



Level of Teacher Understanding of the Application of Process Standards and Independent Curriculum Assessment Standards at Vocational High Schools in Kudus Regency

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ABSTRACT

This study aims to determine how high the level of understanding of productive teachers at SMK regarding the implementation of the new National Education Standards (SNP) curriculum, namely the independent curriculum, especially on process standards and assessment standards. This research is a quantitative descriptive research with a survey method. The data collection technique used is by using a research questionnaire. The results of the research from 28 teachers as respondents showed that the level of understanding of teachers in the "moderate" category was 67.9% in the standard learning planning process, 71.4% in the standard learning implementation process, 53.6% in the standard learning assessment process, 75.1% on formative assessment standards, 75% on summative assessment standards. The results of the study can be interpreted that the level of teacher understanding of the application of process standards and independent curriculum assessment standards at SMKs in Kudus Regency is in the low category.

Keywords: *Process Standards, Assessment Standards, Independent Curriculum, Teacher's Level of Understandings*

1. INTRODUCTION

In Law number 20 concerning the National Education System of 2003 article 1 paragraph 1 it says that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential". Curriculum is one of the eight most important criteria in Law Number 20 of 2003 which is used as a reference for assessing the quality of the education system in Indonesia [1].

The independent curriculum is a new curriculum that is applied to the national education system as an effort to improve the quality of the education system in Indonesia. The Ministry of Education and Culture tries to create a happy learning atmosphere for both students and teachers through an independent curriculum [2].

Curriculum development is carried out to achieve national education goals by referring to the National Education Standards (SNP). Process standards and assessment standards used by teachers as a reference in learning. Process standards are regulated in

Permendikbud number 16 of 2022 [3] and assessment Standards in Permendikbud number 21 of 2022 [4].

According to Rachmawati [5] a teacher or teaching staff has an important role in the ongoing education system to improve the quality of student learning. Teachers are also expected to have high integrity and broad creativity, one of which is a teacher at a vocational school. Likewise, this independent curriculum offers innovative forms of learning in vocational schools with the hope that it can help maximize the talents and interests of students in accordance with vocational competencies and produce creative students.

Teachers and students do not have sufficient flexibility and freedom in determining the direction in carrying out learning at school. The implementation of the independent curriculum aims to create independence and flexibility in learning activities in order to produce the desired human resources [6]. The curriculum in vocational schools which is flexible is very supportive in implementing the independent teaching curriculum. However, this flexibility in determining the direction of

learning causes difficulties for teachers in adjusting the direction of learning and learning objectives with the new independent curriculum [7-9].

An imbalance of understanding between curriculum developers and teachers is one of the problems in implementing the new curriculum [10]. Lack of understanding from teachers in implementing the new independent curriculum, at the beginning of implementing the independent curriculum where learning activities were carried out in a hybrid manner which was different from the current one. This results in a variety of teachers' understanding of the application of the curriculum in accordance with the SNP.

2. RESEARCH METHODOLOGY

The method used in this study is a survey method using descriptive statistical analysis techniques. Descriptive analysis aims to describe or explain the description under study based on the information data that has been obtained [11]. This analysis is used with the aim of knowing how the understanding of vocational teachers in implementing the Independent Curriculum

The data in this research are classified into two, namely primary data and secondary data. Source of data in this study using primary data sources. Primary data sources are data taken directly in conducting research, primary data sources are obtained from observations, questionnaires, and interviews. In this study, the data was obtained from a closed questionnaire that was given to the teacher.

Data collection technique is the process of collecting data used in research. The results of data collection will be used as the specified analytical material. The data collection technique used is the communication technique. Communication techniques are techniques that are carried out by interacting with data sources. There are two kinds of communication techniques, namely direct communication in the form of interviews and indirect communication with questionnaires. Indirect communication techniques are used in this study because the database data used comes from questionnaires.

3. RESULTS AND DISCUSSION

3.1 Teacher's Level of Understanding of Process Standards

The level of teacher understanding of the standard independent curriculum process is based on Permendikbud Number 16 of 2022. The standard of the learning process is seen from the standard process of student planning, the process of implementing learning, to the assessment of the implementation of learning.

3.1.1 Learning Planning Process Standards

Based on the results of a study of 28 productive vocational teachers, there were 7 people with a percentage of 25% in the high category. There are 19 teachers with a medium level of understanding with a percentage of 67.9%. Next, there are 2 teachers in the low category with a percentage of 7.1%. The maximum score obtained from distributing the questionnaire was 35, with the minimum score obtained being 25. The mean/mean value obtained by the teacher was 29.5. From this it can be concluded that the teacher's level of understanding of the standard learning planning process is dominated by the medium category [12].

