

The Concept Model of Implementing a 4-Year Fashion Design Vocational School Curriculum

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ABSTRACT

The implementation of the curriculum refers to a philosophical thought (ideas) and various certain basic considerations held by the education unit. The implementation of the curriculum can be adjusted to the character of the school and industry. The character of the industry is always developing, especially in the fashion industry. The purpose of this study is to find out how the implementation of the Fashion Design curriculum in Vocational High Schools. This article scans the literature to determine the principles of mapping subjects each semester, subject matter, learning systems, implementation of fieldwork practices, and the implementation of fashion shows. The study was conducted with a qualitative research design. The participant is the chair of the 4-year Fashion Design expertise program. The data collection method uses semi-structured interviews and observations of the ongoing curriculum to determine the design of the implementation of an industry-based and event-based curriculum. Data analysis is an analysis of qualitative content to analyze data from interviews. Place of research in Vocational High Schools in the area of East Java Province. The results of the implementation of the curriculum show the implementation of learning refers to the up-to-date and event-based fashion trends, with the following concepts: mapping each semester is adjusted to work in the industry in accordance with the level of difficulty of students, learning materials adapted to industry, industrial-based learning systems, implementation of internship level according to level, in the garment and in personal business. Fashion shows are held with events taking place in several cities in Indonesia.

Keywords: *Implementing, Fashion Design 4 Years, Curriculum*

1. INTRODUCTION

Vocational education has different characteristics of general education. These differences can be assessed from the educational criteria, the substance of the study, and the graduates. The criteria are as follows: 1) Orientation on the performance of individuals in the world of work, 2) Special justification for real needs in the field, 3) curriculum focus on psychomotor, affective and cognitive aspects, 4) Benchmarks for success are not limited to school, 5) Sensitivity to the development of the world of work, 6) Requires adequate infrastructure and infrastructure, 7) There is community support [1]. The substance of lessons in vocational education must follow the development of science and technology, community needs, individual needs, and employment. Someone who graduates from vocational education must at least have work skills or abilities that are in accordance with the

demands of the business world or industry that are formulated in national competency standards.

The Fashion Skills Program for Teaching at Vocational Schools still refers to those who are oriented to 'only' making clothes, ranging from drawing sketches, body measurements, pattern making, fashion decoration, custom made, industrial fashion, and sewing Learning material in the Vocational High School does not introduce the entire process in the fashion industry Generally, only emphasizes on technical matters such as pattern making and sewing and designs that are introduced also in the form of carnival-style or extravaganza-style evening clothes, so that the majority of Vocational High Schools graduates are limited to becoming tailors.

On the other hand, Indonesia's fashion industry is growing and actively being developed, and is one of the main sectors in the creative industry. Even Indonesia has

the vision to become one of the world's fashion center in 2025. Ideally, Vocational High Schools can become a base of human resources to meet the needs of all lines in this industry, from upstream to downstream. The fashion industry is a creative ecosystem that requires a lot of human resources with certain expertise. Especially with the advancement of digital technology now that has become an inseparable part. To pursue these objectives, improving the quality of Vocational High Schools in the field of Clothing is absolutely necessary, improving quality. The improvement of the quality of Vocational School in the area of Clothing which includes educators, curriculum, education patterns, infrastructure, and ongoing assistance. One of them, the program launched was 4-year Fashion Design. The implementation of the fashion design curriculum (4th) in Indonesia varies, depending on the ability of the school and the teaching staff and industry in the school. An initial study of vocational high schools that had a Fashion Design study program through interviews with the head of the expertise program said that 70% were still confused by implementing the curriculum. Because there is no clear difference in terms of basic competencies, the mapping of industry practices has not yet been elaborated. In addition, teaching staff who have competence in the field of fashion design is limited. The implementation of teacher internships in fashion design and entrepreneurship in fashion is also still low. As many as 30% of fashion design vocational high schools do their own engineering for curriculum implementation. Engineering is carried out in the determination of industrial work practice time, several subjects whose implementation is synchronized with several events in the city. So, the results of student practice refer to the event and can be held at the event.

