



Analysis of The Implementation of The K13 Learning Process in Vocational High Schools

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History Article

Article history:

Received February 6, 2024

Approved March 15, 2024

Keywords:

implementation of learning, K-13, VHS

ABSTRACT

Vocational high school (VHS) is an educational unit that functions to prepare students to become graduates with good work competencies. Student work competency can be obtained through good learning process standards. This research aims to determine the level of implementation of the 2013 curriculum (K13) learning process at VHS. This research uses a quantitative descriptive approach. This research took place at a vocational school in Manado City, North Sulawesi, Indonesia, as a case study location. The data collection technique uses a questionnaire with indicators of the implementation of the learning process, namely preliminary, core and closing activities. The data analysis technique uses descriptive analysis. The research results showed that the preliminary learning activities were declared very good with a percentage of 94%, the core learning activities were declared very good with a percentage of 92%, and the closing activities were declared very good with a percentage of 97%.

ABSTRAK

Sekolah menengah kejuruan (SMK) sebagai satuan pendidikan yang berfungsi untuk menyiapkan peserta didiknya menjadi lulusan dengan kompetensi kerja yang baik. Kompetensi kerja siswa dapat diperoleh melalui standar proses pembelajaran yang baik. Penelitian ini bertujuan untuk mengetahui tingkat keterlaksanaan proses pembelajaran kurikulum 2013 (K13) di SMK. Penelitian ini menggunakan pendekatan deskriptif kuantitatif. Penelitian ini mengambil tempat di SMK yang ada di Kota Manado, Sulawesi Utara, Indonesia, sebagai lokasi studi kasus. Teknik pengambilan data menggunakan angket dengan indikator keterlaksanaan proses pembelajaran adalah kegiatan pendahuluan, inti, dan penutup. Teknik analisis data menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa kegiatan pendahuluan pembelajaran dinyatakan sangat baik dengan persentase 94%, kegiatan inti pembelajaran dinyatakan sangat baik dengan persentase 92%, dan kegiatan penutup dinyatakan sangat baik dengan persentase 97%.



How to cite: Oroh, R. R., Bahrun, L. M., Langguna, A. P., Matandatu, S., & Tulus, P. R. (2024). Analysis of the Implementation of the K13 Learning Process in Vocational High Schools. *Jurnal Ilmiah Global Education*, 5(1), 550–557. <https://doi.org/10.55681/jige.v5i1.2360>

INTRODUCTION

Education is an effort planned in an effort to create a good learning atmosphere and learning process so that students can develop themselves actively according to their own potential. Learning is a process of interaction between students and teachers in a learning environment. So that education and/or learning is important and strategic for every individual learner in developing their personal potential.

Minister of Education and Culture Regulation Number 22 of 2016 states that learning process standards are criteria regarding the implementation of learning in educational units to achieve Graduate Competency Standards. The learning process needs to be planned, implemented, assessed and monitored so that it is carried out effectively and efficiently. Government Regulation No. 20 of 2016 explains that the dimensions of the 2013 curriculum identify Graduate Competency Standards, namely criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills. Graduate competency standards are used as the main reference for developing content standards, process standards, education assessment standards, teacher and education staff standards, infrastructure standards, management standards and financing standards.

The curriculum of every education or school in Indonesia is based on Pancasila and must reflect the 1945 Constitution of the Republic of Indonesia, and the curriculum must implement the 1945 Constitution in the field of and through education. Vocational High School (VHS) Negeri 3 Manado is one of the vocational schools that has a Fashion Department which equips students with the skills, knowledge and attitudes to be competent and proficient in the field of fashion. VHS Negeri 3 Manado experienced a transition from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum which is currently being implemented. In implementing the 2013 Curriculum it is very necessary to refer to Government Regulation no. 21 of 2016 concerning Content Standards (SI) so that the implementation of ongoing learning produces good quality.

