

Basic Competency Level Of Vocational Teachers In Understanding The Curriculum 2013

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Abstract: The general purpose of this research is to determine the basic level of Competence of vocational teachers in understanding the Curriculum in 2013 in Bengkulu City. The specific purpose of this research is: (1) To find out the level of professional Competence of vocational teachers in understanding the Curriculum in 2013 in Bengkulu City; (b) To find out the level of pedagogic Competence of vocational teachers in understanding the Curriculum in 2013 in Bengkulu City; (c) To find out the level of personality competence of vocational teachers in understanding the Curriculum in 2013 in Bengkulu City; (d) To find out the level of social Competence of vocational teachers in understanding the 2013 curriculum in Bengkulu City. This research method uses a descriptive-analytical research approach. This research wants to describe the basic competency level of vocational teachers in understanding the Curriculum in 2013. This research place is at SMK in Bengkulu City. The population in this research were all vocational teachers in Bengkulu City. This research sample relates to the level of Competence of vocational teachers in understanding the Curriculum in 2013, amounting to 50 teachers. Sampling is used using random sampling techniques with lottery techniques-data collection techniques using questionnaires and documents. Questionnaires are used to trace data on the basic level of Competence of vocational teachers in understanding the Curriculum in 2013. To see and prove that the questionnaire is valid is done expert validation. The

document was used to collect data on the number of teachers in SMK Kota Bengkulu. After the data is verified, processed with statistical percentage techniques, analyzed, and made conclusions. The study concluded that: (1) The level of pedagogical Competence of teachers of SMK Kota Bengkulu in understanding the Curriculum in 2013 amounted to 52% (Very Understanding Understanding) and 48% (Sufficient Understanding); (2) The level of professional Competence of teachers of SMK Kota Bengkulu in understanding the Curriculum in 2013 amounted to 31.5% (Sufficient Understanding) and 68.5 % (Very Understanding Understanding); (3) The level of personality competence of teachers of SMK Kota Bengkulu in understanding the Curriculum in 2013 amounted to 17.3% (Sufficient Understanding) and 82.6 % (Very Understanding Understanding); (4) The level of social Competence of teachers of SMK Kota Bengkulu in understanding the Curriculum in 2013 amounted to 42.4% (Sufficient Understanding) and 56.6% (Very Understanding Understanding).

Keywords: Basic Competencies, Understanding, Curriculum of 2013

1. Introduction

The background of the teacher's problem plays a very strategic role, significantly shaping the nation's character and developing students' potential. The presence of teachers is irreplaceable to others, especially in our multi-cultural and multi-dimensional society, where the role of technology to replace teacher tasks is still very minimal. Teachers have a significant role in determining the success of education. In the classroom, the teacher is the main subject in learning activities. Curriculum improvement needs to be supported by the professionalism of teachers. Professional teachers are expected to produce qualified graduates-professionalism of teachers as the spearhead in the implementation of the Curriculum in 2013.

On the other hand, judging from educational qualifications and the background of the field of expertise has not been as expected, so it is often said that teachers have not been or are not professional.

This signal is shown the condition of education in Indonesia quantitatively as follows: The low quality of education is caused by various determining variables, including curriculum variables, educational media, inadequate facilities and infrastructure, parental and community support, government support, learning strategies, student interests and motivations, top management, natural environment, social and cultural that are less supportive and no less important is

the teacher. The teacher spearheads the learning process (Sumantri, 1998; Sukmadinata, 1998, S Nasution, 1998). On the other hand, research results show that:

- a. In general, the development of professional Competence of vocational teachers in Pleret Subdistrict, the average frequency of participation percentage of various types of development options is 19%, including deficient categories.
- b. The development of professional Competence of vocational teachers in Pleret Subdistrict based on school status, schools with higher state status compared to private schools, with an average frequency of participation percentage of various types of development of Muhammadiyah Pleret vocational school by 15.5%.
- c. The professional competence development of vocational teachers in Pleret Subdistrict independently with an average frequency of participation percentage of various types of development options of 21%, including into the low category.
- d. The development of professional Competence of vocational teachers in Pleret Subdistrict through institutional efforts with an average frequency of participation from various development options of 17%, including deficient categories.

