



Susnila, Dedi Rianto Rahadian, Lin Yan Syah

University of Bina Darma  
email : [Susnila19@yahoo.com](mailto:Susnila19@yahoo.com)

University of Bina Darma  
Email : dedi1968@yahoo.com

University of Bina Darma  
email : linyansyah@gmail.com

### Abstract

The curriculum is seen as one of the elements that can make a significant contribution to realizing the potential quality of the development process of learners. The curriculum was developed in 2013 with based on competence consists of two major components, namely education and culture. Both of these elements must be the foundation for the nation's young people can be smart but knowledgeable and cultured and able to collaborate and compete. Organizations in this study unit is SMK 1 Sekayu. The data collection method used was interviews and documentation. The analysis technique used in this research is descriptive qualitative analysis techniques. Factors that support the implementation of the curriculum in 2013 at SMK Negeri 1 Sekayu is the ability to lower levels in implementing the curriculum in 2013 is sufficient seen from the monitoring and evaluation, job descriptions, training and accountability followed the work. Limiting factor in the implementation of curriculum implementation in 2013 the unavailability of books from the central government, the assessment system for report cards that seem complicated and most teachers do not use the new scientific approach in the form of attitudes, skills and knowledge. Suggestions should be noted that the government should not be hastily adopted a policy of imposing curriculum curriculum 2013, back to 2006. Not tersediaanya textbook is not an obstacle for teachers in implementing the curriculum in 2013.

Keywords : Implementation, Curriculum 2013

## 1 INTRODUCTION

Opening of the Act of 1945 mandated that the formation of the State Government of Indonesia, among others, to educate the nation. To realize these efforts , the Act of 1945 Article 31 paragraph ( 3 ) ordered the government shall manage and organize a national education system, which enhances faith and piety and good character in the context of the intellectual life of the nation, which is regulated by law. Embodiments of the mandate of the Act of 1945 is the enactment of Law No. 20 of 2003 on the National Education System. This law can be desentralisation and educational autonomy that upholds human rights.

National education system has the vision of education as a social institution that is strong and authoritative to empower all citizens of Indonesia developed into a quality human being so capable and proactive answer the challenges of changing times. Quality of human meaning is man educated faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Therefore, the national education must function optimally as a vehicle in nation-building and character.

The education system is expected to realize the development of personal qualities of students as the next generation in the future, which is believed to be a determinant factor for the growth of the nation of Indonesia throughout the period.

The curriculum is seen as one of the elements that can make a significant contribution to realizing the potential quality of the development process of students to be :

- a. Qualified people who are able to proactively respond to the challenges and changing times.
- b. Educated human faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, and independent.
- c. Citizensof a democratic and responsible.

The government will change the curriculum of primary school, junior high school, high school and vocational high school by emphasizing cognitive, affective and psychomotor through test-based

assessment and portfolio of mutual complement. Curriculum development in 2013 is expected to be the answer to improving the ability of Indonesian human resources to cope with the changing world. Base changes to the curriculum in 2013 consists of two major components, namely education and culture. Both of these elements must be the foundation for the nation's young people can be smart but knowledgeable and cultured and able to collaborate and compete.

60

flooded because one of the goals is to integrate MEA economies of Southeast Asia.

The task of the free market to meet the MEA is the responsibility of all stakeholders in Indonesia. This means that there must be cross- sectoral coordination and cooperation between relevant agencies. Some things have to be prepared Indonesia is improving the quality and competence of the Human Resources ( HR ), through education, infrastructure improvements, improve product competitiveness, improve access to capital for SMEs, and develop marketing strategies together, because that's why the government adopted a policy to transform the curriculum into the curriculum in 2013.

Referring to the discussion above and given the importance of their curriculum in 2013 and the number of pros and cons that emerge from the various parties concerned with the application in 2013 in the school curriculum that makes the writer interested to lift the thesis entitled "Opportunities and Challenges of Implementation of Curriculum 2013 Vocational High School Cluster in MusiBanyuasin".

The formulation of the problem to be the author adopted in this study are the factors that become the driving and obstacles in implementing the curriculum policy Vocational High School 2013 cluster in MusiBanyuasin?

The purpose of this study was to determine and analyze the factors that become the driving and obstacles in implementing the curriculum policy Vocational High School 2013 cluster in MusiBanyuasin.

## 2 RESEARCH METHODOLOGIES

The object to be examined is SMK Negeri 1 Sekayu. This study uses descriptive type with a qualitative approach. Descriptive method as troubleshooting procedures are investigated with the use or describe the state of the subject / object of research ( a person, institution, etc. ) at the present time based on the facts that appear or as it is. According Sugiono (2007 : 11 ), descriptive study was conducted research to determine the value of an independent variable, either one or more variables ( independent ) without making comparisons or connect with other variables.