The learning process will be declared successful if the learning objectives are achieved well or optimally. Several changes that occurred in the 2013 (K13) curriculum-based learning process were stated by the teacher who teaches Fashion Design lessons obtained from the results of interviews and direct observation, namely by using a scientific learning approach where the teacher is not only the only source of information but is student-centered. Changes where teachers are used to telling, but now students are required to find out actively in the learning process. Students who are not active or lack curiosity will cause these students to be left far behind by students who are active in the learning process.

The implementation of K13 learning uses a scientific learning approach which has several stages in the core learning activities, namely observing, asking, reasoning (associating), trying (experimenting), and communicating (networking) (Majid, 2014). The implementation of K13 learning in vocational schools is interesting to see, because vocational schools always apply competency-based learning while K13 learning uses a science learning approach. So this research is important to carry out in an effort to get an overview of the conditions for implementing K13

learning in vocational schools. The aim of this research is to determine the level of implementation of the 2013 curriculum learning process in vocational schools in terms of the components of the learning process with activity indicators: introduction, core activities and closing.

METHODS

Research Design

This research is survey research with a quantitative descriptive analysis approach (Sugiyono, 2013), because the research was conducted on independent variables because it did not compare one variable with another variable. This research takes a case study at VHS Negeri 3 Manado, North Sulawesi, Indonesia. with a focus on the eleventh grade fashion design learning process.

Population, Sample and Respondents

This research took a population of all eleventh grade students at VHS Negeri 3 Manado. Furthermore, considering the efficiency and effectiveness of research time, a random sample of 36 students with fashion design expertise was taken as respondents for this research.

Research Instrument and Data Collection

The research instrument used in this research was a questionnaire. Next, the questionnaire was given to students as respondents. The questionnaire as a research instrument was prepared with indicators of the learning implementation process in terms of three learning activities, namely: introduction, core activities and closing. Research data was obtained from student responses through the questionnaire given.

Research Data Analysis

The data analysis technique used in this research is descriptive analysis technique. In this research, the data analysis carried out was data analysis of the results of a student opinion questionnaire regarding the implementation of K13 learning. Quantitative descriptive analysis in this research uses a percentage approach to describe the level of achievement of the learning process.

Operational Definition of Research Variables

This research consists of one variable, namely the implementation of K13 learning. Learning implementation is viewed from the implementation of learning with 3 stages of learning activities, namely: (a) Preliminary activities: starting with making a learning implementation plan. In this activity there are also stages of opening the lesson by providing apperception, motivation and learning objectives; (b) Core activity: in this activity the learning material is delivered. Scientific activities are the focus of this research, because in this activity there is a scientific approach which has five stages, namely observing, asking, reasoning (associating), trying (experimenting) and communicating (networking). The observing process can be done by observing photos, videos and reading articles about learning material. Asking about learning material related to learning objectives, through the process of asking students can reason about existing problems. Then try to solve the problem or complete the task, and finally communicate or present the results; and (c) Closing activities: can be done by giving grades for the results that students have made, providing feedback, and providing a review or delivery of the next main material. and closes the entire learning process.

RESULTS AND DISCUSSION

The description of the level of achievement of the implementation of the K13 learning process is measured by a questionnaire consisting of 30 items which are a description of the learning implementation process. The respondents of this research involved eleventh grade students who had completed or involved themselves in all learning using K13. Each statement item in the questionnaire has an answer scale of 1 (never) to 4 (always), while the tendency of statements regarding the implementation of learning uses an answer score of not good, quite good, good and very good. The research results for each indicator of learning implementation in terms of introduction, core activities and closing activities are described in the following section.

Introduction activities

The number of statement items in the learning implementation statement in terms of preliminary activities is 5 items. Each statement item has an answer scale of 1 (not good) to an answer scale of 4 (very good). With a total of 5 questions, the lowest score was 5 and the highest score was 20. The ideal scores used were very good, good, quite good and not good. So that the achievement level of learning implementation in the preliminary activities is given in Table 1.

