

# Management of Teacher Duties in Implementing the Independent Learning Curriculum in State Vocational Schools throughout the City of Padang

Syahrul Ramadhan<sup>1\*</sup>, Sulastri<sup>2</sup>

<sup>1,2</sup> Department of Educational Administration, Padang State University, Padang, Indonesia

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## ABSTRACT

This research is motivated by the problem, namely that the management of teacher duties is still not optimal in implementing the independent learning curriculum in State Vocational Schools throughout the city of Padang. This research aims to obtain information and describe the management of teachers' tasks in implementing the independent learning curriculum as seen from several aspects, including 1). learning planning, 2). implementation of learning, and 3). learning evaluation. This type of research is quantitative research with a descriptive approach. The population of this study was all State Vocational School teachers in the city of Padang, totaling 466 teachers. The sample in this study was determined using proportional stratified random sampling technique with a sample size of 88 teachers. The instrument in this research uses a Likert scale questionnaire model with five answer choices whose validity and reliability have been tested. Data is processed using the mean formula. The results of this research state that the management of teachers' duties in implementing the independent learning curriculum in State Vocational Schools throughout Padang City is seen from aspect 1). Learning planning with an average score of 4.28 is in the frequent category, 2) learning implementers with an average score of 4.24 is in the frequent category, 3). Learning evaluation with an average score of 4.12 is in the frequent category. This shows that the management of teachers' duties in implementing the independent learning curriculum in State Vocational Schools throughout the city of Padang is good.

## Corresponding Author:

Syahrul Ramadhan

Email: [syara34561@gmail.com](mailto:syara34561@gmail.com)

## 1. INTRODUCTION

Education is a conscious effort made in the learning process so that students can actively develop their potential. Education is considered important because with education we can become advanced people. Because with education we can develop our potential by attending formal and non-formal schools. The government continues to make efforts to improve the quality of education so that it is able to compete with other countries.

Education is very important for human life. Referring to this, it means that everyone in Indonesia has the right to receive educational services as a way to change the fate of a backward nation into a developed nation. According to Safrizal (2022) Education is an effort to humanize humans or shape humans into complete humans. It is said that because with education humans can be formed to be more perfect than other creatures of God as caliphs on earth. The future condition of a nation is greatly influenced by the mindset of its people which is formed through the education process. A good education process will lead the nation towards a better civilization. On

the other hand, a bad education process will only waste time, energy and money without any results. Therefore, efforts are needed to improve the quality of education in Indonesia. Hidayat & Abdillah, (2009) argue that educational success is influenced by educational components, including educators, students, educational methods, educational materials (curriculum), environment, educational tools and educational evaluation. One of the components of education that provides direction for the course of education is the curriculum.

In reality, managing the Independent Learning Curriculum in schools is not free from various challenges. Zulaiha (2023) in her research revealed that there are several problems experienced by teachers in managing the independent learning curriculum, including teachers having difficulty when preparing learning plans, namely when analyzing the Learning Outcomes that will be achieved by students because they are made per phase, then formulating them in the form of Learning Objectives (TP) and arranging them in the form of a Learning Objective Flow (ATP). Not only that, teachers who cannot use technology well will experience difficulties in making lesson plans. This was experienced by one of the teachers who admitted that he had difficulty in compiling the Teaching Module.

Apart from that, the problem experienced by teachers is that they still have difficulty in determining appropriate learning methods and strategies for children so that the learning process is enjoyable and students also participate actively in the learning process. This is in accordance with the theory put forward by Farida Jaya (2019) in her book entitled Learning Planning which states that learning planning is a general description of the steps that a teacher will take in the classroom in the future to achieve the goals that have been set effectively and efficiently. Thus, as a learning designer, the teacher is tasked with designing the learning program (including the organization of teaching materials, presentation and evaluation) which is his responsibility according to the learning objectives that have been set. The essence of learning planning is to determine optimal learning methods to achieve the desired learning outcomes.