The use of qualitative methods intended to see in depth and comprehensive overview of the aspects of the implementation process and the factors that drives and factors are the weaknesses of the implementation of the curriculum in 2013 Vocational High School cluster in MusiBanyuasin which resulted in a decision that suspended the curriculum Mendikbuddasmen 2013. Techniques descriptive qualitative approach tries to describe the phenomenon in detail. Descriptive study with a qualitative approach takes place in stages as follows :

- a. Data reduction , reduction of data that does not really matter then take the data for analysis purposes. In this interview conducted by the Principal of SMK Negeri 1 Sekayu, Vice Principal parts of the curriculum along with the council of teachers as a cross check forexamine the implementation of curriculum Vocational High School 2013 cluster in MusiBanyuasin and constraints faced.
- b. Display the data, so that data is collected in the form of tables, matrices, drawings or schematics so that the analysis carried out will be more accurate on the implementation of the curriculum 2013 in the Vocational High School in MusiBanyuasin.
- c . Conclusion and verification is concluding stage, after reduction and display the data.

## 3 RESULTS AND DISCUSSION

Curriculum policy implementer 2013 be the key to the implementation of the implementation of the curriculum in 2013, which became three levels. Level the top level is a policy-making in this case the Ministry of Education and Culture ( With the issuance of Ministry of Education and Culture of the Curriculum 2013 ). An intermediate level of local government level ( Provincial Department of Education and the City / County, with over Widiaiswara P4TK field and Head of Regency MusiBanyuasin ), and then followed by a level below the level of that school, which in this case SMK Negeri 1 Sekayu as school clusters to rate SMK.

Implementation of the 2013 curriculum can not stand alone, giving the central government stimulus funds and policies are being implemented as the implementer of the upper level, while the local governments and schools as implementation in the field as the implementer of the middle and lower levels. In this policy the need for clear information from the upper level to the lower level, the initial implementation of the program by providing information dissemination activities. For mid-level

implementer basically socialization was implemented at the beginning of the formation of the cluster schools for curriculum welcome 2013. Based on the observations of the curriculum in 2013 at SMK Negeri 1 Sekayu it seems to get the full enthusiasm of the school, is visible from the creation of a climate to improve the quality of school, catch up in the era of globalization and to support and welcome the 2015 MEA this. At the lower level implementer of curriculum implementation in 2013 is already well underway, the implementation was already referring to the SOP and Permendikbud of 2013

61

Curriculum implementation in 2013 at SMK Negeri 1 Sekayu already well underway. In the implementation of the curriculum implementation in 2013 SMK Negeri 1 Sekayu. Academic Year 2014/2015, the principal has submitted a detailed explanation to subordinates, the curriculum in 2013 is also equipped with the procedures and standard operating procedures (SOPs) for guidance in implementation. Factors that support the implementation of the curriculum in 2013 is below the level of ability is sufficient to realize the implementation of monitoring and evaluation visits, distribution of tasks, followed by teacher training and accountability for the work. This is supported by the results of interviews with representatives of the principal part of the curriculum which states that "... the various factors that make SMK Negeri 1 Sekayu as school cluster including the development of a national curriculum, and facilities are adequate and in good condition, the human resources SMK Negeri 1 Sekayu is already good, the number of students that there was already a lot, all the majors are already accredited and already have ISO certificate. Curriculum 2013 can also be used as a medium to change the mindset towards a much more advanced forward- meet AEC 2015 ...". Facilities and infrastructure owned by SMK Negeri 1 Sekayu adequate according to the vice principal part of the curriculum which states that "In the academic year 2014/2015 SMK Negeri 1 Sekayu received assistance from the Central Government, in the form of equipment and tools to make learning support SMK Negeri 1 Sekayu be cluster schools ...".

In addition to supporting factors, factors inhibiting the implementation of curriculum implementation in 2013 is among the unavailability of student books of the central government, the assessment system for report cards who impressed still complicated, facilities and infrastructure in schools is still inadequate, and there are some teachers who are still using the method of teaching by using the old method (lecture) and not using appropriate new ways to approach curriculum in 2013 that the scientific approach in the form of attitudes, skills and knowledge.

In order for the implementation of this curriculum can be successful in 2013, the need for a shared commitment between the top level, middle and bottom to implement the curriculum in 2013 this is a shared responsibility in order to achieve the implementation of the curriculum in 2013.

Curriculum 2013 is a curriculum that will enhance the academic and non-academic achievements, it is necessary to soothe and support and commitment, in addition to the hard work and sincere work for the objectives to be achieved really materialized. School cluster curriculum in 2013 is not just a label or a facility, but the school curriculum in 2013 is a container cluster to change the behavior of every school community that is able to improve the quality of schools and in order to improve the quality and competence of the Human Resources (HR) is ready to use through education to the challenges and meet the MEA 2015.

