

# Implementation of the Independent Curriculum at Vocational High School of Fashion Design in Malang Regency

Annisau Nafiah\*, Agus Hery Supadmi I, Hapsari Kusumawardani

*Departement of Fashion Education, Universitas Negeri Malang, Malang, Indonesia*  
Email: annisau.nafiah.ft@um.ac.id

## ABSTRACT

The background of this research is the implementation of the independent curriculum requires mature readiness from various levels of education. One level of education that is currently implementing the independent curriculum is the Vocational High School. Vocational High School of Fashion Design in Malang Regency is the sample used in this study. The aims of the research include 1) to find out the implementation of the independent curriculum at Vocational High Schools in Malang Regency, 2) the obstacles encountered in the implementation of the independent curriculum at Vocational High School Regency, and 3) the efforts made to overcome obstacles to the implementation of the independent curriculum in Vocational High School in Malang Regency. The method used in this research is descriptive qualitative. Data collection techniques using interviews, observation, and documentation. Data analysis techniques using data reduction, data presentation, triangulation, and conclusion. The results of the study show that 1) the implementation of the independent curriculum at the Vocational High School of Fashion Design in Malang Regency still needs adjustments to the conditions in the field, 2) the obstacles encountered in the implementation of the independent curriculum include the readiness of students and teachers, the level of teacher understanding of the independent curriculum is still limited, they need to increase teacher competence, and create an effective learning atmosphere by adopting a work environment in industry, 3) efforts are being made to overcome these problems, namely providing direction to students to develop and deepen skills according to their interests and talents, providing a deeper understanding to teachers about implementing the independent curriculum and providing training on making teaching modules as a guide for teachers in the learning process, equipping teachers with competency training as supporting their skills, and teaching students to integrate learning by creating an atmosphere like the work environment in the industry.

**Keywords:** *Implementation, Independent curriculum, Vocational High School (SMK)*

## 1. INTRODUCTION

Curriculum is the most important aspect in the world of education. Curriculum changes that occur from time to time are efforts as a breakthrough in improving the quality of education in Indonesia. The curriculum is a plan designed to expedite the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff [6]. The curriculum is the aims and expectations that will be achieved and then poured into a learning plan implemented by the teacher at school [7]. The success of an education depends on the curriculum used. There are many things that need to be prepared in response to any policy changes issued by the government related to the education system, in this case, the change in the K13 curriculum to an independent curriculum. It is necessary

to socialize evenly at every level of education that applies this independent curriculum starting from Elementary Schools (SD), Junior High Schools (SMP), and Senior High Schools (SMA) or Vocational High Schools (SMK).

Based on our observations at the vocational high school in Malang Regency, there are various obstacles in the implementation of this independent curriculum. Short interviews with several representatives of each teacher from the vocational high school fashion design in Malang Regency that the implementation of the curriculum in their schools had not been fully implemented. The main factor that becomes an obstacle to the implementation of this curriculum is the teacher's lack of understanding in preparing teaching modules as their learning scenarios.

Implementation of independent curriculum is carried out in various steps including: preparing lesson plans in accordance with the independent curriculum as a teacher's handbook while in class, preparing and compiling teaching materials according to student needs, compiling and preparing learning tools according to the material provided. Taught, compile and prepare appropriate evaluations to measure the level of student's understanding of the material being taught, and compile and prepare reports on student learning outcomes as documentation of student achievement for one semester or one year [1]. An independent curriculum can be implemented with the participation and support of all parties including teachers, students, parents and the government [2]. The results of field observations, most teachers still do not understand the implementation of the independent curriculum in their schools, so it takes time to adjust and it is necessary to improve the skills of existing human resources in schools so that there is a perception that leads to the expected goals.

## 2. METHOD

This type of research is descriptive qualitative. The research objective to be achieved is to describe the implementation of the independent curriculum implemented at vocational high schools in Malang Regency. The sample used was the fashion design teacher. Data analysis techniques using data reduction, data presentation, triangulation and drawing conclusion. Qualitative research data obtained by taking primary and secondary data. Primary data was obtained from the results of interviews conducted with fashion design teacher who were involved in implementing the independent curriculum in their respective schools. Secondary data obtained from the results of observations and documentation of learning obtained in the field. After that data reduction is carried out to select, simplify and transform the raw data that appears in the field based on the interview results obtained.

