



## **Survey of Inhibiting Factors of Curriculum at SMK Telkom 1 Medan**

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### **ABSTRACT**

This article was created to analyze the inhibiting factors of curriculum in SMK, while the things that will be discussed in this study are: 1). What is the curriculum applied in the school? 2). Does learning go according to the existing curriculum? 3). What are the complaints in learning about the use of the current curriculum?

The research method used in the making of this article are qualitative method. The data was collected by analyzing material sources from books, journals, and take the questioners of some seconds grade students in SMK by using google form to know their answer about the inhibiting factors of curriculum they use in their school namely SMK Telkom 1 Medan.

Keywords: Inhibiting Factors, Curriculum, Education

### **INTRODUCTION**

The development of curriculum is one of the crucial elements involved in putting education into practice. Planning or developing a curriculum is seen as a collection of tasks that give teachers a foundation for creating interactive activities and instructional situations that will increase learning. In general, the curriculum development process includes the design, development, implementation, and assessment of curricula.

Curriculum plays a significant role in national education as a collection of plans and procedures about the aims, topics, and methods used to carry out the teaching and learning process to achieve certain educational goals. Education's core component, the curriculum, is dynamic and always. To maintain up with the evolution of the society, upgrading is crucial of the development of science and technology, as

well as the requirement of students' needs. A country's progress, including that of Indonesia, can be represented in the curriculum development there. The national curriculum has undergone major changes in Indonesia. But Pancasila and the 1945 Constitution form the foundation for the whole national curriculum. The evolution of the curriculum provides insight into the historical development of education in Indonesia. As previously indicated, a change in the curriculum follows logically from changes in the political, social, cultural, economic, and scientific systems.

The Pancasila and the 1945 Constitution serve as the foundation for the entire national curriculum, with various importance put on the objectives and methods for implementing basic education. The curriculum reform in Indonesian schools is consistent with the present reforms being made to learning and education, which are constant and never stop. The improvements are designed to raise the standard of their education and learning.

In accordance with Law No. 20 of 2003, a curriculum is defined as a collection of plans and arrangements pertaining to the objectives, subject matter, and instructional materials, as well as the organizational strategies utilized to achieve societal educational objectives.

Silahuudin state that without a curriculum, it would be very difficult or even impossible for educational planners to achieve their intended educational goals. Given the critical role that the curriculum plays in the effectiveness of teaching and learning programs, it is essential that the curriculum be understood by all those involved in the management of education, particularly teachers or educators (Silahuudin, 2014: 333-334)

According to Mulyasa (2014) that besides the several weakness as stated above, changes and development of curriculum are needed because there are several gap in the current curriculum (KTSP in mentioned year). In line with the rapid development of science, technology and art in today's global era, several curriculum gaps can be identified as follows.

In historical records since 1945, the curriculum in Indonesia has undergone changes, namely in 1947 (under the name of the Lesson Plan Curriculum), 1952 (under the name of the Unraveled Lesson Plan Curriculum), 1964 (under the name of the Education Plan Curriculum), 1968, 1975, 1984, 1994, (each of which used year as the name of the curriculum), 2004 (under the name Competency-Based Curriculum), 2006 (under the name of the Education Unit Level Curriculum), and most recently the 2013 curriculum or better known as K-13 (Muhammad Irsad, 2016; 233).

As part of efforts to restore learning, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) developed a prototype curriculum which will later be called the Merdeka Curriculum as an important part of efforts to restore learning from the long-standing crisis. The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential materials and developing the character and competence of students.

Programme for International Student Assessment (PISA) results show that 70% of 15-year-old students are below minimum competence in understanding simple reading or applying basic mathematical concepts. This PISA score has not improved significantly in the last ten to fifteen years. The study shows that there are large gaps between regions and between socio-economic groups in terms of learning quality. This is exacerbated by the COVID-19 pandemic.

To overcome this, the Ministry of Education and Culture has simplified the curriculum under special conditions (emergency curriculum) to mitigate learning loss during the pandemic. As a result, 31.5% of schools using the emergency curriculum

showed that the use of emergency curriculum can reduce the impact of the pandemic by 73% (literacy) and 86% (numeracy).

The effectiveness of the curriculum under special conditions further strengthens the importance of changing the design and implementation strategy of the curriculum more comprehensively.

In the restoration of learning, now schools are given the freedom to determine the curriculum to be chosen:

- a. Curriculum 13
- b. Emergency Curriculum ( K13 Simplified )
- c. Independent Curriculum

The implementation of the learning process due to the COVID-19 pandemic has undergone changes in the educational component, including teachers, students, school environment, teaching content, teaching methods and media. These changes must be addressed immediately by updating and refining each section of the training. However, due to limitations in adapting to changes, this makes the learning process less effective and causes learning loss. Curriculum Requirements-13 for completeness of basic skills and learning load that make students lose interest in learning.

