retrieve the material contained in the curriculum, but only as a reference

which will be further developed by the school independently. Schools only see the song standards in the ABRSM curriculum, especially in practice material, which is then reprocessed by the school by looking for other song material that has the same weight as the songs in the curriculum.

In the implementation of practical learning, each grade level has a grade (grade level) material for different classical music songs. 10th grade had 1st, 2nd and 3rd grades. 11th grades had 4th and 5th grade. 12th grades had grade 6.

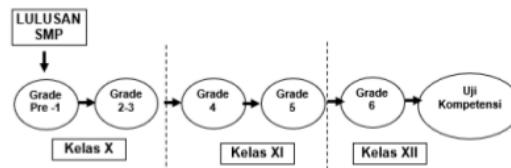


Figure 2. Diagram of music achievement in SMKN 2 Kasihan

Each grade has the same material that is composed of songs and musical scale method. But at each grade, the song and the musical scale technique have different qualities. Therefore, at each grade level, students are required to be able to participate in learning. Therefore when students successfully advance to the next grade level, they can easily continue the grade until they can perform during UKK at the end of 12th grade.

2. The implementation success of the curriculum is proven by the competency test assessed by various music practitioners from local, national and international levels.

Expertise competency test is a process of assessing both technical and non-technical skills from relevant evidence to determine the competency of a person in a particular competency unit or qualification (UKK Implementation Guide, 2019). UKK is important for students because it can ensure the development and use of valid and reliable procedures for measuring student competence (Rahman, 2013). Mammi, H and Ithnin (2012), that is, UKK is a functional goal that addresses educational goals, specifically in terms of knowledge, skills and attitudes, which can be measured. UKK can also be used as relevant evidence that students already have the skills and knowledge to enter college or career levels (Brett, 2018). The Headmaster of SMKN 2 Kasihan, Bantul revealed that the competency test is a test that all students need to take, especially for students who sit in 12th grade.

"The competency test is a final exam, aiming to measure the ability of students who have studied in school for 2.5 years. When students enter 12th grade, students must have seriously prepared materials and needs for the competency test, because this exam is held in front of the general public and presents competent figures in the music field as examiners on the exam, "- Ie 2

Based on the statement above, it is clear that competency testing is one of the important activities related to student expertise. Competency test can determine how ready someone would be with their expertise and in carrying out their duties when working later (Franklin & Lytle, 2015). These skills certainly do not come suddenly, but it was developed when students carry out learning in school, with curriculum guidelines that have been designed previously.

To eliminate the subjectivity of competency test assessments, the school collaborates with various music practitioners from the local level represented by local music lecturers and music practitioners who are already qualified in classical music. From a national level, it was represented by music practitioners such as Addie MS, Purwatjaraka, and Ony Krisnerwinto. From the international level, it was represented by Josh Flagg from Nanyang Academy of Fine Arts (NAFA) Singapore.

Competency assessment plays a key role in optimizing the educational process and increasing the effectiveness of the education system (Fleischer, 2017). Therefore, the school is very concerned about the preparation of examiners for this competency test. Addition to being assessed by examiners who are competent in their fields, students also have the right to obtain a certificate of competence signed by the examiner. It aims to give recognition to students' competencies (Setiawan, 2018) so that students who graduate can be considered in the professional world and industry.

CONCLUSIONS

The implementation of the curriculum at SMK 2 Kasihan Bantul, especially in music art is an important thing that is highly considered by schools. This school uses the 2013 curriculum as well as the curriculum in classical music art by referring to the international curriculum, ABRSM, to always be able to direct students to develop according to standards in foreign countries. And to ensure that the curriculum runs well, the school always prepares the implementation of the competency test well, both for the 12th grade students and examiners. The goal is that the school can continue to produce the best graduates who are competent in classical music art.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6
