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The Management of Learning Innovation to Achieve The Quality of Graduates in SMK Negeri 1 Kuningan

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Abstract

Vocational High School (SMK) as part of formal schools organized to prepare workforces that will compete and can fulfill job market demand. To achieve these goals it is necessary to innovate in learning process in order to create quality output. The purpose of this study is to identify and analyze: The type of learning innovation, the planning, the implementation, the evaluation, the constraints and solutions of learning innovation as an effort to achieve the quality of graduate in SMK Negeri 1 Kuningan. The method used in this research was descriptive qualitative. The data acquisition was done by in-depth interviews, participatory observation, and document study. The research result showed as follows: 1) The types of learning innovation arein the form of student-cantered learning, learning factory, learning using internet media, discovery and inquiry, problem based learning. 2) The planning of learning innovation includes making lesson plan, annual programs, semester programs, MGMP.3) The implementation of learning innovation includes initial activities, core activities, closing activities, 4) The evaluation of learning innovation includes process and result evaluation, 5) The constraints and solutions in innovating learning is some teachers have not fully master curriculum 2013, he solution that is carried out is by involving teachers in various trainings.

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INTRODUCTION

Education has an important role in improving the quality of human resources and as a means to prepare high quality generation, starting from childhood to adulthood.

Vocational high school (SMK) as a part of formal schools organized to prepare workforces who will compete and are able to fulfill the job market and industry demand (DUDI).

The government regulation Number 19 Year 2005 article 26 about National Education Standard in vocational high school unit aims to improve intelligence, knowledge, personality, noble character, and skills to live independently and continue to the next level of education in accordance with his/her vocational program. Thus, SMK should improve the quality of education and the quality of graduates and their relevance to the need of the work-field and market demand. As a result, SMK graduates are projected more to enter the working world, through training in science and technology, professional attitudes, and vocational competencies.

Hartono (2016) states that the problem faced by vocational students today is that the competence of vocational graduate is not in accordance with the need of business world and industry. Statistics Indonesia (BPS) has reported that unemployment in Indonesia reaches 7.03 million in August 2016. Most of the unemployment is in urban areas, in Banten province, and most of them are graduates of Vocational High School (SMK) which are directed to work. Head of Statistics Indonesia, Suharyanto, clarified that the number of unemployment in August is 7.03 million people with ratio 5.61 percent. That number decreased 0.57 point against the open unemployment rate (TPT) in August which is at 6.18 percent or 7.56 million people.

Related to learning, the government begins to put into effect the Curriculum 2013 starting from primary education to secondary education, with no exception the Vocational High School (SMK). The implementation of this Curriculum 2013 on the primary education up to secondary school will change teachers' and students' mindset in learning process. The Ministerial Regulation of Education and Culture (Permendikbud) Number 65 Year 2013, about Standard Process for Primary and Secondary Education suggests the relevancy of learning process guided by the rules of scientific approach. Although Curriculum 2013 has been put into effect, yet, many teachers have not mastered the implementation of K-13. Sanjaya (2012:1) expresses that one of the education problems is the feeble of learning process.

In addition, teaching and learning activity that is still rigid and unable to construct the conducive learning condition is a problem that hinders success in the education world. The teacher-centered teaching and learning process brings stagnant educational conditions. Under that condition, expecting learning process that educates and capable to open the students' mind are just a figment. Even, the low ability of educators in managing the class is another problem which adds to the congestion in dynamic and dialogical learning (Yamin, 2010:5-6).

In Friani, Sulaiman, and Mislinwati (2017) research result in SD Negeri 2 Banda Aceh, the information obtained was that teachers have not implemented Curriculum 2013 at school maximally. The reason of that is because Curriculum 2013 is a new curriculum so that teachers have not mastered well, particularly in applying the learning model. Curriculum 2013 emphasizes more on students' activeness in finding the comprehension. Therefore, teachers are required to have high skills in applying learning models that often be used in teaching learning process.

