Technical and Vocational Education International Journal
Februari 2020 | Vol. 1 | No. 1
E-ISSN : 2721 - 9798
DOI: 10.55642/taveij.v1i01.7

Technical and Vocational Education International Journal (TAVEIJ)

QUALITY OF TEACHER LEARNING IMPLEMENTATION PLAN AND ITS IMPLEMENTATION IN PREPARING VOCATIONAL SCHOOL STUDENTS FOR READY TO WORK

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Abstract

Graduates 'Competency Standards in Vocational High School education are criteria regarding the qualifications of graduates' abilities that include attitudes, knowledge, and skills that are expected to be achieved after students have completed their study period. Graduates Competency Standards have used to benchmark the implementation of learning as set out in the Learning Implementation Plan as a teaching tool for teachers. Building Drawing Engineering is one of the majors found in Vocational High School. In accordance with the package of expertise, Civil Engineering Drawing Architecture, the department is learning about planning drawing techniques in the civilian world. Based on the 2013 Curriculum structure, there are 13 vocational subjects incorporated in C (vocational) subject groups. This study aims to determine the quality of the Teacher Learning Implementation Plan according to the 2013 Curriculum guidelines and its implementation in the initial steps of preparing Vocational High School students ready for work. This may have a negative effect if the drafting process is not carried out in accordance with the provisions of the preparation of the Learning Implementation Plan which has been determined in accordance with the 2013 Curriculum. The average results of the validation of the Learning Implementation Plan and the Learning Implementation Plan Implementation Sheet are 83.17%. The average results of the assessment of the Teacher's Learning Implementation Plan which is rated to have 85.65% are appropriate or are considered to meet the Learning Implementation Plan's evaluation sheet as a guide for assessment. The average results of the assessment of learning implementation have a value of 82.54% according to or considered to meet the assessment guidelines.

Keywords: Quality of Teacher Learning Implementation Plan, Implementation of Learning Implementation Plan

INTRODUCTION

Article 15 of Law Number 20 the Year 2003 concerning the National Education System (Kemendikbud, 2016) states that "Vocational education is secondary education which prepares students primarily to work in certain fields". Work in certain fields as referred to in the National Education System Law above in accordance with the types of occupations available in employment. For this reason, the application of the principle of diversification in the development of the Vocational High School Curriculum is realized with the necessity to be oriented towards the types of occupations or expertise that are developed and needed in the world of work.

Learning lies in the presence of dynamic elements in the learning process of students, namely learning motivation, learning materials, learning aids, learning atmosphere, and the condition of the subject of learning, Gino dalam (Putra, 2013: 26). The five elements are contained in the Competency Standards of Graduates at the Vocational High School level. Graduates 'Competency Standards in Vocational High School education are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills that are expected to be achieved after students complete their learning period (Kemendikbud, 2016). SKL

as a benchmark for the implementation of learning is contained in the preparation of the learning implementation plan as a teaching device for teachers.

A professional architect, before he builds a building, first designs the building's shape in accordance with the structure and condition of the land, then he will determine the various materials needed in accordance with the plans that have been prepared, calculate the costs required, including determining how many employees are required. needed, Sanjaya (2010: 29). Likewise, for a professional teacher, learning planning is considered very important for the implementation of quality learning. According to Oemar (Putra, 2013: 30), learning planning includes several elements, namely the arrangement of personnel, materials, and procedures which are elements of the learning system in a special plan. Some of these elements are interdependent to form a learning system.

The 2013 curriculum is a combination of (1) reconstruction of graduate competencies, (2) suitability & adequacy, breadth & depth of material, (3) learning revolution and (4) assessment reform (Ministry of Education and Culture, 2013: 17). These four aspects must be stated in the implementation of learning. The syllabus as the basis for planning a Learning Implementation Plan contains core competencies, basic competencies, learning materials, learning activities, assessment, time allocation, and learning resources. From the components in the syllabus, the Learning Implementation Plan contains competencies, materials, media, scenarios, learning, and assessment.