The success of teachers in managing the Independent Learning Curriculum is not only seen from their learning planning, but also seen from the implementation of learning in accordance with the learning plans that have been made. There are several problems experienced by teachers when carrying out learning, namely problems that occur due to the limited number of textbooks in the form of student books, lack of ability and readiness of teachers in using learning media and not being proficient in applying technology in learning, problems experienced by teachers also from teaching materials that are too broad and the lack of learning methods used by teachers in teaching. In implementing project-based learning, teachers also experience several difficulties in determining projects for class as well as a lack of time allocation for project-based learning. This is in accordance with the theory put forward by Mulyasa (2021) in his book entitled *Becoming a Teacher Driving Independent Learning*, which states that independent learning prioritizes a learning process that is able to foster students' creativity, through approaches and methods that can train students' high-level thinking abilities. The methods used are scientific, problem based learning, project based learning, inquiry, observation, question and answer, and presentation. The effectiveness of these approaches and methods in learning is largely determined by the teacher, namely the teacher who drives independent learning.

The Padang City Government strongly supports the implementation of the Independent Curriculum. This is because Padang City is an educational city which has a mission to develop superior and competitive human resources. Based on the results of observations made and teacher interviews at several schools in vocational schools throughout the city of Padang on 8 - 12 July 2024, there were several problems found in the management of teachers' duties in the Independent Learning Curriculum in schools. Some of the phenomena found include: 1). There are 30% of teachers who are less skilled in creating teaching modules. Identifying low teacher skills in creating teaching modules. This can be seen from the large number of teachers requesting teaching modules from other schools so that the existing teaching modules do not match the characteristics of the students at that school, 2). During the learning process, some teachers have not been able to apply technology in the learning process. This can be seen during the learning process, teachers do not apply technology in the process. Most who have not applied are senior teachers or aged  $\geq$  60 years, 3). Some teachers have not been able to understand the implementation of the project to strengthen the profile of Pancasila students. Identifying teachers' lack of understanding of the objectives, components and implementation of projects to strengthen the profile of Pancasila students in schools, 4). There are 25% of schools that do not have adequate facilities and

infrastructure to implement the independent learning curriculum. Identifying the facilities and infrastructure owned by the school as not being able to support the needs for implementing the independent learning curriculum, especially in project-based learning, 5). Some teachers have not been able to understand the concept of an independent learning curriculum. especially in the learning process. This can be seen from the fact that there are still teachers who still use monotonous learning methods. so that students do not have the opportunity to build their own knowledge.

Based on the above phenomenon, it can be concluded that the management of teachers' duties in implementing the independent learning curriculum in State Vocational Schools throughout the city of Padang is still experiencing various problems. For this reason, it is hoped that this research will be able to provide solutions to problems that occur in order to achieve the objectives of the independent learning curriculum.

## 2. METHOD, DATA, ANALYSIS

Based on the problem studied, this research is descriptive research with a quantitative approach that tries to describe a variable. This is in accordance with what was stated by Abubakar (2021), descriptive research is research that aims to accurately describe the nature of variables without making comparisons or connecting them with other variables. This research is also carried out to develop the broad goals of science, usually to develop the science underlying problems and explanations.

The research instrument used was a Likert scale model questionnaire with five answer choices. The validity and reliability test in this research was carried out using the SPSS 25 application. The results of the validity and reliability test show that the management of teacher duties in implementing the independent learning curriculum in State Vocational Schools throughout the city of Padang is valid and reliable. The validity test of the questionnaire using SPSS 25 shows that of the 40 questions, 40 questions are declared valid. The reliability test of this questionnaire shows that this research instrument is reliable with the calculated reliability coefficient far exceeding the crisis value, so it can be relied on in research.

The research data was processed using SPSS version 27 including data verification, data grouping and tabulation, as well as creating a frequency distribution of scores for each item and then calculating the mean with the highest score multiplied by 100% using the assessment category classification.