Zamroni (2007:2) denotes that the improving of learning quality is a systematic process that continues to improve the quality related to teaching learning process in order to achieve the school target more effectively and efficiently. The improving of learning quality is the core of education reform.

The improving of learning quality in SMK is a logical demand from the rapid development of science, technology, and art and the demand of the industrial world of business (DU-DI). The development of science, technology, and art implies the adjustment and improvement of learning process. Besides, the learning innovation is needed to increase the quality of graduate.

One of standards which should be developed in graduate standard competence is the standard of process that is related to the implementation of learning in education to achieve graduate competencies. The standard of process includes

learning process planning, learning process implementation, learning result assessment, and learning process supervision to implement an effective and efficient learning process.

The learning process that is not qualified and not in accordance with the process standard is one of the factors contributed to the low quality of education in SMK, without neglecting other factors such as the condition of students, the quality of education, curriculum, facilities and infrastructure, budget, etc that have a contribution to the education quality decreasing at school.

One of the indicators of educational success is to generate the output of graduates, who have a good economical prosperity, able to compete with local and global societies and have a good morality. In other words, it can create excellent generation either in faith and piety or science and technology.

Zahroh (2014: 27-28) explains that the quality of education is identical to the output which is processed maximally by educational institute.

Because of the output, the public can assess whether the educational institution is good or not. The quality is said to be good when it has the superior quality output which can be compete to others. Therefore, to get the qualified output, the management is needed. The quality of education meant is the ability of educational institutions to empower educational resources to improve learning abilities as optimal as possible.

From that problem, the learning innovation is necessary to be done so that it can increase the qualified output. Therefore, the researchers are interested to do a research entitled "The Management of Learning Innovation to Achieve the Quality of Graduate in SMK Negeri 1 Kuningan". The aims of the research are to identify and analyze the kind, the planning, the implementation, the evaluation and the constraints and solutions of learning innovation.

By the presence of learning innovation, it is expected that it can improve the quality of graduates which is beneficial to business field, industrial field and also for community.

METHOD

This research applied descriptive qualitative research. Qualitative research is directed to describe the object and event. This research aims to obtain an authentic understanding of the experiences of people as perceived by the people concerned and obtain a detailed picture of object and subject of observation. The data obtained are observation transcripts, interview transcripts, field notes, photographs, self documentation, and etc.

The research implemented descriptive method is explained in the form of words and language in presenting the management of learning innovation to achieve the quality of graduates in SMK Negeri 1 Kuningan by utilizing various scientific methods. Hence, data collection is done directly and naturally.

The initial step done by the researchers was the observation method where the researcher observes and records the learning process and practice activities

The next step was interview with respondents about learning innovation conducted in SMK Negeri 1 Kuningan. The respondents in this research were teachers, headmasters, vice headmaster, and students.

The last step was documentation. From the observation and interview result, the researchers collect and record data and documents in the form of photos etc.

This research was done in SMK Negeri 1 Kuningan which is located in Jl. Raya Sukamulya-Cigugur, Kuningan. 45552 Kabupaten Kuningan.

SMK Negeri 1 Kuningan has 6 expertise programs. i.e. Food Product Processing Technology (TPHP), Fisheries Cultivation (BP), Poultry Agribusiness (ATU), Graphic Production Skills Program (PG), Food Crop and Horticulture Agribusiness(ATPHP), and Light Vehicle Engineering Expertise Program (TKR).

RESULT AND DISCUSSION

This section will discuss the research results obtained on the field and formulated based on the data implementation found that include: 1) forms of learning innovation, 2) learning innovation planning, 3) implementation of learning innovation, 4) evaluation of learning innovation, 5) constraints and solutions of learning innovation in SMK Negeri 1 Kuningan.

Forms of Learning Innovation

Learning innovation is something new that is intentionally created or performed in order to enhance capability to achieve a particular learning objective. Learning innovation is used to facilitate teachers and students in arranging and organizing learning process to achieve the learning goal.