Building Drawing Engineering is one of the majors found in Vocational High School. In accordance with his expertise package, Civil Engineering Drawing Architecture, this department is learning about planning drawing techniques in the civil world (buildings). Based on the 2013 Curriculum structure, there are 13 vocational subjects that are incorporated into C subject groups. The C subjects (vocational) group includes, among others, Digital Simulation, Physics, Chemistry, Mechanical Mechanics, Soil Measurement Techniques, Engineering Drawings, Construction Basics. , Software Applications, Road and Bridge Construction, Building Construction, Building Interiors, Budget Planning, and Creative Product Development.

Preparation of Learning Implementation Plan as supporting the implementation of learning provides an important role in the implementation of learning. This allows a bad influence if the drafting process is not carried out in accordance with the provisions of the preparation of the Learning Implementation Plan that has been determined in accordance with the 2013 Curriculum. to the world of work.

RESEARCH METHODS

Research procedure

This research is a type of quantitative research whose data will be presented descriptively. Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generalization (Sugiyono, 2013: 29).

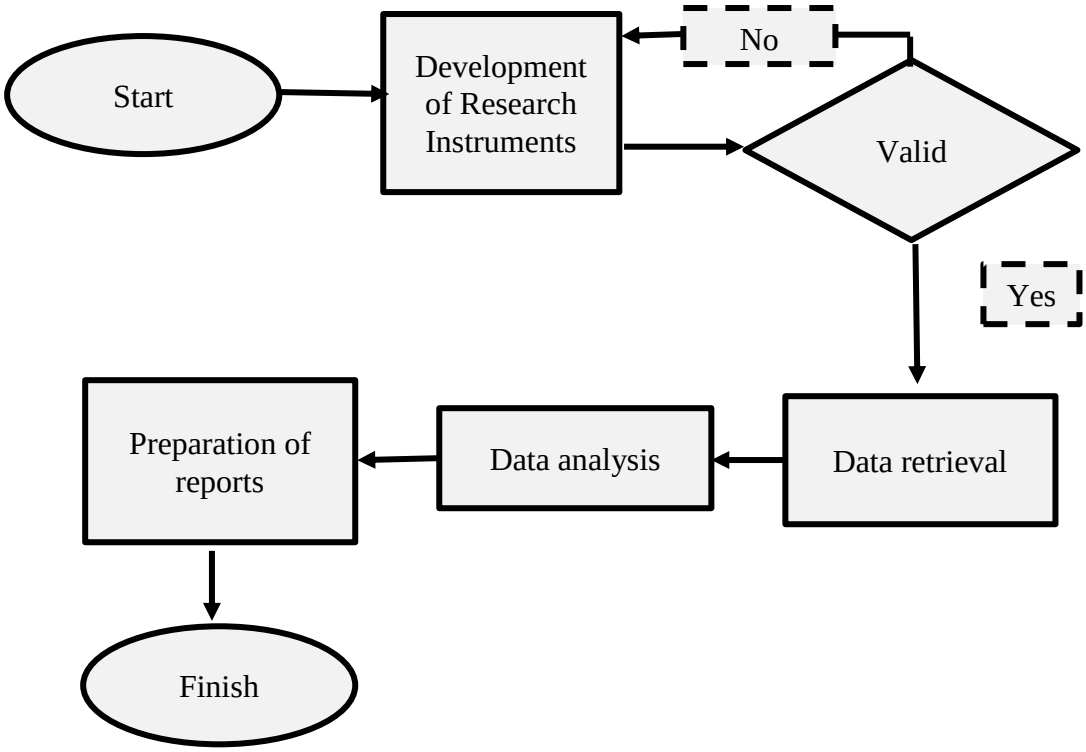

Figure 1. Flowchart of research implementation

Research subject

This research was conducted at the Department of building drawing Engineering at the State Tanjung Pinang 3rd Vocational High School. The population of this research is the entire Teacher Learning Implementation Plan of the Engineering Drawing Study Program at Tanjung Pinang State 3 rd Vocational High School. Based on the 2013 Curriculum structure, there are 13 vocational subjects incorporated in subject groups C.

