

# Implementation Of Curriculum Policy Edutechno Islamic Preneurship In Aceh

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## ABSTRACT

Referring to Law Number 44 of 1999 concerning Aceh's privileges, Aceh Qanun Number 11 of 2014 article 5 paragraph 2 which explains that the national education system in Aceh is organized in an Islamic and integrated manner to achieve educational goals, Aceh Qanun Number 9 of 2015 article 19 paragraph 1 which explains that the Aceh government has the authority to formulate an Islamic curriculum at the PAUD, SD, SMP, SMA, SMK and SLB levels, and the Aceh government has the authority to implement the national curriculum at the secondary education and special education levels, so the Aceh government launched a curriculum called Edutechno Islamic Preneurship. This research is located at SMK Negeri 3 Lhokseumawe and aims to determine the policy content of the Islamic Edutechno Preneurship curriculum and to determine the supporting and inhibiting factors for its implementation at SMK Negeri 3 Lhokseumawe. Currently the national curriculum has not been integrated with the Islamic-based concept of Aceh's local wisdom, therefore it is deemed necessary to conduct research to analyze the policy content of the Islamic Edutechno Preneurship curriculum. This research is qualitative research using observation, interviews and documentation methods. The results of the research show that the Islamic Edutechno Preneurship curriculum is implemented well at SMK Negeri 3 Lhokseumawe but still needs improvement in the aspects of socialization, supervisory supervision, Islamic-based books and continuous improvement of human resources. The conclusion of this research is that the Islamic Edutechno Preneurship curriculum needs to be implemented comprehensively within the Aceh Education Department in order to create vocational students who have skills and have noble character and uphold Islamic Acehan values.

**Keywords:** Policy, Islamic Edutechno Preneurship

## Introduction

The reform era has brought fundamental changes in various lives, including educational life. The Aceh Government Law (UUPA) is the main legal basis for the Aceh government to implement its unique aspects, namely through Law of the Republic of Indonesia number 11 of 2006 concerning the Government of Aceh. In this law, it is explained that Aceh is a provincial region which is a special legal community unit and is given special authority to regulate and manage its own government affairs and local community interests in accordance with the laws and regulations in the system and principles of the Unitary State of the Republic of Indonesia based on the Law. - The 1945 Constitution of the Republic of Indonesia. Furthermore, it can organize education and allocate potential human resources and provide quality education and add local content material in accordance with Islamic law as stated in article 16 paragraph 1 and paragraph 2.

An integrated curriculum with local Acehan wisdom. The structure of the 2013 curriculum is maintained in accordance with the ministerial regulations that have been established, but in this curriculum the content of the material is adjusted to local wisdom. An integrated curriculum is more concerned that a subject must be integrated or integrated as a whole. This integration can be achieved through focusing lessons on one particular problem with alternative solutions through various scientific disciplines or subjects as needed so that boundaries between subjects can be eliminated. The development of an integrated curriculum provides an opportunity for regions to develop the concept of local wisdom so that it is maintained while being able to improve the quality of education. The curriculum currently being developed in Aceh province is called Edutechno Preneurship Islami.

The Islamic Edutechno Preneurship curriculum is a new curriculum concept in Aceh, its implementation in vocational secondary education units in Aceh is the first integrated curriculum used. Based on the description above, it is deemed necessary to research

"Implementation of the Islamic Edutechno Preneurship Curriculum". In this study, researchers focused their research on the vocational education unit, namely SMK Negeri 3 Lhokseumawe. Based on the above, the problem formulation in this research is as follows: What is the content of the Islamic Edutechno Preneurship curriculum policy like and what are the supporting and inhibiting factors in implementing the Islamic Edutechno Preneurship curriculum policy at SMK Negeri 3 Lhokseumawe?

### **Conceptual Foundations**

Dede Sunaryat (2016) in his research entitled Implementation of Vocational High School Development Policy to Increase Education Accessibility explained the results that policy implementation has been able to increase the accessibility of secondary education; The community has a very significant role, and in the future it is hoped that policies will be implemented in accordance with regional needs and the vision, mission and goals of regional development.

