

Curriculum Change And Its Implementation Invocational High School, Banda Aceh, Indonesia

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Abstract: Curriculum 2013 in Indonesia is a curriculum change which has advantage to adapt the situation in each region in Indonesia as it is designed by teachers in each school. Thus, teachers are required to develop their own syllabus and assessment according to the condition of the school and its area. It should be noted that its implementation needs creativity and autonomy of teacher. Therefore, successful implementation of curriculum change is determined by the teacher. Especially in the preparation and implementation of curriculum, it is expected that teachers can implement curriculum change in the learning process effectively. However, teachers do not have the same understanding in implementing new curriculum. The ability of teachers is frequently to be the main problem. When teachers do not have a strong understanding, it would be an unexpected obstacle. It is crucial for the management of schools to facilitate this issue. Strategy to implement curriculum 2013 as a curriculum change should be directed to improve the capacity of teachers. Meanwhile, in implementing curriculum 2013, there is a need to analyze its implementation in Vocational High School, Banda Aceh, Indonesia.

Keywords: Curriculum, Change, Implementation

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I. INTRODUCTION

Implementation of curriculum in Indonesia is a change of old curriculum namely curriculum in the level of educational unit. In practice, this curriculum is created by teachers in every unit (school). Meanwhile, in other countries such as Malaysia, all applicable curriculum changes is designed by the Ministry of Education and disseminated to all schools in this country. Therefore, this curriculum 2013 can be more adapted to the situation in each region. Change of the old curriculum to be curriculum 2013 as a new curriculum, hopefully becomes a momentum for improving the quality of education in Indonesia, which means improving the quality of human resource of Indonesian thoroughly. This is especially important when it comes to achieving the Millennium Development Goals 2015.

Curriculum change is an innovation (Ministry of Education and UNESCO, 1988; SEAMEO RECSAM, 1983; SEAMEO RECSAM, 1973). Changes are also multi-dimensional that involving at least three dimensional components. Fullan (1993) proposed three components are as follows: (1) the use of revised or newly curriculum materials or technology, (2) the use of a new approach, (3) modifier according with the beliefs, for example, paedagogi and theories related to innovation. Dembo & Gibson (1985) in their study formulated that teacher commitment to implement innovation in the classroom was influenced by their perception of innovation. Perceptions affect their attitudes and behavior in the teaching and learning process. The study of Akinyemi (1986) also described the realization of feelings of indecision and fear of curriculum changes that involve the use of technology or technophobia. There were three factor that causes technophobia among the teachers of school in Nigeria: (a) fear on media of technology, (b) fear on electronic equipment, and (c) fear on the teacher's role was taken by the media.

Therefore, curriculum change is a very decisive aspect in the achievement of educational goals. It is one of the variables that affect Indonesia's national education system. Curriculum should be able to follow the existing dynamics in society and answer the needs of the wider community in facing the life problems. It is exactly consistent that the curriculum be renewed in line with the reality of the world of education in equipping learners into human beings who are ready to live in various circumstances. The curriculum should be responsive to social influences, relevant and able to accommodate the diversity of interests and technological advances (Nurhadi, 2003).

Implementation of Curriculum Change:

Curriculum changes either in Indonesia or other countries, is due to the needs and demands of the society which can not be prevented as rapidly environment change. The development of curriculum is expected to be a determinant of the future education. Therefore, curriculum change will be expected to be implemented in Indonesia so that it will produce the future of bright education that have implications on the progress of the nation and state. This condition indicates that curriculum change that has character is an urgent issue in Indonesian education system. However, curriculum change in Indonesia has faced many problems since it was first designed in 1947 at the first since independence of Indonesia. The concept of curriculum 2013, is expected to be able to refine previous curriculum (i.e. curriculum 2006) as this concept has three excellent aspects of assessment: knowledge, skills, attitude and behavior.

In fact, many teachers are not mentally ready with curriculum changes such as curriculum 2013 because this curriculum demands teachers to be more creative. It took a long time to open the horizons of teacher in thinking. Training can be used as an approach to change the paradigm of teachers. This statement is inline with finding by some researchers. They found that implementation of curriculum changes is ineffective. Sukumaran (1998) found that teachers were difficult to implement changes in the form of teaching style. It is an evidence that there was a lack of ability to implement change. At the same time, in the study of curriculum innovation in Malaysia, Azizah (1987) claimed that teachers are experiencing complexity in implementing teaching approach that focuses on student because they did not receive adequate training. Therefore, Nana Sayodih (2001) confirmed that in order to implement curriculum in consistent with the design, it takes some readiness, especially the readiness of the implementer. As good as any design, yet its success is highly depend on the teacher. A simple curriculum, if the teacher has the ability, passion and high dedication, the result will be better than the design of great curriculum that the ability, spirit and dedication of the teacher is low. Teachers are the key to successful implementation of the curriculum. Other educational resources such as facilities and infrastructure, organizational costs, the environment are also key to educational success, but the important key is teachers. Teacher with high dedication and creativity can develop programs, activity and innovative learning tool eventhough limited facilities, infrastructure and costs.