Likewise, Gusti Bujang (2019) research concluded that the professional Competence of vocational teachers in sociology learning has not been optimal. Radica Florence research results include Pedagogical Competence of State Vocational High School Teachers 2 Pariaman. The results showed that:

- a. The ability of teachers to master the distinctive aspects of learners from physical, moral, spiritual, socio-cultural aspects with an average score of 79.9 in the category of underprivileged.
- b. Teachers' ability in master learning theory and educational learning principles with an average score of 78.2 in the less able category.
- c. Teachers' ability in developing Curriculum related to subjects that are mastered with an average score of 83.9 in the category of being able.
- d. Teachers' ability to organize educational learning with an average score of 80.3 in the category of being able.
- e. Teachers' ability to utilize technology and information and communication for learning purposes with an average score of 81.4 in the category of being able.

- f. Teachers' ability to utilise assessment and evaluation results for the benefit of learning with an average score of 79.7 in the category of underprivileged.
- g. The ability of teachers to perform reflective actions to improve the quality of learning with an average score of 82.9 in the category of being able.

Many complaints from the public with the enactment of K-13 include:

- a. There are still many components of K-13 that all teachers do not well understand.
- b. There are still many teachers who do not understand the authentic assessment system.
- c. There are still many teachers who have not participated in K-13 training.
- d. There are still K-13 textbooks whose contents need to be corrected.
- e. There are books whose material is sensitive to society.
- f. The spread of teacher and student handbooks to schools throughout Indonesia.
- g. The number of local governments that are designing against the K-13 changes.
- h. Many schools are still concerned about implementing K-13.

2. Research Methods

This research method uses a descriptive approach to analytics (Isaac & Michael: 1982) because this research wants to describe the basic level of Competence of vocational teachers in understanding the Curriculum in 2013.

This research was conducted at SMK Kota Bengkulu. The population in this study were all vocational teachers who taught in Bengkulu City. The sample in the study was taken in part from the population of 50 teachers. While the sampling used is using random sampling with lottery techniques. At the same time, the research object is related to the basic level of Competence of vocational teachers in understanding the Curriculum in 2013.

Data collection techniques using questionnaires and documents. Questionnaires are used to trace data on the basic competency level of vocational teachers in understanding the 2013 curriculum. Expert validation is done to see and prove that the questionnaire is valid. The document is used to see the data of teachers who teach at vocational schools in Bengkulu City. After the data is collected, data verification is held; after verifying, the data is then processed with statistical percentage techniques. After processing, then analyzed and then made conclusions.

3. Results And Discussion

The results showed that the pedagogical competency level of Bengkulu City Vocational School teachers in understanding the Curriculum in 2013 amounted to 52% (Very Understanding Understanding) and 48% (Sufficient Understanding). In contrast to the research results conducted by Feraly Novauli (2017) with the title: Influence of Teacher Competence on Improving Learning Achievement in State Vocational Students in Banda Aceh City in 2017. Concluded that pedagogical Competence is prioritized to the management of learners by understanding the potential and diversity of learners, understanding the foundation and philosophy of education, able to devise learning plans and strategies using research and evaluation information to design remedial and enrichment programs and not all teachers can carry out classroom action research;

Another case with the research results conducted by Riyanti R. Laro with the title: Influence of Pedagogical Competence of Teachers on Student Learning Motivation in Bubohu Tourism Vocational School Gorontalo Regency. Conclude that there is a significant influence between the pedagogical Competence of teachers on student learning motivation; (2) The pedagogical Competence of teachers in the learning process contributes to student learning motivation by 34.57% and the remaining 65.43% is influenced by other variables such as student learning environment, application of curriculum 2013, learning model and so on.

The study results concluded that the level of professional Competence of teachers of SmK Kota Bengkulu teachers in understanding the Curriculum in 2013 amounted to 31.5% (Sufficient Understanding) and 68.5% (Very Understanding Understanding).

Another case with the results of research conducted by Dalrohman (2018) with the title: Professional Competency Development of Vocational Teachers in Pleret District of Bantul Regency Yogyakarta, concluded that: (1) The development of professional competence of vocational teachers in Pleret Subdistrict in general frequency average percentage participation of various types of development options of 19%, including very low categories; (2) The development of professional competence of vocational teachers in Pleret Subdistrict based on school status, schools with higher state status compared to private schools, with an average frequency of participation percentage of

various types of development of Muhammadiyah Pleret vocational school by 15.5%; (3) The development of professional competence of vocational teachers in Pleret District independently with an average frequency of participation percentage of various types of development options of 21%, including into the low category; (4) The development of professional competence.