#### 4 CONCLUSION

Referring from the previous discussion, it can be concluded that there are several contributing factors and obstacles in the implementation of the curriculum in 2013 at SMK Negeri 1 Sekayu this. The factors that support the implementation of the curriculum in 2013 this is the ability to lower the level is sufficient to realize the implementation of monitoring and evaluation visits, distribution of tasks have been executed, training, followed by teachers and then also in terms of accountability of the work.

In addition to supporting factors, to the implementation of the curriculum in 2013 is also still have some obstacles in its implementation. As for the limiting factor in the implementation of curriculum implementation in 2013 is among the unavailability of student books of the central government, the assessment system for report cards that seem still complicated, and there are some teachers who have not been able to change the mindset (mindset) them, some of them still using the method of teaching by using old methods (lectures) and not use the new curriculum approach as 2013 that uses a scientific approach in the form of attitudes, skills and knowledge.

However for the implementation of the curriculum in 2013 at SMK Negeri 1 Sekayu is already well underway, some teachers have started to understand the benefits of curriculum 2013 although some teachers think they do not really understand and comprehend the benefits of their curriculum since 2013, the assessment system is still they consider rumit. Curriculum 2013 is a container to improve the quality

of schools, and in order to improve the quality and competence of the Human Resources (HR) is ready to use through education to the challenges and meet the MEA 2015.

### Suggestions

Viewing of the problem and the above discussion, the authors make some suggestions that need should be considered by the government or the school, including the following :

- a. Government should not hastily adopted a policy to enforce the curriculum in 2013 or even return it to the curriculum in 2006, as should the educators ( teachers ) should be finalized in advance of

62

2006, as if the people of Indonesia want to go forward , the curriculum also actually have to continue dibenah and updated in accordance with the rapid advancement of technology , it's just that the government needs to be more emphasis on human resources that should really well prepared, and to facilities and equipment such as books or other equipment also support should also be joined in order to really be able to support this policy in 2013 curriculum, so that it can compete with other countries for the sake meet MEA in 2015.

- c. For the school, which in this case educators ( teachers ) who teach the class X and XI, especially in the curriculum in 2013, for the procurement of the book itself is not too question or make it as the only factor inhibiting the urgent implementation of the curriculum in 2013, due to power the educator can only use the syllabus as teaching materials, reference materials or guide in teaching or perhaps could also use the e -learning media to help terlaksana the 2013 curriculum.

### References

- Ardiyansyah, Indra. 2013. Kompetensi Siswa Kelas XII Rekayasa Perangkat Lunak (RPL) SMK Negeri 5 kendal Memasuki Dunia Kerja dalam Bidang Web Programmer. Skripsi :Universitas Negeri Semarang.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : Rineka Cipta.
- Bungin, B. 2007. *Penelitian Kualitatif. Ilmu Pemerintahan*. Jakarta :Prenada Media Grup
- Edward III, George C. 1990. *Implementing Public Policy*. Washington DC : Congressional Quartely. Press.Moeleong,
- Lexy. 2010. *Metodologi Penelitian Kualitatif*. Bandung : PT. RemajaRosdakarya.
- Nugroho, Hery. 2012. Implementasi Pendidikan Karakter dalam Pendidikan Agama Islam di SMA Negeri 3 Semarang. Tesis: Institut Agama Islam Negeri (IAIN) Walisongo Semarang.
- NurSeptanti, Sari. 2008. Pengembangan Model Pembelajaran Menyimak Fabel dengan Pembelajaran Produktif dan Multimedia Komputer. Tesis : Universitas Negeri Semarang.
- Permendikbud No. 70 tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum SMK-MAK
- Permendikbud No. 71 tahun 2013 tentang Buku Teks Pelajaran Layak
- Permendikbud No. 160 tahun 2014 tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013
- Purnomo. 2014. Implementasi Kurikulum 2013 dalam Pembelajaran di Sekolah Dasar. Tesis :Universitas Negeri Semarang.
- Purwanto, Sugeng. 2006. Manajemen Kurikulum pada SMP Alternatif Qaryah Thayyibah di Salatiga. Tesis :Universitas Negeri Semarang.
- Salinan Lampiran Permendikbud No. 54 tentang SKL
- Salinan Lampiran Permendikbud No. 65 tahun 2013 tentang Standar Proses
- Salinan Lampiran Permendikbud No. 66 tahun 2013 tentang Standar Penilaian
- Sugiyono. 2010. *Metode Penelitian Bisnis*. Bandung : CV. Alfabeta. Sugiyono.
1994. *Metode Penelitian Administrasi*. Bandung : CV. Alfabeta.