In her journal, Nawangsari (2010) suggests that innovation is an idea, concept, practice, or object/material that is realized and accepted as something new by an individual or a group to be adopted. Innovation is basically the result of brilliant thinking characterized by novel matters that can be in the forms of certain practices products yielded from mind processing and technology processing which are applied through certain stages, which are believed and intended to solve emerging problems and to improve a particular condition or process occurred in the society.

Based on the interview with subject teachers, the principal, and deputy of principal, it is found that SMK Negeri 1 Kuningan has attempted to conduct a learning innovation.

Several forms of learning innovation in SMK Negeri 1 Kuningan include: *Student-centered learning*, *peer tutoring*, *cooperative learning, storytelling, learning factory (factory-based learning), use of internet media, discovery and inquiry learning*, and *problem-based learning*.

The use of internet as a learning medium is pivotal to be able to facilitate students and teachers in looking for materials learned. This is in line with Mukminan (2013) "The existence of Information and Communication Technology (ICT), especially the internet today has become source of information that is open, accessible, and plays as multifunctional media in the world of education."

In addition, one of the learning innovations which have been implemented in SMK Negeri 1 Kuningan is the *discovery learning*. In'am and hajar (2017) explain in their journal that: "The discovery learning model is one of that gives opportunities to the students to find any information without help from the teacher. This models is known as a guided discovery method, where student are guided to discover a solution of a problem. Discovery learning could make learning more meaningful for the student to understand the material being studied with the capability and the relevant information that she/he has.

The *discovery learning* applied in SMK Negeri 1 Kuningan as an innovation performed by some teachers in their teaching process is actually a suitable method in the implementation of K-13 (Curriculum 2013). Since discovery learning provides various opportunities for students to be able to explore information, solve problems, provide meaning that the learning is more enjoyable with the ability and relevant information the students have.

Another learning innovation is the *teaching/learning factory* which can be described as a combination of competence-based learning and production-based learning approaches. According to Saefuddin and Fajaryati (2012), in production-based learning students are directly engaged in the production process. Therefore, the competencies possessed by the students are much influenced by the production cases they encounter.

Learning Innovation Planning

The planning of learning innovation conducted in SMK Negeri 1 Kuningan is carried out at the beginning of school year by conducting various trainings including MGMP, In House Training, preparing the learning instruments, lesson plan, annual program, semester program. The learning planning must also be well planned in accordance with the procedures set by the school.

Hidayat (2209:23) explains that planning covers several issues including; determining goals and purposes of the organization, (sources and constrains) for which the intended goals must be achieved, determining the approach as a mean to achieve the intended goals.

A research by Slamet (2017) concluded that to create a good learning planning, a training or workshop is needed; in addition, it will still require the support of In House Training at school in order to create similar perception in preparing the RPP (lesson plan), so that between teachers within the same subject or teachers in different subjects will have the same composition of the component, content domain, as well as the assessment process.

Implementation of Learning Innovation

The implementation of learning innovation which has been carried out in SMK Negeri 1 Kuningan is in accordance with RPP that refers to K-13 as regulated in Permendiknas Number 22 Year 2016 in which learning implementation is the implementation of RPP covering preliminary, core, closing activities.

Rusmono (2012:6) defines learning as a series of activities that is designed to enable the learning process to occur in students.

Atmawati (2017) describes implementation stage as a stage where students practice learning in industry.

Evaluation of Learning Innovation

In every learning evaluation, it is necessary to measure the extent to which the students' ability and understanding on materials taught. Besides, evaluation is one of the principal duties of teachers in every subject to give assessment on the students' learning output.

The learning assessment performed in SMK Negeri 1 Kuningan is conducted on three aspects, namely: knowledge, skill, and attitude. Prihatin (2011:152) states that "Educators deserve to determine the students' graduation because the teachers assess the students from three domains, namely cognitive, affective, and psychometric.

