Evaluative Descriptive Study in Curriculum Development at SMK Muhammadiyah 3 Yogyakarta

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Abstract

This study aims to determine curriculum development at SMK Muhammadiyah 3 Yogyakarta. This research is included in the descriptive research approach. In this study, it analyzes the learning model using the independent curriculum. Data was collected through observation interviews and then analyzed using descriptive analysis. The learning model used varies, which becomes the standard in learning, namely from the Department of Education and Youth and Elementary Education of the Special Region of Yogyakarta, with this changing curriculum adapted to the existing phases. The analysis results found that the curriculum development at SMK Muhammadiyah 3 Yogyakarta is more *flexible* in learning. With the changing curriculum, teachers must change the way or method of teaching. With curriculum development at SMK Muhammadiyah 3 Yogyakarta, student learning outcomes are said to be graded if there are no blank grades during learning activities. The purpose of this study is to determine curriculum development at SMK Muhammadiyah 3 Yogyakarta, to find out the urgency of learning Islamic Religious Education in the current curriculum, and to find out the learning model at SMK Muhammadiyah 3 Yogyakarta. This research uses a type of qualitative research with a descriptive research approach. The curriculum development at SMK Muhammadiyah 3 Yogyakarta is divided based on each phase because SMK Muhammadiyah 3 Yogyakarta uses the Merdeka curriculum with Phase E for grades ten and F for grades 11 and 12. Therefore, teachers are advised to be able to (1) keep up with changing times, especially with increasingly developing technology, and (2) Teachers of SMK Muhammmadiyah 3 Yogyakarta should continuously improve their competencies and resources through training activities.

Keywords: descriptive, interview, observation, Dikpora, Basic Education, competence.

Introduction

The educational process is an effort humans can make to gain knowledge related to life as an answer to the obligations ordered to humans (Mara Samin Lubis, 2016) . Departing from the word commitment, human duties and functions are based on the experience and knowledge gained. Moreover, efforts to gain understanding also require reading, analyzing, and practicing daily. With the curriculum *design* made by the Diaspora and Elementary Education services, it is ideally formulated to respond to various reasonable demands and needs of participants, both from the community and curriculum users.

In Indonesia, there have been many changes related to the curriculum, where initially there was the 1947 curriculum to the 2006 curriculum, then the last one was the 2013 curriculum. This curriculum change was based on political factors (Kantun, n.d.) . Changes that occur in the curriculum are also based on the needs and demands of both users of graduates and schools that produce graduate products. The current conditions are related to the needs of students and graduate users who need help to meet the target needs, especially regarding attitudes and skills.

Not all schools or madrasas in Indonesia have implemented an independent curriculum because there are many considerations for implementing a separate curriculum system. For example, holding a plan, implementing, and re-evaluating the Merdeka curriculum system in Indonesia. This is used as a parameter for schools/madrasas and teachers to implement a learning system using an independent curriculum regarding whether or not the curriculum is suitable for implementation in schools or madrasas in Indonesia. (Pratiwi et al., 2023)

In reality, Muhammadiyah 3 Yogyakarta Vocational School, implements an independent learning system. However, along with the continuous changes to the curriculum, the SMK Muhammadiyah 3 Yogyakarta adjusted the changes. SMK Muhammadiyah 3 Yogyakarta only evaluates the curriculum that has been set, so it does not change the content of the curriculum that has been established. Curriculum changes can occur in ideas, documents, implementation or processes, and learning outcomes. Changes to aspects of the paper can start from the objective component, the content component or learning materials, the method component, and the evaluation component.

The learning system at Muhammadiyah 3 Yogyakarta Vocational School applies the Merdeka learning system, which is based on information obtained from informants that one lesson in class is used for the teacher to explain the material, then the next hour is used for assignments or student activities so that they are active in learning, sometimes the students students only make the lesson hours to play *mobile phones*. So, the problem that exists in SMK Muhammadiyah 3 Yogyakarta with this independent learning system is that if students are not monitored when given assignments, then this time, they will be misused by students to play or carry out useless activities.

