

Effect of Curriculum Training on Quality of Productive Teachers in SMK N 7 Purworejo

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Abstract

The formulation of writing this paper is, want to know how the influence of curriculum training on the quality of productive teacher learning in SMK N 7 Purworejo? Then this paper aims to describe the effect of curriculum training on the quality of productive teacher learning in SMK N 7 Purworejo. The results of the discussion of this paper found that the influence of curriculum training, especially for the quality of learning in SMK N 7 Purworejo, from the results of the observation and field study found that it turns out, in general the implementation of education and teacher curriculum training has a good impact on the quality of student learning on learning activities and teaching (KBM). The results of descriptive observation and documentation analysis while the authors show the impact or influence of teacher training on the quality of learning at SMK 7 Purworejo. productive teachers have a good impact on the quality of learning for students of SMK Negeri 7 Purworejo. The advice that researchers can convey to productive teachers should develop evaluation tools to be more varied, increase activities to open lessons by giving more apperception to students before starting new material, at the evaluation stage. Productive teachers are expected to provide more improvement activities and are expected to always keep abreast of developments regarding Teacher Certification by attending seminars, workshops, work meetings or studying books on Teacher Certification, in addition teachers should apply learning patterns professionally so that the learning process will be more quality.

Keywords: *productive teacher, curriculum, learning.*

Background

The system is a single component that is related to each other to achieve certain goals. Therefore, the system has characteristics that have a specific purpose, has certain functions, supported by various components. To achieve the goals of the system, each system must have certain functions. To carry out its functions, each system must have components that are interconnected with each other. This component can determine the smooth process of a system. The learning system is an organized combination that includes human elements, materials, facilities, equipment, and procedures that interact to achieve a goal. The human elements in the learning system are students, teachers / librarians, librarians, laboratory assistants, administrative staff and people who support

the success of the learning process. Material elements are various learning materials that can be presented as learning resources, for example books, films, slides, photos, CDs, and so on.

So a system can be explained by the existence of goals in it, and the goal becomes something that must be done and that determines the process, while content becomes something that must be carried out in the process to achieve the goal. On the basis of the views above, in the end the system is the parts that make up a whole that are interdependent and cooperate in achieving the stated goals. These parts cannot stand alone, but need each other and interact so that the goals that are needed can be achieved. The next concept that needs to be explained is the concept of learning. The concept of learning (instructional) can be distinguished from the teaching concept. Learning is a deliberate, purposeful, and controlled effort so that others learn or there is a change that is relatively settled in a person.

The teaching is an effort to guide and direct the learning experience to students which usually takes place in formal / formal situations. In order for changes to be expected, learning must be planned / programmed well. Furthermore, so that the learning program that has been prepared can run well, the program must have appeal, effectiveness (effectiveness), and effectiveness (efficiency). The concept of the instructional system is explained by Mudloffir as a combination of various components by applying a certain management pattern that is intentionally designed, chosen, and implemented so that a purposeful and controlled learning event arises. The system is required for a) designed to achieve certain mastery, b) can be repeated and duplicated / distributed, c) developed through an instructional development process, d) has been tested and established based on empirical experience. unique and regulating elements in the instructional process designed for a mutually agreed upon goal, to solve learning problems. The elements of the instructional process are a) mass presentation techniques, b) automatic individual teaching, c) human interaction, d) individual studies, and e) creative activities.

In fact, the 2018 revised curriculum training on the quality of productive teacher learning at SMK N 7 Purworejo is in fact there are still many teachers who have not conducted maximum quality learning, and miscommunication and lack of coordination between the Principal and the teacher or staff in the organizational management process. So that this requires more attention in relation to professional relationships that support the improvement of the quality of productive teacher learning, Education is the hope of progress of a nation. Quality education can produce quality and productive human resources, so that they can compete in the era of globalization competitively. Every educational effort must be in accordance with the functions and objectives of national education as stipulated in the National Education System Law Number 20 of 2003 Chapter II Article 3 states that National Education functions to develop capability and form the character of a dignified national civilization in order to educate the life of the nation, aiming to develop the potential of students to become people who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, independent,

and become democratic and responsible citizens. Improving the quality of human resources through primary, secondary and tertiary education. Middle schools are secondary education after junior high school. Vocational school is one of the categories in secondary school classification.

This study seeks to analyze the reality of curriculum training in the dimensions of school culture and the professionalism of teachers for the creation of productive teachers, as the implementation of theoretical concepts of supervision. From the identification of the background gap of the problem that has been described, the researcher will try to examine: The effect of curriculum training on the quality of productive teacher learning in SMK N 7 Purworejo.