Julitri Maria, Nandang Kosasih Ananda and Sumadi (2014) in their research on Readiness to Implement the 2013 Curriculum in Vocational High Schools explained that readiness to implement the 2013 curriculum begins with planning the goals and objectives to be achieved, such as holding training or workshops independently at the school and involving teachers in MGMP forums; completing infrastructure such as laboratories, teacher and student handbooks need to be reviewed, monitoring the implementation of the 2013 curriculum by accompanying teachers and the attitudes of subject teachers, especially the attitude of curiosity, the attitude of hard work, and the creative and innovative attitude.

### **Public Policy Concept**

James Anderson in Budi Winarno (2012) said that policy is a direction of action that has a purpose set by an actor in overcoming a problem or problem. Furthermore, James A. Anderson in Subarsono (2005: 2), said that public policy is "a policy determined by government agencies and officials". In line with Laswell and Kaplan, David Easton in Subarsono (2005) defines public policy as "the allocation of values to society", because every policy contains a set of values in it.

### **Public Policy Implementation**

Van Meter and Van Horn in Budi Winarno (2008) define public policy implementation as actions in previous decisions. These actions include efforts to convert decisions into operational actions within a certain period of time as well as in numbers continuing efforts to achieve large and small changes determined by policy decisions carried out by public organizations aimed at achieve the goals that have been set.

The meaning of implementation according to Daniel A. Mazmanian and Paul Sabatier (1979) in Solihin Abdul Wahab (2008), says that: Implementation is understanding what actually happens after a program is declared effective or formulated, which is the focus of

attention of policy implementation, namely events and activities. - activities that arise after the ratification of State policy guidelines which include both efforts to administer them and to cause real consequences/impacts on society or events.

### **Public Policy Content**

According to Dunn (2003) there are at least five procedures that are commonly carried out in conducting policy analysis, namely (1). Problem formulation (definition), produces information about the conditions that give rise to policy problems; (2). Forecasting (prediction), providing information about the future consequences of implementing alternative policies including not doing something; (3). Recommendations (prescriptions), provide information about the relative value or usefulness of the future consequences of a problem solution; (4). Monitoring (description), produces information about the present and past consequences of implementing policy alternatives; (5). Evaluation, which has the same name as that used in everyday language, provides information about the value of the usefulness of the consequences of solving or resolving a problem.

### **Supporting and Inhibiting Factors**

As for the supporting aspects of public policy, according to George Edward III's Policy Implementation Theory in Budi Winarno (2002), the factors that support policy implementation are: (1). Communication; (2). Resources; (3). Tendencies or behaviors; and (4). Bureaucratic structure. Meanwhile, according to the policy implementation process theory according to Van Meter and Horn in Budi Winarno (2002), the factors that support policy implementation are: (a). Policy measures and objectives; (b). Policy Resources; (c). Inter-organizational communication and implementation activities; (d). Characteristics of implementing agencies; (e). Economic, social and political conditions; and (f). The tendencies of the implementers.

### **Local wisdom**

Local wisdom is part of a society's culture, usually passed down from generation to generation through stories and advice from parents. According to Alfian (2013), local wisdom is defined as a view of life and knowledge as well as a life strategy in the form of activities carried out by local communities to meet their needs.

Ratna (2011) is a binding element in an existing cultural form so that it is based on existence. Local wisdom can be defined as a culture created by local actors through an iterative process, through the internalization and interpretation of religious and cultural teachings which are socialized in the form of norms and used as guidelines in the daily life of the community.

## **RESEARCH METHODS**

This study used qualitative research methods. According to Sugiyono (2013:1) qualitative research is essentially

a research method used to examine natural conditions. The researcher is the key instrument who collects data in a triangulated (combined) manner, data analysis is inductive and the results of the research emphasize the meaning of generalizations. Qualitative methods are used to obtain in-depth data, data that contains meaning. Meaning is actual data, data that is definitely a value behind the visible data.