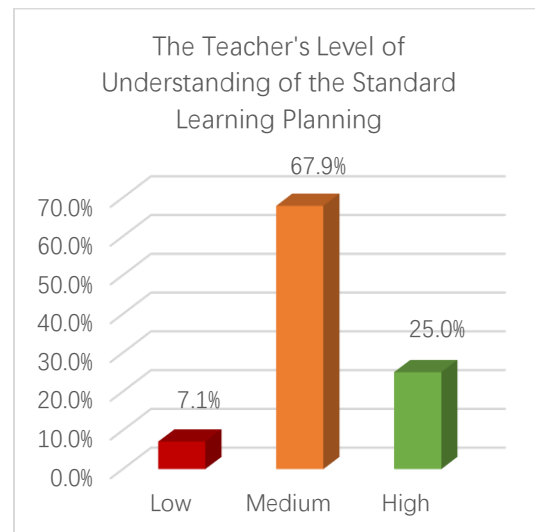


Figure 1 The Teacher's Level of Understanding of the Standard Learning Planning Process.

3.1.2 Learning Implementation Process Standards

Based on the results of a study of 28 productive vocational teachers, there were 6 people with a percentage of 21.5% in the high category. There are 20 teachers with a medium level of understanding with a percentage of 71.4%. Next, there are 2 teachers in the low category with a percentage of 7.1%. The maximum score obtained from distributing the questionnaire was 35, with the minimum score obtained being 22. The mean/mean value obtained by the teacher was 29.36. From this it can be concluded that the teacher's level of understanding of the standard implementation process of learning is dominated by the medium category.

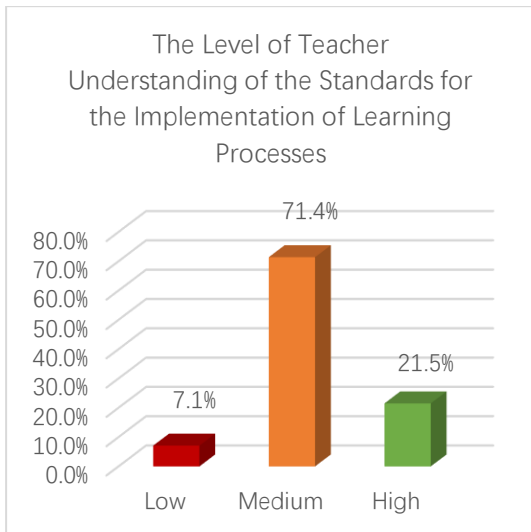


Figure 2 The Level of Teacher Understanding of the Standards for the Implementation of Learning Processes.

3.1.3 Learning Assessment Process Standards

Based on the results of a study of 28 productive vocational teachers, there were 7 people with a percentage of 25% in the high category. There are 15 teachers with a medium level of understanding with a percentage of 53.6%. Next, there are 6 teachers in the low category with a percentage of 21.4%. The maximum score obtained from distributing the questionnaire was 25, with the minimum score obtained being 15. The mean/mean value obtained by the teacher was 20.25. From this it can be concluded that the teacher's level of understanding of the standard learning assessment process is dominated by the medium category [13-14].

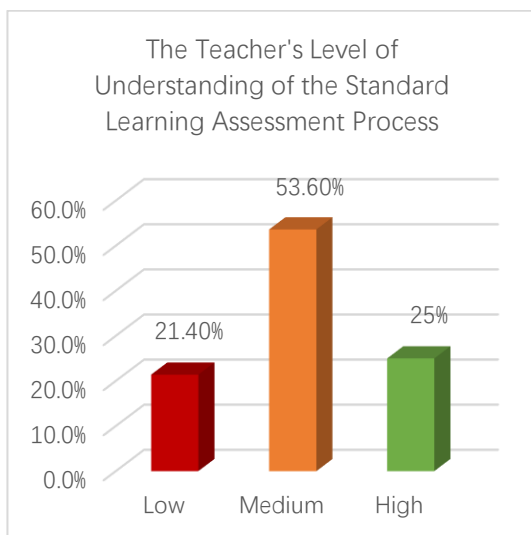


Figure 3 The Teacher's Level of Understanding of the Standard Learning Assessment Process.