Table 1. Description of the implementation of preliminary learning activities

No.	Frequency	Interval	Category	%
1	very good	12,5-20	34	94,44%
2	Good	10-11,5	2	5,56%
3	quite good	7,5-9	0	0%
4	not good	5-6,5	0	0%
	Amount		36	100%

The description in table 1 shows students' statements regarding preliminary activities in the implementation of 2013 curriculum learning in vocational high schools. The details of the picture are that the achievement in the poor category is 0%, the achievement in the quite good category is 0%, the achievement in the good category 2 is 5.56%, and the achievement in the very good category is 94.44%, which means there are 34 respondents. gave an answer in the very good category. So it can be concluded that students responded very well to the introductory or opening activities in K13 learning activities in vocational high schools.

Core activities

The core activities consist of several stages using a scientific approach, where the scientific approach used consists of 5 stages, namely observing, asking, reasoning (associating), trying (experimenting), and communicating (networking). All these stages are combined into one item. The number of statement items in the learning implementation statement questionnaire in terms of core activities is 20 items. Each statement item has an answer scale of 1 (not good) to an answer scale of 4 (very good). With a total of 20 questions, the lowest score was 17 and the highest score was 68. The ideal score categories used were very good, good, quite good and not good. So that the achievement of the level of implementation of K13 learning in the core activities is given in Table 2.

Table 2. Description of the implementation of core learning activities

No.	Frequency	Interval	Category	%
1	very good	42,5-68	33	91,67%

No.	Frequency	Interval	Category	%
2	Good	34-41,5	2	5,55%
3	quite good	25,5-33	1	2,78%
4	not good	17-24,5	0	0%
	Amount		36	100%

The research results depicted in table 2 show students' statements regarding the core learning activities of the 2013 curriculum in vocational high schools. The description of this achievement is that the achievement in the poor category is 0%, the achievement in the quite good category is 2.78%, the achievement in the category is 5.55%, and the achievement in the very good category is 91.67%, which means 33 Respondents gave answers in the very good category. So it can be stated that students responded very well to the core K13 learning activities. Based on these results, it can be concluded that the implementation of core K13 learning in vocational high schools is in the very good category.

Closing Activities

The number of statement items in the learning implementation statement questionnaire in terms of closing activities is 5 items. Each statement item has an answer scale of 1 (not good) to an answer scale of 4 (very good). Based on data obtained through a questionnaire on the implementation of 2013 Curriculum learning in vocational high schools, it is given in Table 3, with a total of 8 statement items and the lowest score is 8 and the highest score is 32. The categorization used for calculations is very good, good, quite good, and not good.

Table 3. Description of the implementation of closing learning activities

No.	Frequency	Interval	Category	%
1	very good	20-32	35	97,22%
2	Good	16-19	1	2,78%
3	quite good	12-15	0	0%
4	not good	8-11	0	0%
	Amount		36	100%

The research results depicted in table 3 show that the closing activities in the 2013 curriculum learning provided the following achievements: achievement in the poor category was 0%, achievement in the quite good category was 0%, achievement in the good category was 2.78%, and achievement in very good category as much as 97.22%. Based on these results, it can be concluded that the implementation of closing K13 learning in vocational high schools is in the very good category.

The results of this research also found that learning conditions in vocational high schools provide an illustration of implementation that is still in accordance with applicable standards. As in the findings of this research, the VHS school which was used as the case study location for this research shows the stages of assessing student learning outcomes using a benchmark assessment. VHS School has an assessment standard in the form of a Minimum Completeness Criteria score. So students whose scores are below the Minimum Completeness Criteria can be said to be incomplete and given remedial measures to improve their scores. Meanwhile, students whose grades meet the Minimum Completeness Criteria are given enrichment to study the material further. Furthermore, learning evaluation can be said to be in accordance with the 2013 Curriculum, that is, it is based on determined grades, the scope of assessment includes spiritual

attitudes, social attitudes, knowledge and skills. Skills competency is based on processes and results using performance instruments. Knowledge using oral and written tests. Meanwhile, attitude assessment uses observation sheets when learning takes place.