Based on the writing background above, the formulation of this research is, how is the effect of curriculum training on the quality of productive teacher learning in SMK N 7 Purworejo?. The objectives to be achieved in this writing are as, to describe the effect of curriculum training on the quality of productive teacher learning at SMK N 7 Purworejo.

Research Methodology

This research was conducted in Purworejo District with the object of research was productive teacher at SMK N 7 Purworejo. This research is included in the type of quantitative descriptive research that aims to describe the effect of curriculum training on the quality of productive teacher learning or population from empirical facts. Curriculum Training as an independent variable (X), then the Quality of Vocational Productive Teachers as a dependent variable (Y).

Primary data collection is done by interviewing the respondent directly, using a questionnaire that has been prepared in advance. Respondents in this study were teachers of SMK N 7 Purworejo. To collect data in this study used a data collection tool in the form of a questionnaire. The results of primary data collection from respondents in the form of answers from the questionnaire, then determine the value or score of alternative answers using a Likert scale of five levels. Previously tested the validity and reliability of the questionnaire used to collect data. Pearson's correlation was used to test this validity, while the reliability test used Cronbach Alpha with the help of the SPSS for Windows version 12 computer program.

Findings and Discussion

1. Productive Teachers

The teacher is interpreted as a figure model that must be in "innocent lan imitated". In the context of this Javanese philosophy the teacher is considered as a person who is not only tasked with educating and transforming knowledge in the classroom, but more than that the teacher is considered as a source of information for the development of society's progress towards a better direction. Thus the task and function of the teacher are not only limited in the classroom but far more complex and

in a broader sense. Therefore, in the Java community, a teacher is required to be smart and able to be the spearhead in every aspect of community development (multi talent).

2. Curriculum

The curriculum is one of the tools to achieve educational goals, as well as a guide in the implementation of learning in all types and levels of education. The curriculum is never separated from the philosophy of the state namely Pancasila and the 1945 Constitution which describes the life view of a nation. Education and curriculum in Indonesia from kindergarten to college, both formal and non-formal must be directed and adapted to the vision, mission, and goals of national education contained in the National Education System Law no. 20 of 2003. "Etymologically, the term curriculum (curriculum) comes from the Greek language, namely *curir* which means runner and *curure* which means a place to race." (Arifin: 2012).

The 2013 curriculum is a new curriculum that was implemented in the 2013/2014 school year. This curriculum is the development of the previous curriculum, both the competency-based curriculum (KBK) and the education unit curriculum (KTSP). In this context, "the 2013 curriculum seeks to further instill values that are reflected in attitudes that can be compared to the skills acquired by students through knowledge in school. The most basic feature of the 2013 curriculum is "Determining the ability of teachers to be knowledgeable and find out as much knowledge as possible because students today have easy access to information freely through the development of technology and information. Because now technology is also increasingly sophisticated and students are very easy to follow or learn about users, then this is where the curriculum plays a role and diverts the technology that has become an attraction for students to be used in the learning process, therefore teachers as teachers must know and master technology compared to students.

In 2018 the Minister of Education and Culture issued a Minister of Education and Culture on the Vocational Skills Spectrum of Vocational High Schools by making the Field of expertise a 9. Spectrum of Vocational Secondary Education Skills set with the following objectives. 1) Providing references in the development and implementation of educational programs in Vocational Schools / MAKs, especially in opening and organizing fields / programs / expertise competencies 2) Providing references in curriculum development and learning that have a balance in developing technical competencies and building character values to produce human resources who are competent as well as character; 3) Determine the level of effectiveness and relevance of education in Vocational Schools / MAKs seen from the achievement of the mastery of graduates' competencies as a whole, both technical and personality development, 4) Provide a reference for the implementation of Vocational High School Vocational High School assessment and accreditation, in order to be able to encourage the growth of vocational schools that are able to produce competent and character graduates. The Spectrum Design skill illustrates the unanimity of the general purpose of

Vocational Secondary Education, namely to produce competent and characterized HR so that they are able to work, continue, and become entrepreneurs known as "BMW".

Then reflecting the beliefs and perspectives of stakeholders (the world of work, Government, society), constituents (individual careers locally, nationally, and globally). Form the flow of activity and future insight, adaptive to change. The basis and reference for the development and improvement of quality, relevance, and competitiveness of SMK / MAK graduates, both nationally, regionally and internationally. The current PMK Expertise Spectrum is the Minister of Education and Culture Regulation Number: 06 / D.D5 / KK / 2018. The spectrum consists of 9 (nine) Expertise Areas, 48 Expertise Programs, and 142 Expertise Competencies which are divided into 108 3-year Education Program Skills Competencies and 34 4-year Education Program Skills Competencies.