The study of the obstacles and recommendations for improving curriculum development [2] shows the results of P or the process of curriculum development in vocational education units is appropriate and uses the basis of curriculum development, there is support from various stakeholders but is still limited, the process of curriculum assistance is not optimal because in each the school has no special curriculum development expert resources. Various problems in school curriculum development such as limited stakeholder involvement, quality human resources, and limited curriculum assistance.

Curriculum development for Vocational High Schools with special needs [3]. There are 3 (three) curriculum models for SBKh, namely the regular curriculum model, the accommodative/adaptive curriculum model, and the individual curriculum model or the Individual Education Program (PPI). The obstacles faced by teachers in developing the SBKh curriculum are the lack of insight into the characteristics of the SBKh that can be taken into consideration in developing the curriculum and the lack of optimal coordination and

cooperation with related parties that support the preparation and implementation of the curriculum, so efforts should be made to overcome them, such as consulting and discussions with experts, as well as enhancing optimal coordination and cooperation with related parties. Research on the relevance of vocational high school programs with regional potential priorities in Indonesia [4] shows potential priority programs reaching below 50% in 26 provinces and 8 provinces above 50% of irrelevance due to weak coordination among vocational school policy stakeholders causing there no grouping of potential priorities in the regions as recommendations for developing vocational high school programs, and inadequate evaluation of vocational high school development programs after implementation. Research on the relevance of competencies developed by vocational high schools with industry shows that competencies are not in accordance with industry standards. Key issues include the relevance of curriculum content, technological advancements in the heavy equipment industry, renewal of school facilities, and collaboration between educational institutions and the workforce. Implementation of the CBET curriculum, human and material resources, and evaluation tools must be adequate [5].

Based on some of the above research, researchers will examine the model of the implementation of the fashion design curriculum in independent learning. The purpose of this research is to make a model of implementing the fashion design curriculum (4th) in accordance with the situation of freedom of study and readiness to work in the industry.

The vocational high school curriculum when examined from the objectives, content, learning strategies, and evaluations carried out approaches the technological curriculum concept model. According to [6] the concept of a technological curriculum is: 1) The goal is directed at mastering competencies. Competence is translated into specific goals, which are called instructional goals. Goals describe behaviors, actions, skills that can be observed and measured. 2) The method used is seen as a process of reacting to a given stimulus and if an expected response occurs, the response is strengthened. 3) Many teaching materials or curriculum are taken from scientific disciplines but have been formulated in such a way as to support the mastery of a competency. Teaching materials or broad/large competencies are broken down into smaller parts or sub-competencies. 4). Evaluation is done at any time, at the end of a lesson, a unit or semester. The evaluation function is as feedback for students in improving their mastery of the subject unit and feedback for students at the end of the semester. Also can be feedback for teachers and curriculum developers for curriculum improvement. The technological curriculum model or competency curriculum is the curriculum that directs the loading of content according to the demands of life (work). The

curriculum content is adjusted to the demands of life work (life skills), subjects are arranged based on the characteristics of competencies that need to be mastered, the learning model is more complete, directed learning evaluation on the mastery of life skills, and students are seen as potential adults. Technology in the curriculum perspective is focused on the effectiveness of programs, methods, and materials that are considered to achieve goals. Technology affects the curriculum from two sides, namely the application of technological results and the application of technology as a system or theory. The application of technological results is systematic planning using media or tools in learning activities. While technology as a system emphasizes the preparation of learning programs using a systems approach which is characterized by the formulation of specific objectives as behavioral goals that must be achieved. [7].

The main objectives of the new curriculum according to [8] are: 1) More focus on student-centered teaching activities rather than subject-centered and teacher-centered approaches; 2) Encourage learning through research and self-experience; Increase the diversity of teaching methods and materials; 3) Ensuring the improvement of students' skills rather than simply transmitting information; 4) Increase interaction and cooperation between students in the teaching and learning process; 5) More effective use of assessment methods and tools; Increase the use of information and communication technology in teaching and learning activities

Curriculum development is anticipation in compensating for the rapid development of the times, marked by the development of science, technology, art, psychology, social, political, economic, and so forth. These developments can provide an overview of the direction and objectives of existing curriculum products and will be implemented by the curriculum implementer. This is in line with the statement of [9], "Curriculum is a product of its time, cure and respond to change by social forces, philosophy position, psychology principles, and educational leadership at a moment in history". In connection with this statement, it implies that the curriculum will and must change (the development) in line with changes that occur in every area of life. The basis for curriculum development is to follow changes in social systems, community philosophy, views on psychology, and policies related to education.