Therefore, the independent curriculum implemented at SMK Muhammadiyah 3 Yogyakarta is a differentiated curriculum in which the curriculum is more in tune with student learning outcomes with processes, content and products. That is, students do not only receive materially with the lecture model. However, students are also given the freedom to learn in different ways. In addition, there is a need for planning, implementing, and evaluating the teaching and learning process so that the available time cannot be misused by students when learning.

Literature Review

Educators and Curriculum Development

A. Teacher As Planner

Learning is a planned thing in the educational process. To create quality students, it is essential for educators to be able to achieve academic goals. Goals must be achieved so that planning can be appropriately structured. It is necessary to formulate clear and measurable targets (lumaurridlo et al., 2021) . That way, it is clear the direction of the target that must be achieved. This target will then become the focus in determining the next steps. (Ananda, 2019)

B. Teacher as Executor a

The curriculum development process cannot be separated from the role of educators. Educators have a core role in learning and education. One effort to achieve educational goals is that teachers are able to carry out the duties of professional educators properly (Sukirman et al., 2022) . Teachers can be successful if they can carry out their responsibilities to form superior and better regeneration.

The teacher's role is to apply the existing curriculum. In the curriculum development process, teachers are considered technical personnel responsible for implementing current provisions. (Family, 2020)

C. Teacher As PBM Assessor

Teaching and learning activities are a learning process. The learning process is the teacher's efforts to achieve the goals formulated in the curriculum. Assessment is an essential component in the curriculum development process. (Supriadi, 2014) Assessment aims to identify weaknesses and deficiencies in curriculum components. The results of this assessment can be used as evaluation material or input for improvement and refinement of the applicable curriculum. In the process, the teacher should assess and evaluate the curriculum when teaching and learning activities.

D. Study of Teacher Professional Competency Standards in Islamic Education Curriculum Development

To improve the quality of PAI learning, a teacher must keep up with the rapid flow of technological developments that are the container for all current information. With the rapid growth of information currently available in society, it is hoped that all individuals will try to follow and understand it. In addition to studying at school to achieve ideal results, not only believing what has been conveyed by the teacher, but also the teacher must direct students to be able and willing to explore various learning resources whose relevance is based on the Qur'an and hadith (Adi , 2021) . Teachers not only have to use existing school teaching materials but also have to focus on various learning media. Different learning materials, such as social media and the Internet. That is important so that what is found is following the conditions and developments of the local area so that there are no gaps in the student's point of view. Discussing learning in schools is undoubtedly insufficient to examine legitimate premises. The execution conversation cannot be considered less critical than the honest premise conversation.

Simultaneously, the Ministry of Religious Affairs has made many efforts to promote the implementation of briefings in schools. The teacher's task is needed in working on the school's progress. Each lesson requires competent educators

with expertise to become educators with the aim that students are open during the learning process, bearing in mind that in each class, students must master the material or illustrations instructed by the teacher. In this way, educators must have the option to grow learning assets, not just rely on existing learning. The teacher's task in further developing student achievement is enormous. If a teacher is successful in compiling, planning, implementing, and assessing learning systems, then at that time, he is effective in his presentation as an expert educator. After all, within the scope of Islamic teaching, educators not only plan their learning but also encourage and direct students to act honorably, which is a strict teacher obligation. (Salsabila, 2021) .

The independent learning program implemented at every level of the education unit has forced teachers to change the learning paradigm (Pardede et al., 2022) . Teachers can directly monitor each student's activity in class, and study time becomes more efficient with offline learning. Where each student has a different learning style. This learning style consists of three: visual, auditory, and kinesthetic. The visual character can be shown by students writing neatly and regularly and understanding the subject better. Students also respond well when the teacher reads the topic in class. Finally, students participate actively in practical learning in class. Visual, auditory, and kinesthetic learning styles combine student intake, organizing, and processing, ultimately affecting student performance. So in everyday reality, there are people who quickly get new information by hearing directly from the source, there are many writers or notes, and there are those who need to present their activities. This is done in a monitored manner by the teacher so that students do not deviate from religious values, have good personalities, and are still based on the Al-Quran and Hadith.