3. Training

Human resources are the most expensive form of health resources, which is one reason why management must maintain that all health staff can maintain high quality work. The more a company develops the more labor needed to drive operational activities. In addition, the workforce that increases in quality or expertise is also needed to compensate for technological progress, efficiency and effectiveness in the company will be maintained and even increased so that the company is able to survive in competition with organizations or institutions.

According to Yusuf (2015: 69). Training is part of education. Training is specific, practical and immediate. Specific means that training relates to the field of work performed. Practical and immediate means that what has been trained can be practiced. Generally training is intended to improve the mastery of various work skills in a relatively short time.

4. Effect of curriculum training on the quality of productive teacher learning

It is not easy to assess the effect of productive teacher curriculum training on the quality of learning. If many systems in the curriculum such as the 2013 curriculum and KTSP, if not operated effectively will fail, because the wearer is not trained. As is well known, effective training is an important component of effective performance. Therefore the strategy in appraisal centers on efforts to strengthen the relationship between training and effective and efficient actions in the field. In its implementation efforts can be made to provide a project actions that can develop and will later show in general the various new levels in skills that must be filled through training. Because the training is closely related to the role of the trainer or instructor whose role is as an agent of change and is also a system consultant. They participate in making organizational diagnosis, planning changes that actually use the intervention to improve cooperation with their colleagues, and have and plan for a development strategy.

While the quality of productive teacher learning in vocational schools is still very much in need of improvement so there is no harm in the continuous training or

training. The quality of the education system as a whole is related to the quality of the teacher itself, because the teacher is the spearhead in efforts to improve the quality of services and educational outcomes. Teacher education and training is a process of improving quality skills to teachers who have fulfilled certain requirements, namely having academic qualifications, competence, physical and spiritual health, and having the ability to realize national education goals, which is followed by improved welfare.

The implementation of teacher education and training in Indonesia is a starting point in efforts to advance Indonesian education. Even so, there are many problems faced in the implementation process. One of the problems is whether teacher education and training have an impact on the quality of student learning, which is characterized by an increase in student grades and achievements. So that what is expected in the writing of this paper is to find out an overview of the impact of teacher education and training on the quality of student learning on teaching and learning activities and is expected to provide thought for fashion teachers and other teachers in general in order to further improve their skills and competencies in doing learning towards students.

Then how about the influence of curriculum field training, especially for the quality of learning at SMK N 7 Purworejo, from the results of the observation and field study found that it turns out, in general the implementation of education and curriculum curriculum training has a good impact on the quality of student learning on teaching and learning activities (KBM) The results of descriptive observation and documentation analysis while the authors show the impact or influence of teacher training on the quality of student learning in learning activities at SMK 7 Purworejo.

It is expected that the results of curriculum training and education will produce Skills Competencies that have characteristics, among others, 1) Forming graduates to master one type of formal occupation (profession / expertise) level, learning experience or skills (hard skills or soft skills) gained meaningfully for life independent and / or continuing education, as well as clearly and specifically described graduate employment opportunities. 2) The scope of competence refers to competency standards, both attitudes, knowledge and skills, which are needed by the world of work and recognized, packaged by taking into account SKKNI signs and IQF. Requires structured face-to-face time for vocational interest (C1, C2, C3) + 030 jp @ 45 minutes for a 3-year education program or + 4,526 jp @ 45 minutes for a 4-year education program. Differences in the content of vocational skills (C2 and C3) of one skill competency with other expertise competencies in a minimum expertise program of 35%, seen from the weight of the learning load. And lastly consider the stages and development of students physically and psychologically.

Conclusion

From the discussion it can be concluded that the impact of teacher curriculum education and training on the quality of student learning is good. From the results of the discussion it can be concluded that curriculum education and training, especially the revised curriculum 2018, productive teachers have a good impact on the quality of

learning in students of SMK Negeri 7 Purworejo. The advice that researchers can convey to productive teachers should develop evaluation tools to be more varied, increase activities to open lessons by giving more apperception to students before starting new material, at the evaluation stage. Productive teachers are expected to provide more improvement activities and are expected to always keep abreast of developments regarding Teacher Certification by attending seminars, workshops, work meetings or studying books on Teacher Certification, in addition teachers should apply learning patterns professionally so that the learning process will be more quality.

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