The sample used in this study was the Teacher Training Implementation Plan for vocational subjects in the Department of Building Drawing Engineering at Tanjung Pinang State 3rd Vocational High School who taught in class X. Class X teachers in productive subjects taught 4 subjects as the basic material of civil architecture drawing, namely Mechanical Mechanics, Soil Measurement Techniques, Engineering Drawings, and Basics of Construction.

Research Instruments

The instruments used in this study were validation sheets and observation sheets.

1. Quality Assessment Sheet Learning implementation plan

This instrument is used to assess the quality of the Learning Implementation Plan tool that has been prepared by the teaching teacher. The quality assessment sheet of the Learning Implementation Plan contains an assessment of the completeness and suitability of the preparation of the Learning Implementation Plan with the specified rubric. The quality of the lesson plan is assessed based on the preparation of the 2013 curriculum lesson plan. In the quality sheet of the Learning Implementation plan, there is an assessment table with 4 answer choices,

the assessment is done by giving a checklist (√) to the column that corresponds to the actual situation.

2. Application Observation Sheet Learning Implementation Plan

This instrument is used to assess the implementation of the Learning Implementation Plan that has been prepared by the teaching teacher. Observation sheet implementation of the Learning Implementation Plan contains the suitability of the implementation of learning with the Learning Implementation Plan that has been prepared by the teacher. In the observation sheet implementation of the Learning Implementation Plan, there is an assessment table with 4 answer choices, the assessment is done by providing a checklist (√) in the column that matches the actual situation.

Data collection technique

The data in this study were obtained through the assessment of the Learning Implementation Plan and the observation of the implementation of the Learning Implementation Plan. To get the data, the technique used in collecting related data is carried out by observation and documentation.

Data analysis technique

Data analysis was carried out in this study through several stages, including:

1. Research Tool Validation

Validation in this study to validate the observation sheet. The results of this assessment are used as a basis for the improvement of learning tools before conducting the research. The observation sheet used is in the form of an assessment sheet of the Learning Implementation Plan and the implementation observation sheet of the Learning Implementation Plan as an implementation. The results of each assessment are analyzed in the form of a percentage using the formula:

$$Percentage\ (\%) = \frac{\sum(answers \times weights\ of\ each\ choice)}{n \times highest\ weights} \times 100\%$$

The percentage results of each subject are then calculated using the formula:

$$Validation\ Quantitative\ Value\ (\%) = \frac{A + B}{2}$$

Information:

n = The total number of questionnaire items
A = Percentage of lecturer assessment
B = Percentage of teacher assessment

The results of the validation questionnaire will be processed and measured using the interval on the Likert scale below.

Table 1. Validity criteria of research tools

Percentage of Validity	Information
0-20	Very weak
21-40	Weak
41-60	Enough

61-80	Strong
81-100	Very Strong

Sumber: Riduwan (2011:23)

In the research, a minimum value of sufficient product criteria was determined. Thus, if the final result of the validator's assessment gives an assessment at 41-60 or sufficient intervals, then the product of the research apparatus is suitable to be used as a learning device.

2. Assessment of Learning Implementation and Implementation Plan Tools

The data analysis method is a method used to process data collected from respondents so that the data can be communicated to the public at large. To solve the problem, we need a method of analyzing data related to the problem under study in order to test the researcher's scientific writing. In this case, the researchers used analysis techniques through quantitative and qualitative descriptive methods (Sidhata, 2003: 26).

Quantitative descriptive analysis was carried out to determine the level of relevance of the systematic preparation of the 2013 Curriculum Learning Implementation Plan with the Learning Implementation Plan prepared by the subject of Building Engineering subjects at the Tanjung Pinang State 3rd Vocational High School. The level of relevance will be presented in the form of a percentage obtained from the points given so that from this point the level of relevance can be known through the percentage (Sidhata, 2003: 26). The scale used to present the data is the Guttman scale. Guttman scale is a scale used to answer clear and consistent with a problem. The Guttman scale can be created alongside multiple-choice forms and can also be made in the form of a checklist. For example: for answers to yes (1) and no (0) (Sudaryono, 2013: 53).
Formula used:

$$P = \frac{F}{N} \times 100\%$$

Information:
P = the level of relevance of the quality of the teacher's Learning Implementation Plan
F = the number of quality points relevant to the Teacher Learning Implementation Plan
N = the total number of all quality points of the teacher's Learning Implementation Plan

The percentage will result in the relevance value of each of the teachers of Engineering Drawing of Vocational High School 3 Tanjung Pinang which will be averaged to get a percentage value.