According to [10], the curriculum is placed as experiential, applied, and work-based learning, ignoring theoretical knowledge. [11] emphasizes [12] knowledge-based curriculum approach, a science-based curriculum requires concepts, theories, and methods as well as habits of mind in certain types of knowledge that contribute to students' intellectual and moral capacities [12] argues that curriculum theory should be interpreted in terms of the economic and cultural development of a country.

According to [14] [15] [16], function centered on enabling the next generation to create new knowledge based on existing knowledge [12] [17]. In terms of 'reproducing human societies' and 'providing the conditions that enable them to innovate and change' [16]. Curriculum theory needs to take into account and be able to explain, various global trends regarding curricular content [18]. A broad social and cultural perspective is needed to analyse the demands and challenges created by global economic change and explore their implications for curriculum selection and organization. According to [19], broadens understanding and analysis of changing economic and cultural "conditions" for curriculum construction as they organize and frame what content is likely to be selected and governed by teachers'.

Vocational curricula need to 'tackle both ways' and provide students with access to both types of knowledge - to theoretical knowledge that underpins vocational practice in the field of work, and to tacit knowledge that depends on the context in the workplace [20].

The design of learning/training programs in the curriculum aligns with conditions and needs. So, it can be implemented in the field. The curriculum applicable in the Vocational School Design Fashion expertise program is a curriculum structure with reference to the regulations of the Director-General of Primary and Secondary Education number 07 / D.D5 / KK / 2018 about the structure of the Vocational High School curriculum and number 464 / D.D5 / KR / 2018 about core competencies and basic competencies in national content (A), regional content (B), Basic Field of Expertise (C1) and Expertise Program (C2) and expertise competency (C3). The curriculum is developed by schools with reference to the field of expertise. Thus, it can be concluded that the SMK curriculum development model is a grassroots model because the alignment of the curriculum collaboration with the business / industry and school committees are applied, especially in agreeing on curriculum formulations that are ready to be implemented, especially for productive programs. The productive program is adjusted to the characteristics of the expertise program and the potential of the business world. The industry is a partner institution in the field of learning activities in the world of work (industry-based training). [21] explained that schools: 1) Know more about strengths, weaknesses, and opportunities and can optimize the use of available resources, 2) Know more about the needs of the institution, especially educational inputs that will be developed and utilized in the educational process according to the level of development and the needs of students, 3) Decision making by the school is more suitable to meet the needs of the school because the school knows best what is for the school, 4) The involvement of all school members and the community in curriculum development creates healthy transparency and democracy, and is more efficient and effective when controlled by the local

community, 4) Can be responsible for the quality of each education to the government, parents of students, and the community in general, so that they can make every effort to implement and achieve goals.

The Fashion Design Curriculum design model refers to the development of a systemic model through analysis: 1) analysis of the potential in Vocational Schools, 2) analyzing opportunities and challenges in the world of work, and 3) analyzing graduates' competency standards and Core Competencies and Basic Competencies [22].

The percentage of the curriculum is as follows: National content 37% of all subjects, Territorial content consists of 5%, vocational specialization content is 6% Basic Area of Expertise consists of 9% and Expertise Competence consists of 45%. However, the fashion design expertise program has a 46% theoretical curriculum and 54% practice. In the first year, the Vocational High School curriculum did not differ greatly from the high school curriculum. In the first-year study 100% theory with the provision of 15 subjects. In the second year of teaching practice with a percentage of 64% practice and 35% theory. In the third year, Vocational High School teaches 70% practice and 30% teach theory. Year 4 teaches 84% of practice and 16% of theory.

2. METHOD

This research is qualitative research design. The research sample is the Tourism Vocational Fashion Design expertise program, (4th), there are 5 Vocational Schools in East Java. The object of research is the Fashion Design curriculum (4th), while the respondent is the head of the Fashion Design expertise program. Data collection techniques are carried out by interview and observation. The curriculum implementation model validation is carried out by the head of the Dressmaking expertise program. Data were analysed descriptively qualitatively.