This learning media meets educational trends in the Industrial Revolution 4.0 era in the Blended Learning method while still being able to build character education (Sukirman et al., 2022) . This means, realizing students or students who can think critically or solve problems, be creative and innovative, communicate and collaborate, and have character. But it can also create students and students who are honest, religious, hard-working/diligent, responsible, fair, disciplined, tolerant, and others. In short, this method can realize the goals of the independent

learning education system, namely creating quality and superior human resources. (Yamin & Syahrir, 2020) Because basically, independent learning has a partial standard in the form of scores or numbers. The most important thing is that students have followed a series of activities at school and learning activities well. So the students have carried out complete learning.

Method

This research uses a type of qualitative research with a descriptive research approach. Retrieval of sources is done by looking for scientific journals in journal articles concerning the title and theme of this study. The research objectives in this article are taken from several cases in Indonesia. Thus, the data obtained can be related to educators and curriculum development . The results of this study will be analyzed thoroughly and narrowly. After the data search and analysis process, the researcher presents the conclusions at the end of this article as the final result or decision of this study (Miles et al., 2014) .

Results and Discussion

Based on the results of the interview that was held on Friday, July 14, 2023, at Muhammadiyah 3 Yogyakarta Vocational School with Mr. Makhrus as the deputy head of the ISMUBA field, namely the urgency of the subject of Islamic Religious Education in the current curriculum is important because every year it follows the policies of the department education and Basic Education. Every time there is a development, the school curriculum must follow because it is essential for students and quality assurance. The strategy used in learning Islamic Religious Education is that commitment is needed, in other words, according to the instructions from the regional primary education. When learning, teachers are also required to be able to master the material so that students are also able to master the material in their way.

Teachers are carrying out learning innovations, especially in Islamic Religious Education subjects, namely, adjusting to students' character and focusing on students becoming independent by learning as comfortably as possible because each student has a different way of learning. The teacher's method of education is to differentiate, that is, to give freedom to students for how students learn. Because every child has a different level and way of understanding.

The teacher's view regarding the current understanding of the learning model is that they are open to curriculum changes, which means that teachers must always be ready for any applicable curriculum changes. Curriculum changes are adapted to each phase. Phase A (class 1,2), phase B (classes 3,4), phase C (classes 5,6), phase D (classes 7,8 and 9), phase E (class 10), and phase F (classes 11 and 12).

With a changing curriculum, teachers must adjust the way of teaching with various learning models; the RPP must also be adjusted to the phase. Talking about the independent curriculum, there is no aspect of completeness. So, students are said to go to class if there are no blank grades. In analyzing the items, the teacher can analyze them objectively according to the abilities and needs of the students.

In making questions, the teacher has evaluated the material that has been taught. The aspect used in analyzing the questions is the difficulty level. Quality questions must have the characteristics of not too easy and not too tricky. Questions that are too easy will not force students to try to solve the problem, while questions that are too difficult will discourage students from solving the problem. Difficulty level or difficulty index indicates the number of students who answer one question correctly in an objective test. In preparing tests or assignments, the teacher must pay attention to the difficulty level of the tests or tasks to obtain appropriate results.

In implementing the independent learning curriculum in an educational institution, it is necessary to have the freedom of an education to fill in (flexible). The application of this separate curriculum system does not refer to devices, and the readiness of human resources must also be considered, including that they must program learning activities in advance and the teacher must become a carrier agent (*human touch* / face to face and *technology touch* / task collection). The existence of a re-planning, implementation, and evaluation also becomes a program of learning activities (Andari, 2022) .

Based on the results of the interviews, the curriculum from the DIY Basic Education was used as a benchmark by Muhammadiyah 3 Yogyakarta Vocational School following the characteristics that have been perfected. For each year, it has essential competencies (KD), which are now allocated to study hours (JP). Every year, Muhammadiyah 3 Yogyakarta Vocational School carries out revisions to the lesson hours module because every year, the teacher must get different students. So, it is

necessary to adjust to the students' character and the phases of each that have been determined.

Conclusion

The curriculum development at SMK Muhammadiyah 3 Yogyakarta is more *flexible* in learning. With the changing curriculum, teachers must change the way or method of teaching. With curriculum development at SMK Muhammadiyah 3 Yogyakarta, student learning outcomes are said to be graded if there are no blank grades during learning activities and annually the curriculum according to each predetermined phase. With an independent curriculum learning system, educator teachers must carry out a re-planning to implement the strategy.

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