For this reason, in order for the education unit to continue to be able to provide services to students, there must be an update to the educational component, one of which is the development of the curriculum. The characteristics of an independent curriculum offer hope for revitalizing student learning given the importance of learning and the uniqueness of each student. Therefore, education units and educators must enthusiastically accept these changes so that the national education goals of Law No. 20 of 2003 are achieved for all Indonesian students with the uniqueness and diversity of learning styles. with the needs of each student.

Although many researchers have researched the inhibiting factors in implementing the curriculum used in senior high school (SMA), but only a few have surveyed the inhibiting factors in SMK. This research focuses on a survey of SMK, namely Telkom 1 Medan, regarding the inhibiting factors they feel about implementing the curriculum they currently use.

The most common issue, particularly for swasta's schools, is the change in the number of students they are able to accommodate. such that when the student population is unstable, the Independent Curriculum program is interrupted and limited. In reality, there has been a significant drop in several sectors, with the long-lasting pandemic having one such effect. Private schools' primary concern, in general, is PPDB (New Student Acceptance), or how to sustain enrollment levels while also attracting new students. In order to ensure that the Independent Curriculum and other new government policies are always linked to the key problem, namely the effect on the number of students it manages.

### **LITERATURE REVIEW**

Previous research from Dwi Anggi Wulandari, Emil El Faisal, Sri Artati Waluyati (2016) "Factors Inhibitingng 2013 Curriculum Implementation For Ppkn Subject Teachers At State Smas In Palembang" stated that the most dominant obstacle in implementing the 2013 Curriculum was having difficulties in making lesson plans according to with the 2013 curriculum, having difficulty adapting learning methods to time, lack of two hours to carry out learning activities, having difficulty assessing attitudes by means of observation, self-assessment, and assessment between students, lack of understanding of authentic assessment, having difficulty evaluating assessment using authentic assessment, not fully able to master IT, lack of interest in

reading students, lack of availability of learning tools and media such as laptops, LCD projectors, lack of internet access in schools, and lack of textbooks for the 2013 curriculum for educators and students.

The research of Hari Anna Lastya and Sri Wahyuni (2022) the implementation of the 2013 revised 2018 curriculum in the implementation of learning in Aceh is in the fully implemented category. With the existence of research on the implementation of the 2013 revised 2018 curriculum in the implementation of learning in Aceh, several suggestions can be stated. Among them, it is important for teachers to be able to improve the quality of learning, professionalism, and innovation in the learning process by making maximum efforts by adding insight and being more active in getting to know the 2018 SMK Curriculum through information media as well as through training or seminars related to the 2018 Curriculum SMK without having to wait for the socialization program implemented by the government.

Previous research from Maulida Ganis (2015), "Identification Of The Obstacle Factors Of Implementing Curriculum 2013 At Sd Negeri Jlaban Sentolo Kulon Progo" stated that the results showed that there were internal and external factors that became obstacles to the implementation of the 2013 curriculum. Internal factors of teacher knowledge in the form of lesson plans that do not yet contain a scientific approach, class management, time management hinder the implementation of the 2013 Curriculum, while psychological and physical do not hinder the implementation of the 2013 Curriculum. External factors in the form of students who have not adapted, the scientific approach which is still difficult to implement, material that is not in-depth, infrastructure that does not yet support, too many assessments, takes a long time, is complicated and detailed and there is no official report card form (student learning results for one semester) from the central government and report cards that make parents/ wali pe and students feel dissatisfied because a description hinders the implementation of the 2013 Curriculum.

Previous research from Jumirah (2015) "Factors Inhibiting 2013 Curriculum Implementation (Case Study Of Sociology Subjects At Sma Negeri 2 Pangkajene" suggests that research on the implementation of the 2013 curriculum at SMA Negeri 2 Pangkajene shows that the implementation of the 2013 curriculum is teacher training regarding the 2013 curriculum, providing student books and teacher handbooks, strengthening school management and culture as well as the government's role in monitoring and evaluation. b) The inhibiting factors for the implementation of the 2013 curriculum in sociology at SMA Negeri 2 Pangkajene, namely the lack of facilities and infrastructure provided by the school, the lack of training for teachers regarding the 2013 curriculum, the lack of attention from students' parents, the lack of student activity in the learning process and teachers are not ready and are still confused about the process standards that must be met. c) The implementation of the 2013 curriculum does not have to be set by a target time of year, if all the tools and components of implementing the 2013 curriculum are not ready, it is not a problem if the implementation has to be backtracked until the supporting elements are ready.