3. RESULT AND DISCUSSION

The Fashion design curriculum consists of 4 groups of subjects, namely National Content subjects consisting of Religious Education and Character, Pancasila and Citizenship Education, Indonesian Language, Mathematics, Indonesian History, English and Other Foreign Languages. Territorial content consists of arts, culture and physical education, sports and health. Vocational Specialization Subjects consist of basic fields of Expertise, Digital Simulation and Communication, Natural Sciences and Tourism. The basic subjects of the Expertise Program consist of Knowledge of textile materials, basic design, pattern making, and sewing technology. Expertise competency subjects consist of

Fashion design, decoration making, fashion making, fashion business development, presence of creative work, creative products and entrepreneurship.

(1) National Content and Vocational Specialization Content (C1). This subject can be taken in other classes in the study program at the school. Students can take these subjects by scheduled by the head of the expertise program.

(2) Territorial content, consisting of arts and culture courses and sports, students can study in the community, with time outside of class hours, for example on Saturdays and Sundays. The monitoring of learning is still carried out by teachers who are in charge of these subjects.

(3) Basic Content Expertise program which consists of Knowledge of textile materials, basic design, pattern making, and sewing technology. It can be studied in each expertise program. Because this is a basic course, where students are still new to learning about these subjects. Learning patterns can use teaching factory to produce handicrafts, souvenirs, household linen

(4) Expertise competency subjects consist of: Fashion design, decoration making, fashion making, fashion business development, the presence of creative work, creative products and entrepreneurship can be done outside of school, namely in the industry in the form of internships and in the community to fill fashion show events. The expertise program in the first month can provide subject matter according to the curriculum with block schedule strategies. In the next 5 months, students have studied in the industry. Studying in the industry can be done in several stages for 4 semesters. Mapping practices in the industry can be scheduled as follows.

The Fashion Design curriculum implementation model has a learning pattern of 50% in industry and 50% in schools. This model is an attempt to align student competencies with those in the industry. In accordance with some of the results of research and theoretical references on the ratio of practice and theory to vocational high schools. According to [23] defines that vocational education is held in order to provide certain provisions to students so that they are ready to work. In other words, vocational education is education that is oriented towards preparing students to be able to work in certain fields of work. Whereas Wardiman prioritizes Link and Match Link and match is derived from the disciplines of economics, psychology and sociology. The realization is in the form of a dual system of education, the formation of vocational majors, the promotion of production units, the application of competency-based curriculum, the introduction of broad-based curriculum [24]. Furthermore, it is also explained that vocational education will be effective if the training experience to

formwork habits and correct thinking habits is repeated so that it is suitable as needed in later work. This means that schools must provide continuous work training so that students are truly prepared when engaged in the world of work. The process of fostering effective habits for students will be achieved if the training is given to real work (practice the value requirements). This means the schools must strive for students to practice the operation of tools in accordance with what is actually in the industry. The teacher shows the central position of the student, which results in an individual trajectory. The teacher uses peer group dynamics, work orientation and sports as a tool for student development. Teachers consider themselves to be coaches, as experts in sports activities and as group managers. For positive learning experiences, two key curricular characteristics have been identified: (1) similarities in the relationship between students and teachers, (2) positive matches between curriculum and students. Research of curriculum by [25] the main reason for the curriculum development is to improve student competency. Most focus on life skills, such as making contact, attitude towards others, handling feedback, communicating, resolving arguments and offering help and support. The teacher considers the development of student competencies and life skills to stimulate social and emotional learning as important conditions for academic achievement. "If a student argues all day, he experiences a low level of welfare and his school performance is also low" and: "Before they can return to school, they must learn how to act appropriately in the school system". Two main curriculum characteristics for positive learning are mentioned: (1) equality in the relationship between students and teachers and between students, operationalized in practice with non-directive coaching, sharing personal stories and humor; and (2) matches between curriculum and students with an adaptation of learning activities, learning content and learning objectives to the individual needs of students, involving students in setting goals, interesting sports activities and locations outside the school.

4. CONCLUSION

Fashion Design curriculum implementation model is very possible to be implemented. What supports the curriculum implementation model is the ratio between studying in school and learning in industry and society. Another reason is to meet workers who have competencies that are as expected by the industry. The curriculum implementation model can be mapped again in the block system schedule.

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