RESULTS AND DISCUSSION

The research tool must first be validated to get results that are feasible or not used as tools or research support facilities. The research tool was validated by two validators from Padang State University and Tanjung Pinang State Vocational High School 3. The average results of the validation of the Learning Implementation Planning Assessment Sheet and the Learning Implementation Implementation Planning Assessment Sheet are 83.17%. According to the validity criteria table (Riduwan, 2011:23), the validation results are categorized as very feasible. Below is the results of the questionnaire validation of the research equipment obtained results as in table 2 and table 3.

Table 2. Results of the Validation Assessment Sheet for the Learning Implementation Plan

Rated aspect	**Answers of Validator**	
	1	**2**
Design and Layout	4	5
Material	4	4
Language	4	4,7
Total	12	13,7

Table 3. Results of the Validation Sheet for the Implementation of the Learning Plan

Rated aspect	Answers of Validator	
	1	2
design and Layout	4,5	4
Material	3	4
Language	4	4,7
Total	11,5	12,7

Assessment of Learning Implementation Plan is carried out by two assessors. The average results of the assessment of the Teacher's Learning Implementation Plan which has an assessment of 85.65% are appropriate or are considered to meet the assessment sheet of the Learning Implementation Plan as an assessment guide. While the learning implementation assessment has a value of 82.54% according to or considered to meet the assessment guidelines. below is the result of the recapitulation of filling out the Learning Implementation Plan Assessment Sheet and the Learning Implementation Evaluation Sheet from the two assessors presented in table 4 and table 5.

Table 4. Recapitulation Table of Learning Implementation Plan Assessment

No	Learning Implementation Plan Components	Score Review Results			
		Mechanics of Technique	Soil Measurement Techniques	Engineering drawings	Construction Basics
I	Subject Identity	5	5	5	5
II	Core Competencies and Basic Competencies	5	5	5	5
III	Formulation of Indicators	3,75	3,375	4,25	3,375
IV	Formulation of Learning Objectives	3,667	3,5	4,5	3,5
V	Selection of Teaching Materials	4,5	4,625	4,5	3,5
VI	Selection of Learning Resources	4,25	3,875	3,875	3,875
VII	Learning Media Selection	4,375	4	3,875	3,875
Total		30,5417	29,375	31	29

Table 5. Recapitulation Table of Learning Implementation Assessment

No	Learning Implementation Plan Components	Learning Implementation Plan Components			
		Mechanics of Technique	Soil Measurement Techniques	Engineering drawings	Construction Basics
I	Introduction	4.70	4.80	4.70	4.70
II	core	3.83	3.83	3.78	3.89

III	cover	4.25	3.375	4	3.67
	Total	12.78	12.01	12.48	12.26

The data obtained shows that the Teacher Learning Implementation Plan used has not 100% met the criteria for preparing the 2013 Curriculum Learning Implementation Plan. Based on the assessment data, the shortcomings of the preparation of the Teacher Learning Plan are found in the aspects of indicator formulation and formulation of learning objectives. Each of these aspects has an average rating of 3.68 and 3.79. Whereas in the implementation of learning implementation with Teacher Learning Implementation Plan ongoing learning activities 82.54% meet the assessment criteria. In core, activities have an average rating of 3.83. From the results of interviews with teaching teachers, incomplete handbooks become a factor in the success of learning.

CONCLUSION

Based on the research data obtained, the following conclusions can be drawn:

1. The average results of the validation of the Learning Implementation Plan Assessment Sheet and the Implementation Assessment Sheet of Learning Implementation Plan are 83.17%.
2. The average results of the assessment of the Teacher's Learning Implementation Plan which is rated to have 85.65% are appropriate or are considered to meet the Learning Implementation Plan's evaluation sheet as a guide for assessment.
3. The average results of the assessment of learning implementation have a value of 82.54% according to or considered to meet the assessment guidelines.

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