### **Data collection technique**

#### **1. Observation**

There are two types of observation methods, namely participant observation and non-participant observation. Supardi (2006:91) explains that participant observation is when the observer (the person making the observation) takes part or is in the condition of the object being observed, while non-participant observation is the process of observing the observer without participating in the life of the person being observed and separately having the position of observer. In this research, researchers used non-participant observation.

Non-participant observation, namely if the observer does not directly or does not participate in the activities being carried out by the observer.

The interview method or oral questionnaire is a dialogue carried out by the interviewer to obtain information from the interviewee.

Documentation, comes from the word document, meaning written items. According to Sugiyono (2013:240) documents are records of events that have passed.

#### **Data analysis technique**

According to Miles and Huberman, analysis activities consist of three activity streams that occur simultaneously, namely data reduction, data presentation, and drawing conclusions/verification.

### **Research result**

#### **Islamic Edutechno Preneurship Curriculum Policy Content.**

that the Principal has implemented a regular coaching pattern for his deputies, teachers and students through Monday morning coaching ceremonies, regular meetings and coaching after the recitation of Surah Yasin every Friday. Results of the researcher's interview with Irwan, S.Pd., Msi. as the Principal stated that:

"... SMKN 3 Lhokseumawe has 5 (five) skill programs in which there are 7 (seven) skill competencies, namely the Accounting and Finance skills program which consists of Accounting and Institutional Finance and Sharia Banking skills competencies, the Office Management skills program has Automation and Management skills competencies. Manage Offices, the Business and Marketing skills program has the Online Business and Marketing skills competency, the Hospitality and Tourism Services skills program has the Travel and Tourism Business skills competency and finally the Graphic Design skills program which

consists of the Graphics Preparation and Graphics Production skills competencies. All of these skills programs have received A accreditation and superior predicate from the National Accreditation Board for Schools/Madrasahs (BANSM) of the Republic of Indonesia. "This is based on accreditation certificate number 099/BAP-SM.Aceh/SK/XI/2017 dated 17 November 2017. This accreditation will end on 17 November 2022" (Interview, 5 November 2018).

#### **Supporting and Inhibiting Factors for Implementing the Islamic Edutechno Preneurship Curriculum**

In general, supporting factors can be categorized into 2 (two) groups, namely internal and external. The internal supporting factors are that SMK Negeri 3 Lhokseumawe has implemented the 2013 Curriculum since 2014, has A accreditation for all skills programs, has teachers who are aligned with the skills program, has adequate learning facilities, and has achieved many curricular and extracurricular achievements as well as its location. strategic ones"

He further added that:

"... the external supporting factors referred to are regulatory aspects that have been issued by the government such as Minister of Education and Culture Regulation number 20, number 21, number 22, number 23 and number 24 concerning 8 (eight) educational standards, Republic of Indonesia Law number 18 concerning special autonomy for Aceh, Republic of Indonesia Law number 11 of 2006 concerning the Aceh government, Aceh Qanun number 11 concerning the implementation of education and the commitment of the Aceh Education Service to socialize this curriculum are supporting educational units to continue to improve in implementation.

Irwan, S.Pd., M.Si. adding information about the factors inhibiting the implementation of the Islamic Edutechno Preneurship curriculum, he revealed that:

"...the inhibiting factors for the implementation of this new curriculum are coaching supervision which is still not optimal, learning resources for teachers and students are still minimal, and socialization of this curriculum is still not optimal. This has resulted in not all teachers receiving socialization, and there is no standard format for measuring the success of this implementation. Another obstacle that affects its implementation is that the prayer room does not accommodate enough students to pray midday prayers, so midday prayers must be scheduled for each class.