## **RESEARCH METHODS**

The research method is a scientific way to acquire data with a defined objective and utility, says Sugiyono (2011). Research methods are how the author obtains data for conducting research and then develops it into a complete unit.

This research also used a qualitative approach and library research or descriptive method. It refers to a method of gathering data for analysis that involves collecting information or materials from books, journals, the internet, and libraries. After

searching for some source, continues to do some research by taking some students into an interview and ask for their opinion related to the topic. The interview was conducted via the internet. The researcher used a Google form tool for the online interview.

After finding some source that the researcher believes can support their thoughts and opinion on research, researcher continue to analyzing the source by reading it one by one. This process was carried out for two day, started on 9<sup>th</sup> December 2022 and finished on 10<sup>th</sup> December 2022.

### **FINDING & RESULTS**

Based on results research at SMK Telkom 1 Medan, found a number of matter related obstacle application curriculum at school. As for from the previous survey done obtain results that the curriculum used at SMA Telkom 1 Medan is curriculum independent .

Application curriculum at SMK 1 Medan from got some samples state results that application curriculum inside learning walk in accordance with provision curriculum defined independence from school and from the survey conducted conclude that curriculum merdeka which is used at SMA Telkom 1 Medan more practical in comparison with curriculum previously because students are released for choose choice they in accordance interest and their talent have. Next, learning in curriculum applied independence give opportunity more wide to student for more active and participate for explore supporting actual issues development character and competence student. Then in application curriculum independent, students focused on essential material and learning done more deep, meaningful, no in a hurry and fun .

And based on results research conducted to complaint in learning curriculum moment this it turns out there is a number of complaints received by student . About 23% student no get complaint to decision or determination curriculum independence that has set by government. It caused because it seems like student enjoy about decisions that have set by government. it proven when survey results that have been done . Found that 23% student from the total number of samples we did no answer exists a obstacles .

But about 77% student say that they find a number of obstacle about decision government that is curriculum independent. Initially curriculum is a decision which is a action preventive or prevention carried out government in overcome behind lessons at school. It caused because when in 2019 happened a virus called Covid-19 that causes all schools in Indonesia must study from home. By because that naturally certain many very lagging students eye lesson. So that Government Secrete decision about curriculum independent.

Different with curriculum that has set before namely curriculum 13, it turns out besides from a matter preventive from government, It turns out decision this also make student get a number of pressure .

Based on results research that we provide, following is a number of complaint from student about determination curriculum that has set by government. One decision curriculum independent is remove some who have is in the curriculum before, and combine them or make a decision based on interest and talent student . But beside that when student get a lessons that don't they understand them must study alone and understand behind lesson the. it proven from survey results that have been made by author. Besides from it, Student say that though no all teachers do this, however based on results research , just teacher give a knowledge but no care about level understanding gained his students. That is like student must study alone if they behind

lesson or something is not they understand based on explanation from the teacher .

Besides from it, it turns out application curriculum independent different from curriculum before. Fact from results research a number of student say that designated school curriculum merdeka which hour learning changed be longer, No like curriculum before . This is what causes wrong one reason student stressed consequence decision government about curriculum Merdeka. Besides of changing class hours becomes so long, Assignment given also it turns out more. Teacher makes student have many duty actually it means is for make student more many study and read book, however it turns out matter that make a pressure for student. They say that learning hours are so a lot, And the task is so many make they very depressed. They only get day holiday that is Saturday and week. But two day that becomes day holiday they it turns out no enough. Because that should be day holiday used for rest but Becomes day used they for work duty them . So that for, they day Saturday and week that no day for rest but day for work task .

### CONCLUSION

The Merdeka curriculum is a learning method that refers to the talent and interest approach. Students can choose what subjects they want to learn according to their passion. The Merdeka Learning curriculum has the goal of creating a more enjoyable education for students and teachers. The Merdeka curriculum is designed with advantages that adapt to the times.

In this article, the authors analyze the inhibiting factors of the curriculum at SMK Telkom 1 Medan. Based on the results of research at SMK Telkom 1 Medan, several things were found related to obstacles to program implementation in schools. From the survey that has been conducted, the results show that the curriculum used in SMA Telkom 1 Medan is an merdeka curriculum.

The survey concluded that the merdeka study program used at SMA Telkom 1 Medan was more comfortable than before because students were free to choose choices according to their interests and talents. However, based on the results of the research we provided, there are more complaints from students about the establishment of the curriculum that has been set by the government, namely, when students get a lesson that they do not understand, they must learn by themselves and understand the delay in the lesson. This can be seen from the results of a survey conducted by the author. In addition, the class hours turned out to be so long, and the assignments given also turned out to be more, which caused students to be depressed due to the government's insistence on an merdeka curriculum.

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