## 3. RESULT AND DISCUSSION

### Result

#### Description of Employee Work Ethic Research Data

Recapitulation of data management results regarding the average score of teacher task management in the implementation of the independent learning curriculum in State Vocational Schools throughout Padang City seen in aspects 1), learning planning, 2). Implementation of learning, 3). Learning evaluation. Can be seen in table 1 below.

Table 1. Recapitulation of Average Score Identification of Teacher Difficulties in managing teacher duties in implementing the independent learning curriculum in state vocational schools throughout the city of Padang

No.	Indicator	Score Average	Category
1.	Learning planning	4,28	Frequent
2.	Implementation of learning	4,24	Frequent
3.	Learning evaluation	4,12	Frequent
<b>Average</b>		<b>4,21</b>	<b>Frequent</b>

Based on the recapitulation of the average score for each indicator in managing teacher tasks in implementing the independent learning curriculum in State Vocational Schools throughout Padang City, it can be seen in table 1 with the highest average score being 4.28 with the frequent

category namely learning planning. Meanwhile, the lowest average score was 4.12 in the frequent category, namely learning evaluation. Overall, the average score for managing teacher tasks in implementing the independent learning curriculum in State Vocational Schools throughout Padang City is 4.21 in the frequent category.

### **Discussion**

Discussion In this section, we will present a discussion of the research results regarding the management of teachers' tasks in the implementation of the Independent Learning Curriculum in State Vocational Schools throughout Padang City. As explained in the theoretical study of this research, it is stated that the management of teachers' tasks in the implementation of the Independent Learning Curriculum is seen from several aspects, namely: Learning planning aspects, implementation aspects and evaluation aspects. The results of this research data processing found that overall the management of teacher duties in implementing the independent learning curriculum in state vocational schools throughout the city of Padang was in the frequent category with an average score of 4.21. In the following, the author will describe each indicator of teachers' perceptions of independent curriculum management, as follows:

#### **Management of Teacher Duties in Implementing the Independent Learning Curriculum in State Vocational Schools throughout the City of Padang is Seen from the Learning Planning Aspect**

Research shows that aspects of learning planning are categorized frequently with an average score of 4.28. This indicates that the management of teachers' duties in implementing the independent learning curriculum from the aspect of learning planning has been carried out well. Besides that, learning planning received the lowest score on the item "I collaborate actively with the community." With a score of 3.38 it is in the sometimes category.

This means that teachers have not fully collaborated actively with the community. Collaboration between teachers, parents and the community needs to be sought to create a conducive learning environment and align the programs contained in the curriculum at school with the child's environment at home. Effective cooperation and communication with parents is very necessary in matters related to children's interests and development.

Nugraha & Rahman (2017) revealed that education currently requires collaboration with various parties in various educational activities. Collaboration is an activity where cooperation occurs between various parties in realizing educational goals, both from within and from outside educational institutions. Collaboration can be carried out with the school itself, universities, communities, experts, which have a positive influence on student achievement and school experience. Bhakti (2015) further stated that collaboration is a concrete and systematic step in the educational environment that has a direct impact on improving the quality of education. To be able to create an environmental atmosphere that gives children the opportunity to carry out creative activities effectively when studying, intensive communication is needed with parents and the community as working partners for the school.

#### **The Management of Teachers' Duties in Implementing the Independent Learning Curriculum in State Vocational Schools throughout the City of Padang is Seen from the Aspect of Learning Implementation**

The research results show that aspects of learning implementation are categorized frequently with an average score of 4.24. This indicates that the implementation of learning has been carried out well. Apart from that, the research results on the implementation aspect of learning obtained the lowest score, namely on the item "I started learning by carrying out relevant apperception activities" with a score of 3.77 in the frequent category.