## 3. RESULTS AND DISCUSSION

The implementation of the independent curriculum at vocational high schools in Malang Regency has started in Class of 2021. In practice, the readiness of teachers to implement this independent curriculum is still far from expectations. Various obstacles encountered in the field include 1) the implementation of the independent curriculum at the vocational high schools of fashion design in Malang Regency still needs adjustments to the condition in the field, 2) the obstacles encountered in the implementation of the independent curriculum include the readiness of students and teachers, the level of teacher understanding of the independent curriculum is still limited, the need to increase teacher competence, and create an effective learning atmosphere by adopting a work environment in industry 3) efforts are being made

to overcome these problems namely providing direction to student to develop and deepen skills according to their interests and talents, providing deeper understanding for teachers about implementing the independent curriculum and providing training on making teaching modules as a guide for teachers in the learning process, equipping teachers with competency training as supporting skills, and teaching students to integrate learning by creating an atmosphere like a work environment in industry.

### 3.1 Implementation of The Independent Curriculum

The implementation of the independent curriculum in fashion design vocational high schools in Malang Regency still needs adjustments to the conditions in the field, level of teachers understanding of the independent curriculum has not been socialized evenly in each school. The change in the 2013 curriculum to an independent curriculum is a new innovation that must be carried out in every school. They are all looking for an ideal implementation mechanism to be implemented in schools by taking into account the potential that exists, starting from the readiness of the teacher to the students. Implementation of the independent curriculum offered is adjusted to the readiness of teachers and education staff [3]. Teacher readiness can be started by preparing learning scenarios which are commonly referred to as teaching modules. The independent curriculum gives teachers the freedom to explore their teaching methods. Teaching modules are arranged more concisely than before. Teachers at school are more flexible when teaching by paying attention to the interests, talents and needs of their students. The implementation of the independent curriculum refers to the profile of Pancasila students where graduates are competent and uphold the resulting character values [4].

### 3.2 Obstacles Faced in The Implementation of The Independent Curriculum

The implementation of the independent curriculum in schools has not been well socialized evenly. As happened at a public school in vocational high schools in Malang Regency, teachers are still very confused about the change from the K13 Curriculum to an independent curriculum. There is no standard guide when they have to prepare their learning scenarios when learning in class. Making teaching modules as a substitute for learning implementation plans in the independent curriculum is more concise and even just one sheet is sufficient. The term in independent curriculum changes to teaching modules and there is a vision that must be included in it. The vision of independent learning is to realize an advanced Indonesia that is sovereign, independent, and has personality through the creation of a Pancasila

Student profile. There are 6 profile of Pancasila students who must enter the teaching module, namely 1) have faith, fear God almighty and have noble character, 2) global development, 3) Mutual cooperation, 4) Independent, 5) critical reasoning, and 6) creative. The application of Pancasila student profile values is so important for strengthening student character [5]. Not all goes smoothly. There are several obstacles encountered in the field, among others, most many teachers do not understand in making teaching modules for their guidance. This happens because socialization in schools has not been clearly accepted by teachers. Lack of coordination with the subject teacher deliberation team so that the latest information cannot be conveyed and cannot exchange opinions. In addition, the readiness of students is also very necessary in implementing this independent curriculum. Students are free to choose majors in their fields of study according to their individual interest. In additional they are also free to do internships according to their choice.

### 3.3 Efforts Made to Implementation of the independent Curriculum

The implementation of an independent curriculum gives freedom to schools to choose and regulate the curriculum they follow. Each school has the freedom to develop a curriculum in accordance with the vision, mission and needs of students. Schools can consider local conditions, student potential, and the latest developments in science and technology. The developed curriculum must focus on learning that is relevant, inclusive and provides freedom for student to explore. Various efforts have been made by schools to implement an independent curriculum, including increasing teacher competence by providing training and assistance in understanding the concepts and principles of an independent curriculum, innovative learning methods, using technology in learning and authentic assessment so that teachers can implement the independent curriculum well, establish cooperation with the industry as a place for student internships to get real experience outside the classroom. In addition, the provision of adequate facilities and infrastructure is also very important to support the implementation of the independent curriculum. A comfortable classroom atmosphere, adequate equipment and supported by technological facilities in learning are effective tools. The use of this learning technology can help students access information, communicate, collaborate, and develop digital skills needed in the modern era

### AUTHORS' CONTRIBUTIONS

The following are the author's contributions in making this article, including: study concept, research

design, analysis and interpretation of research results, as well as final review of the author's manuscript 1, data collection author 2, editing the draft of the author's article 3.

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