3.2 Level of Understanding of Teachers Against Assessment Standards

The level of teacher understanding of the independent curriculum assessment standards is based on Permendikbud Number 21 of 2022. Assessment standards are seen from formative assessments and summative assessments.

3.2.1 Formative Assessment Standards

Formative assessments are ones that aim to improve learning by offering constructive criticism. Instead than being evaluations of learning, they are assessments for learning. Based on the results of a study of 28 productive vocational teachers, there were 4 people with a percentage of 14.2% in the high category. There are 21 teachers with a medium level of understanding with a percentage of 75.1%. Next, there are 3 teachers in the low category with a percentage of 10.7%. The maximum score obtained from distributing the questionnaire was 25, with the minimum score obtained being 26. The mean/mean value obtained by the teacher was 20.29. From this it can be concluded that the teacher's level of understanding of the standard of summative assessment is dominated by the medium category. For maximum advantage, formative techniques should be viewed as a component of an all-encompassing system where all elements cooperate to support learning [15].

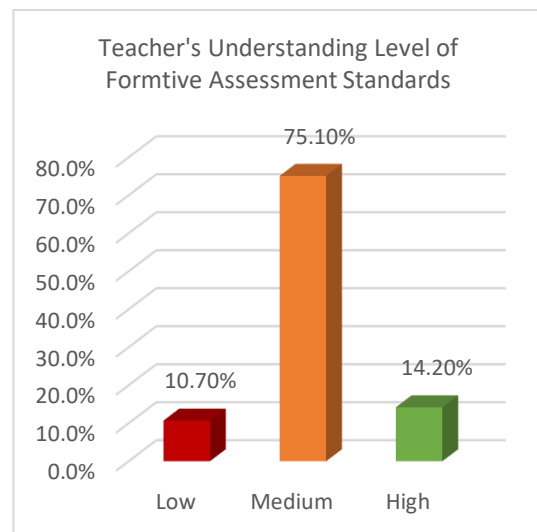


Figure 4 Teacher's Understanding Level of Formative Assessment Standards.

3.2.2 Summative Assessment Standards

Summative assessments are typically used to gauge how well students have learned a subject at the conclusion of a class session. There is a lot riding on these assessments for everyone involved, not least of which are the learners who are being evaluated, but also because the information gathered from them could be utilised to

inform future course development, evaluate the efficacy of teachers, and inform program-level evaluations like certification [16]. Based on the results of a study of 28 productive vocational teachers, there were 7 people with a percentage of 25% in the high category. There are 21 teachers with a medium level of understanding with a percentage of 75.9%. Next, there are no teachers in the low category. The maximum score obtained from distributing the questionnaire was 5, with the minimum score obtained being 3. The mean/mean value obtained by the teacher was 3.96. From this it can be concluded that the teacher's level of understanding of the standard of summative assessment is dominated by the low category.

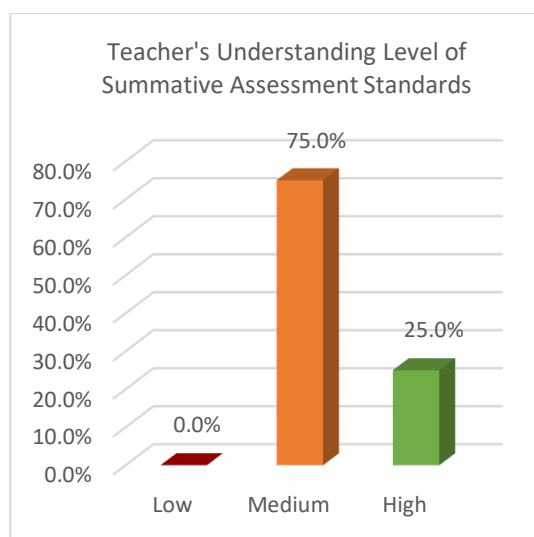


Figure 5 Teacher's Understanding Level of Summative Assessment Standards.

4. CONCLUSION

Based on the results of an analysis of the understanding of vocational teachers in Kudus Regency based on Permendikbud Numbers 16 and 21 of 2022 relating to process standards and assessment standards in the independent curriculum, it can be concluded that the results of teachers' understanding of learning process standards include standard learning planning processes, learning implementation and assessment learning is in the medium category. There are still teachers who fall into the low category. While the results of the teacher's understanding of the assessment standards include formative assessment standards and summative assessments are in the medium category and there are still teachers who fall into the low category on formative assessment standards

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