Nurmasyitha & Hajrah (2021) stated in their research that apperception is important so that the learning process runs optimally. As a teacher, of course you often encounter various kinds of student attitudes when you first arrive at school. They come to school carrying their own burdens on their minds. Students' various emotions at the beginning of learning will certainly affect their concentration while studying. Therefore, teachers must be very clever in conditioning the classroom atmosphere so that students are ready to learn. If at the beginning of the learning activity the teacher does not condition the students first, then the students' concentration will not be built making it difficult to receive the information conveyed by the teacher. Of course, this will affect the

learning outcomes later. So that this incident does not happen, the teacher must carry out apperception at the beginning of the lesson..

This is supported by Chatib's (2014) opinion which states that the first minutes of the learning process are the most important time for the next hour of learning. It is in the first minutes that apperception can be carried out. Apperception carried out at the beginning of the learning process makes students' brains ready to learn. Proper apperception makes students feel relaxed and happy as indicated by a cheerful face, smiling, even laughing. When students are ready to receive information, the teacher can carry out the next apperception, namely building knowledge or reminding students of previous lessons.

Apart from that, several previous studies that are relevant to the opinion above include: Nurcahyo (2014). Based on the research that has been carried out, the results show that there is an influence of visual apperception on student learning achievement. Meanwhile, research results from Ningsih (2013) found that providing apperception in the teaching and learning process had a positive effect on students' learning readiness and grades. The next relevant research, Armayanti (2014). The results of the research show that teacher skills that have not been carried out optimally are applying new ideas to other situations and making summaries.

### **The Management of Teachers' Duties in Implementing the Independent Learning Curriculum in State Vocational Schools throughout the City of Padang is Seen from the Aspect of Learning Evaluation**

The research results show that the learning evaluation aspects are categorized frequently with an average score of 4.12. This indicates that the evaluation has been carried out well. Apart from that, the results of research on the evaluation aspect of the independent learning curriculum obtained the lowest score, namely on the item "I give a summative assessment at the end of one learning scope" with a score of 3.53 in the sometimes category. This means that teachers have not fully provided summative assessments at the end of one learning area, even though summative assessments have an important role in providing feedback to teachers about student learning progress and facilitating the determination of grades to compare student achievements with others. This not only helps teachers evaluate the effectiveness of teaching methods, but is also an important basis in determining whether a student will be promoted or graduate from an educational level.

Wildan (2017) explains that the importance of assessment in learning cannot be ignored because it has a significant role in improving student learning achievement. Proper assessment allows educators to measure students' understanding, abilities and progress in mastering subject matter). Besides that, Aulia (2020) believes that by carrying out regular assessments, educators can obtain useful information about students' strengths and weaknesses in their learning process. Feedback provided through assessments can provide students with information about their level of understanding of the material, skills that need improvement, and steps they can take to achieve further progress..

Summative assessment is an assessment carried out when the learning program has ended and is considered complete. This type of assessment is used to obtain an award classification at the end of the learning process, which is structured to systematically record the overall achievements of students. This assessment does not directly affect learning, but the results of this assessment often have an impact on student learning outcomes. According to Abidin (2016) summative assessment is carried out at the end of a period or learning unit to assess students' final achievements. This assessment provides an overview of the extent to which students have achieved the set learning objectives. The main purpose of summative assessment is to provide a final assessment that reflects the student's understanding and skills.

## **4. CONCLUSION**

Contains Based on the results of the research and discussion presented in the previous chapter, it can be concluded that the management of teacher duties in implementing the independent learning curriculum in State Vocational Schools throughout Padang City with an average score of 4.21 is in the frequent category. This shows that the implementation of the independent curriculum in State Vocational Schools throughout Padang City is still not completely good with the following details: 1). Management of teacher duties in implementing the independent

learning curriculum in State Vocational Schools throughout Padang City in the learning planning aspect with an average score of 4.32 in the frequent category, 2). Management of teacher duties in implementing the independent learning curriculum in State Vocational Schools throughout Padang City in the aspect of implementing learning with an average score of 4.23 in the frequent category, 3). Management of teacher duties in implementing the independent learning curriculum in State Vocational Schools throughout Padang City in the learning evaluation aspect with an average score of 4.10 in the frequent category.

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