Likewise, Gusti Bujang (2019) research, with the title: Analysis of Teacher Professional Competence in Sociology Learning in class X smk Adisucipto Sungai Raya, concluded that: the professional Competence of vocational teachers in sociology learning has not been optimal. This is seen from the three aspects of assessment; teachers only fulfil one aspect: the ability to master the material, structure, concepts, and scientific mindset. The ability of teachers in mastering Basic Competency and Competency Standards has not been optimal. Andriani's research (2018) with the title: Professional Competence of Teachers, Learning Motivation, and Learning Style Affects the Economic Understanding of Students of Class XI IPS at SMK Negeri I Gondang Nganjuk, shows that there is a significant influence of teacher professional competence, learning motivation and learning style together on economic Understanding which is 77.3%.

Research conducted by Endrawati (2009), with the title: Analysis of Professional Competence of Teachers in Teaching and Learning Interaction in SMK Negeri 1 Sukoharjo Year of Study 2008/2009. Conclusion: (1) The professional Competence of mathematics teachers in state vocational schools, judging from the following components are: (a) The Teacher has mastered the material covered in the Curriculum and conducted the deepening of the material and the expansion of the application of Mathematics in other fields of science; (b) Managing teaching and learning programs, still lacking in the use of methods that have not varied according to the material submitted; (c) Managing the classroom, the teacher already can manage the class well, able to create a robust learning climate; (d) The use of media in teaching has not been optimal; (e) Mastering the foundations of education by mathematics teachers is not intact so that the teacher has not interpreted his function as a teacher and educator intact; (f) Assessing performance for the benefit of teaching, still lacking in.

a. Canna Loren Sianturi's research results with the title: Assessment of The Professionalism Development Needs of Vocational Teachers. The research

results conclude that the primary needs, including professional competencies, are training on the basic concepts and application of character building-based learning, bilingual, ICT and how to implement PTK. Secondary needs are workshops, strategies to improve the performance and skills of teachers in communicating and cooperating with stakeholders, based on the form, location and time of implementation of professional development activities made in the form of learning in theory and practice, carried out in locations that are easily accessible without having to leave work at school and family, and the intensity is increased.

- b. The results showed that the level of social Competence of teachers of SmK Kota Bengkulu in understanding the Curriculum in 2013 amounted to 42.4% (Sufficient Understanding) and 56.6% (Very Understanding).

Another case with Dina Munawarah's research is the Social Competence of PAI Teachers and Their Relevance to the Formation of Student Character in SmK Negeri 1 Nglipar Gunung Kidul. The conclusion of the study results is: (a) The social Competence of PAI teachers in SMK Negeri 1 Nglipar Gunung Kidul about providing facilities to students in carrying out their learning activities. The social Competence possessed by PAI teachers in SMK Negeri 1 Nglipar Gunung Kidul has fulfilled several aspects of social competence achievement. This is reflected by PAI teachers at SMK Negeri 1 Nglipar Gunung Kidul in attitude, discipline, and the ability to communicate and cooperate with others. (b) A teacher must set a good example or show his students, whether in morals, attitudes, deeds, or appearances.

Rustiyaningsih research results with the title: Student Perception of Teacher's Social Competence (Case Study in SmK Negeri 1 Cilacap). The results concluded that students' perception of the social Competence of teachers is that teachers can be sympathetic to students, able to be hospitable is to be friendly, have concern for the difficulties of students and school residents and respond to student questions kindly. Teachers can get along effectively with school residents, applying the spirit of togetherness to school residents.

The results showed that the level of personality competence of Bengkulu City Vocational School teachers in understanding the Curriculum in 2013 amounted to 17.3% (Quite Understanding) and 82.6% (Very Understanding).

Another case with Ridha's research is the Influence of PAI Teacher Personality Competence on The Formation of Student Character in SDIT Rabbani Kota Bengkulu. The conclusion is that the personality competence of PAI teachers influences the formation of student character. Support for other research conducted by Khaimah with the title: Influence of Teacher Personality Competence on Aqidah Akhlak Students Class VIII MTS Al-Hikmah Bandar Lampung. The conclusion is that personality competence influences moral learning achievement by 44.75%, which means it influences, and other factors influence another 55.25%.

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