Based on an interview with Cut Haslinda, S.Pd regarding the obstacles are as follows:

"...the obstacle in implementing the Islamic Edutechno Preneurship curriculum is that there is no synergistic supervision between supervisors and teachers, so this gives rise to other perceptions regarding the implementation of Islamic Edutechno Preneurship at SMK Negeri 3 Lhokseumawe, giving the impression of sudden implementation." (Interview, November 6, 2018).

there has not been a synergy of communication between schools and the Business and Industrial World (DUDI) regarding the implementation of the Islamic Edutechno Preneurship Curriculum. This can be seen from the student report books that there is still minimal activity in religious aspects when in the world of business and industry

"... there are no books that meet the Islamic Edutechno Preneurship curriculum standard in school libraries. Apart from that, the use of internet services is not optimally controlled by operators, which has the potential

"... the factor of cooperation between teachers in enforcing discipline is still felt to be lacking, this results in inconsistent application of student discipline. "Besides that, the spectrum and structure of vocational schools always changes every year, this results in the design of learning plans being inconsistent."

"... the inhibiting factor in the implementation of the Islamic Edutechno Preneurship curriculum is the lack of socialization of integrated materials and learning administration of the Islamic Edutechno Preneurship approach, then there has not been a synergy of supervision between supervisors and teachers based on this curriculum, so that learning administration is still found that is not in accordance with standards, both curriculum standards 2013 and the Islamic Edutechno Preneurship curriculum

## AUTHORS' CONTRIBUTIONS

Based on interviews and documentation regarding the implementation of the Islamic Edutechno Preneurship curriculum at SMK Negeri 3 Lhokseumawe, researchers found that there was still a lack of socialization of Islamic Edutechno Preneurship-based learning integration and administration materials. So far, socialization has been carried out only through the dissemination of teachers who have taken technical guidance. This results in the process of preparing learning administration being controlled because there are differences in perception.

## CONCLUSIONS AND RECOMMENDATIONS

Islamic Edutechno Preneurship is a national curriculum which is supplemented with Islamic Religious Education (PAI) subjects, Islamic values, and Aceh values, and which is implemented in an Islamic manner; The content of the Islamic Edutechno Preneurship curriculum policy continues to refer to the 2013 revised 2016 curriculum. The spectrum and structure refer to the Regulation of the Director General of Primary and Secondary Education, Ministry of Education and Culture Number: 07/D.D5/KK/2018; Supporting factors in implementing the Islamic Edutechno Preneurship curriculum policy at SMK Negeri 3 Lhokseumawe are as follows:

1) has a strategic location, easy to reach by students;

2) all skills programs are accredited A;

3) have adequate learning facilities;

4) have educational resources capable of preparing learning administration based on Islamic Edutechno Preneurship;

5) have a School Development Team (TPS) and work program based on Islamic Edutechno Preneurship.

6) have an Industrial Work Practices (Prakerin) preparation committee whose task is to prepare competencies and develop the noble moral character of students before carrying out Industrial Work Practices (Prakerin).

Inhibiting factors in implementing the Islamic Edutechno Preneurship curriculum policy at SMK Negeri 3 Lhokseumawe are as follows:

1) the unavailability of textbooks based on Islamic Edutechno Preneurship;

2) there are still teachers who have not received socialization or technical guidance in preparing learning materials based on Islamic Edutechno Preneurship;

3) there has not been a synergy of guidance communication between teachers and supervisors in the context of Islamic Edutechno Preneurship-based learning administration development.

## Suggestion

Based on the conclusions of the research results, several things can be suggested as follows:

1. Socialization of the Islamic Edutechno Preneurship curriculum needs to be further improved, considering that there are still teachers who have not received technical guidance regarding Islamic Edutechno Preneurship based learning;

2. Determine SMK Negeri 3 Lhokseumawe as a pilot project for implementing Islamic Edutechno Preneurship;

3. Conduct regular evaluations of the implementation of Islamic Edutechno Preneurship at SMK Negeri 3 Lhokseumawe;

4. To the Aceh Provincial Education Office to be able to develop a work program to improve the quality of teachers/educators based on Islamic Edutechno Preneurship;

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