The implementation of learning must always refer to standards regarding basic and secondary education process standards so that the implementation of learning will be of higher quality (Peraturan Pemerintah No.22 Tahun 2016). The process of implementing learning cannot be separated from the components in it which are interrelated, including learning objectives, students, teachers, learning materials, learning methods, learning media and learning evaluation in order to achieve the set learning objectives.

The results of the research show that the implementation of the 2013 curriculum learning in vocational schools in vocational subjects, in terms of preliminary, core and closing activities, can be said to be relatively successful. For example, the description of the implementation of preliminary activities in learning activities according to respondents provides a very good category with a percentage of 94.44% and a good category of 5.56. So it can be concluded that the preliminary activities as a whole are included in the very good category. Meanwhile, the implementation of core learning activities provides a picture of research results in the very good category with a percentage of 91.67%, the good category 5.55, and the quite good category 2.78. The implementation of lesson closing activities includes evaluating the teaching and learning process, and the implementation of lesson closing results in research results in the very good category with a percentage of 97.22%, and the good category 2.78. The results of this research can state that the implementation of K13 learning at VHS is very good. However, in carrying out this research, there were several findings obtained through observation, both directly and through the results of questionnaires that were responded to by research respondents. It was found that in the preliminary activities there was still a need to improve the way of linking the material that would be given with the previous material, whereas for this activity it was still need improvement in the scientific stages such as the stages of observing, asking, reasoning, trying, and communicating. Furthermore, in the closing activities there needs to be an increase in the variety of learning evaluation activities so that learning outcomes are of higher quality.

This research illustrates and states that the implementation of learning carried out in vocational schools needs to always be carried out well in order to provide real and maximum learning experiences for students (Suarniati, et al, 2019; Mesuwini & Mokoena, 2023). This is important because vocational schools or VHS are a type of school whose main orientation is to equip students with work-ready competencies (Oroh, 2023; Prianto, et al, 2022). So the implementation of learning is the main key in forming competence to students (Mubai, et al, 2023), or in other words, the learning process in any environment will be more or less optimal in transferring teaching material, depending on the quality of the learning process experienced by students (Billett, 2020). This also provides an important signal that the implementation of learning must be managed well, and the form of learning in vocational schools is always work-based which is relevant to the business world and industrial world (Purnadi, et al, 2018), because building knowledge and constructing oneself is work-based learning (Smith, 2018). The importance of good learning must always be carried out in vocational schools, because vocational schools have become a type of schooling that is in great demand by the community which is marked by an increase in the number of students in vocational schools which increases every year (Suwandi, et al, 2023). So it can be said that vocational schools will be optimal in equipping students with good work competencies depending on the quality and relevance of the learning implementation carried out.

The implementation of K13-based learning at VHS must be carried out while always adhering to the consideration that learning in VHS is always competency and/or content based (Simanjuntak, et al, 2022; Wibowo, et al, 2018), while K13-based learning is always based on a scientific learning approach. Because a scientific approach is the main characteristic of K13 learning (Haqiqi, 2019). So this requires accurate learning management from teachers in collaborating these two approaches, specifically at the stage of evaluating student learning outcomes. This is important because evaluation of VHS student learning outcomes is always oriented towards competency achievements from each learning activity participated in by each student (Oroh, 2023; Bukit, 2014; Sudira, 2012). So this requires the teacher's willingness and the teacher's pedagogical skills (Yanto, et al, 2023) to modify the relevance of teaching materials, because VHS teachers must have specialization in vocational materials (Estriyanto, et al, 2017; Grosh, 2017). Thus, if learning at VHS with the K13 approach can be carried out well, it will be able to maximize the learning process in transferring competence to students.

CONCLUSION

The results of the research show that the implementation of the 2013 curriculum learning at VHS with review indicators of preliminary activities, core activities and closing activities, can be said to be relatively successful, as indicated by almost all respondents giving very good views. VHS will be optimal in equipping students with good work competencies depending on the quality and relevance of the learning implementation carried out. Implementing learning at VHS with a K13 approach that is carried out well will be able to maximize the learning process in transferring competence to students.

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