Learning in the classroom is a place to implement and examine curriculum. In learning activities, all the concepts, principles, values, knowledge, methods, tools, and ability of teachers are examine in the form of deeds, which will manifest the actual curriculum in action. The embodiment of the concepts, principles and aspects of the curriculum depend on the ability of teachers as curriculum implementers. Therefore, teacher acts as the planner, executor, appraiser and curriculum developer. Thereby, curriculum is expected to provide a foundation, content and guide the development of students' abilities optimally according to the needs of students, parents and the community (stakeholders). Hasan (1984) mentioned, there are several factors that influence the curriculum implementation, namely "curriculum characteristic, implementation strategy, characteristic of assesment, teacher knowledge toward curriculum, attitudes toward curriculum, and skill." Meanwhile, Mars in Rusman (2009), claimed that there are five elements that influence the implementation of the curriculum as follows: support from the principal, support from peer teachers, support from students, support from parents, and support from teacher as the the main element.

According to Rusman (2009), implementation of curriculum is a form of actualization of the curriculum that has been planned. It is a learning activity that teachers do with students to achieve a predetermined curriculum. Establishing the success of the curriculum will be achieved by the implementation of the curriculum. Thus, when its implementation is not in accordance with the curriculum planning, it will cause failure in achieving the goal. This is in line with the education pillars presented by UNESCO such as "learning to know", "learning to do", "learning to be", and "learning to live together". Therefore, curriculum implementation must be managed professionally, effectively and efficiently referring to the four pillars and consistent with curriculum planning that has been developed, so that the cognitive, affective and psychomotor aspects contained in the indicators (objectives) can be realized through the implementation of the curriculum.

Siti Hawa (1986) asserted that curriculum change will be success when teachers possess a willingness to implement new ideas to the practice in the class. Miller and Seller (1985) stated the implementation of the curriculum as a process that reducing the difference between practical statements and practical expectations by an innovation. Implementation is a process of behavioral change in the use of advice by innovation occurring in stages, at all times and overcoming obstacles in its development. The above understanding gives an understanding that the curriculum in the dimension of activity is a manifestation of the effort to create a curriculum that is a written document into the latest in a series of learning activities.

Therefore, implementation of curriculum 2013 in Indonesian education system is not just a curriculum exchange, yet it is expected to direct Indonesian education system to be more better. Implementation of curriculum 2013 is also expected to achieve learning objectives due to there will be a change in the concept, methods, and strategies of teachers in teaching. In the application of curriculum, the teacher's duties should at least have the following skills and attitudes: (1) in implementing the curriculum, teachers must know the

boundaries of materials that need to be presented in teaching and learning activities, both the breadth of the material, the concept and the level of difficulty in accordance with the outlined in the curriculum, (2) master the content of the materials being taught. Teachers are not only required to complete the prescribed learning materials, but also have to master and deeply experience all the materials taught, (3) mastering the methods and assessment of learning, (4) responsibility for duty, (5) discipline in a broad sense. Thus, in the implementation of curriculum, the duty of teacher is very hard (Rusman, 2009).

Implementation of Curriculum Change at Vocational High School:

Vocational High School prioritizes the development of students' ability to work in certain industries, ability to adjust in the work environment, see job opportunities and build skill in the future. Therefore, Vocational High School play a role in preparing students to be ready to work independently in the industry or fill the existing jobs. Thus the implementation of curriculum 2013 as a curriculum change in Vocational High School should be implemented effectively because Vocational High School graduates are expected to be human beings who are able to improve the quality of life, able to develop himself and have the expertise and courage to open job opportunities to increase income both create jobs for himself and others, this can change the nation's status from dependence to an income nation.

Curriculum change in Vocational High School in Banda Aceh City has been implemented. However, in its implementation can be found weaknesses include: teachers do not have understanding expected to implement new curriculum, the pattern of application of curriculum is hampered by the problems of teachers and schools because most of the teachers have not been able to contribute creative ideas to implement the curriculum. The completeness to implement new curriculum is not available as the lack of availability of facilities and infrastructure. While conditions in the field show that learning media and laboratory equipment are not used optimally. In addition, in preparing and practicing curriculum 2013, teachers still have difficulty in comprehending it thoroughly. This is due to the lack of socialization curriculum 2013. The goal to be achieved by the strengthening of curriculum 2013 will face problems, if the socialization stage can not be performed thoroughly.

II. CONCLUSION

In the implementation of the new curriculum, teachers play an important role because teachers spearhead in the learning process. The teacher's mental readiness determines their willingness to implement the curriculum change. Although, curriculum is perfect, it is meaningless when curriculum is only a written concept. Thus, success in implementing curriculum can be determined by the designer of learning or implementer of curriculum namely teacher. The expertise of teachers in preparing instructional design influence the success of achieving the goal. Thus, successful implementation of new curriculum is extremely determined by factor such as teacher. Even though, there are good means of education, the result of curriculum implementation will not be satisfactory when the teacher does not perform its duties well. In addition, it is important to obtain support from management of school in developing qualified teacher. Indeed, a reliable teacher in implementing curriculum changes is needed in producing high quality graduates in Vocational High School.

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