Constraints and Solutions of Learning Innovation

Based on the research in SMK Negeri 1 Kuningan, it can be observed that the teachers encounter various constraints in implementing curriculum-2013-based of learning innovation. The constraints include:

a. The teachers' ability in technology and information utilizations is still very poor;
b. Not all students are active and creative when told to look for materials themselves to be studied;
c. Some teachers who have not had much understanding on the implementation of K-13;
d. Difficulties in conducting assessments that are in accordance with the curriculum 2013;
e. Internet network at school is damaged;
f. Lack of media sources in developing materials;
g. The teaching and learning process employing the scientific method has not been carried out optimally.

These findings are supported by a previous research by Melati & Utanto (2016) in their journal in which it is not uncommon that the failure of curriculum implementation is caused by lack of knowledge, skill, and ability of teachers in comprehending their primary obligations. This condition indicates that the curriculum implementation is functioning in the school especially during the learning process. If knowledge on curriculum is low, the teacher concerned will get confused about how to manifest the curriculum in the learning practice. This lack of understanding of teachers in SD Muhammadiyah 11 Semarang towards Curriculum 2013 in addition to the less optimal role of the government and also the school as well as due to the teachers' own ability. The teachers have not understood the Curriculum 2013 intact both theoretically and practically.

Based on the results of interview, it is found that the school and teachers have attempted to overcome the issues of constraints faced. Solutions which have been conducting by the teachers/school with these issues are:

a. Various trainings such as In-house Training and MGMP are held;
b. Teachers must attend the training on information and technology utilizations;
c. Teachers must awaken the students' interest to study, so that they will be more active during the learning process;
d. Teachers and students seek other references from the internet as a learning resource.

Purnama (2016) suggests that "To improve the professionalism of teachers and administrative personnel can be done through: 1) Asking them to participate in training at school (in house training); 2) The school provides adequate books or references for teachers/administrative personnel; and 3) Encouraging and facilitating teachers/administrative personnel through MGMP (discussion among subject teachers) or MGBK (discussion among counseling teachers) either at school or district/municipality level. Forms of efforts in improving the teachers' and administrative personnel's professionalism may include trainings on curriculum, developing learning media, skills in using computer, information and computer and technology (ICT) utilization, archive, library, and laboratory management, and others. Based on these,

it can be concluded that learning innovation is a crucial issue that must be sought in order to create an enjoyable learning process.

CONCLUSION

Based on the results found, it can be concluded that the forms of learning innovation which have been carried out in SMK Negeri 1 Kuningan *include student-centered*, *peer tutoring, cooperative learning, storytelling, learning factory (factory-based learning), use of internet media, discovery and inquiry learning,* and *problem-based learning*.

Planning of learning innovation have been carried out in SMK Negeri 1 Kuningan since the beginning of school year by conducting various trainings such as MGMP, In-House Training, preparing learning instruments, lesson plan, annual program, semester program. Learning planning must also be well planned according to the procedures set by the school.

The implementation of learning innovation in SMK Negeri 1 Kuningan has been performed in accordance with RPP that refers to K-13 in accordance with Permendikans Number 22 Year 2016 in which the implementation of learning is the implementation of RPP that covers preliminary, core, and closing activities.

Learning evaluation based on Curriculum 2013 covers: 1) attitude competency (spiritual and social), 2) knowledge competency, and 3) skills competency.

Among the constraints faced by teachers of SMK Negeri 1 Kuningan dealing with learning innovation are: 1) Teachers' capability in utilizing information and technology is still poor; 2) Not all students are active and creative when told to look for materials themselves to be studied; 3) Some teachers who have not had much understanding on the implementation of K-13; 4) Difficulties in conducting assessments that are in accordance with the curriculum 2013; 5) Internet network at school is damaged; 6)Lack of media sources in developing materials; and 7) The teaching and learning process employing the scientific method has not been carried out optimally.

Solutions which have been conducting by the teachers/school with these issues are: 1) Various trainings such as In-house Training and MGMP are held; 2) Teachers must attend the training on information and technology utilizations; 3) Teachers must awaken the students' interest to study, so that they will be more active during the learning process; and 4) Teachers and students seek other references from the internet as a learning resource.

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