

CURRICULUM 2013 REVISED 2017 FOR VOCATIONAL STUDY AT SMK NEGERI 6 PADANG, WEST SUMATERA AS ONE OF THE TOURISM AND THE ART IN GASTRONOMY SCHOOL

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ABSTRACT

Every province has they own characteristic based on culture that supported by it's human and their natural recourses. Each recourses needs to be develop by the expert who can maximize the potential to cover all of people's needs. Unfortunately, the expert who can count on this business is limited. Understanding and skills to manage this area generally comes from the people with self-taught. And the person who work with self-taught motivation tends to fight with trial and error risk. When the productive man console the goods and services with trial and error activity, they will loss of effectiveness and efficiency. This phenomenon needs special treatment from the beginning in education sector. Since SMK Negeri 6 Padang conduct fields that are closely linked to the hospitality and tourism and the art in gastronomy which can simultaneously cultivate all resource characterized by the West Sumatera culture that are targeted by the tourists. This study will discuss the curriculum policy in order to improve student's soft skills and creativity due to the major interest in tourism, and the art in gastronomy.

Keywords: curriculum policy, vocational school, tourism, the art in gastronomy

1. INTRODUCTION

Every province are required to be able to manage their own recourses. The management of those recourses being part of the government's efforts to overcome poverty. Poverty is also caused by the increasing number of unemployment in productive age. Around 80% unemployment has a secondary and undergraduate certificated. That's why the government try to solve the problem by exploring the potential that exists in each region to be utilized to improve people's welfare.

As we actually known, West Sumatera people are blessed with abundant natural wealth but not well managed yet. Majority people work with their self-taught ability. Their entrepreneur skill are familiar to the whole world. But trial and error activity will lead to the ineffectiveness and not efficient. It needs schools' role to handle this subject matter so they can introduce early to the society and lead a better circumstances in economic development. School's role became an extension of the

government for helping people full fill all of their needs independently due to limitation subsidy.

In hospitality and tourism sector, West Sumatera has a rich and potential place to be visit by tourist from all over the world. But the management are not run well. Developer sometimes having obstacle to cooperative because of the bureaucracy. Not to mention employee discipline. Such attitudes and conditions must be reformed.

In another hand, every place which potential to be visit also has special foods and beverages. Almost every centre of culinary spot doesn't belong the native resident. And its people seems to proud of consuming another country's foods. Actually, West Sumatera female are ingenious of making rendang, but most of them haven't got proper reward from their activity.

Now, the connection between problems and government effort are to setting secondary school participate maximizing local genius and local values and product creative students. As the SMK Negeri 6 Padang missions to setting up a competitive, dynamic and quality workforce. Besides, the school also wants to improve the quality of organization and school management with reference to SMM ISO 9001: 2008 and try to improve the instructional (KBM) quality in achieving the competence of students based on National and International standard.

Due to teachers roles, the school try to ensure the quality of teacher and employee competence in running Minimum Service Standards (SPM), do several approach to improve the quality and quantity of educational facilities and infrastructure in mastery of science and technology. In managing resources, school improving the quality of human resources in student development through IMTAQ and character, enhancing partnership with DU / DI, increase the quality of business center management and creating green school.

The purpose of school programs is to pass the standard of graduation in a point of view content, educators and education personnel, processes, facilities and infrastructure, financing, management, assessment. That purposes also connected with the open and close system for the study program.

In this condition what is needs is a government policy to implement the revised curriculum as well as it functions since the beginning when curriculum 2013 launch. The development concept which accommodated this revised contained curriculum 2017 for vocational study. From ADB (2015) findings, 94% of those graduate students from SMK enter the job market immediately while remainder go on to post secondary education and training opportunities.

2. DISCUSSION OF CURRICULUM 2013, REVISED 2017 FOR SECONDARY VOCATIONAL SCHOOLS

In curriculum 2013, all subject matter has a kind of syntax. Every subject matter are relevant with one another. Not only competence based contextual method but also in accommodate student interest and participation in class. Adding stressing come to affective, spiritual, social, knowledge and skills. Content focusing in developing cognitive. So it is seems necessary to elaborate further on matter on matters relating to national content (A) and local content (B) besides specific detail from point (C) as it listed from previous curriculum to core specific field (C1), core specific skills (C2), and skills competency (C3).

As the IDB program analysis through development in Indonesia, special for the technical and vocational education and training (TVET), it can be concluded that

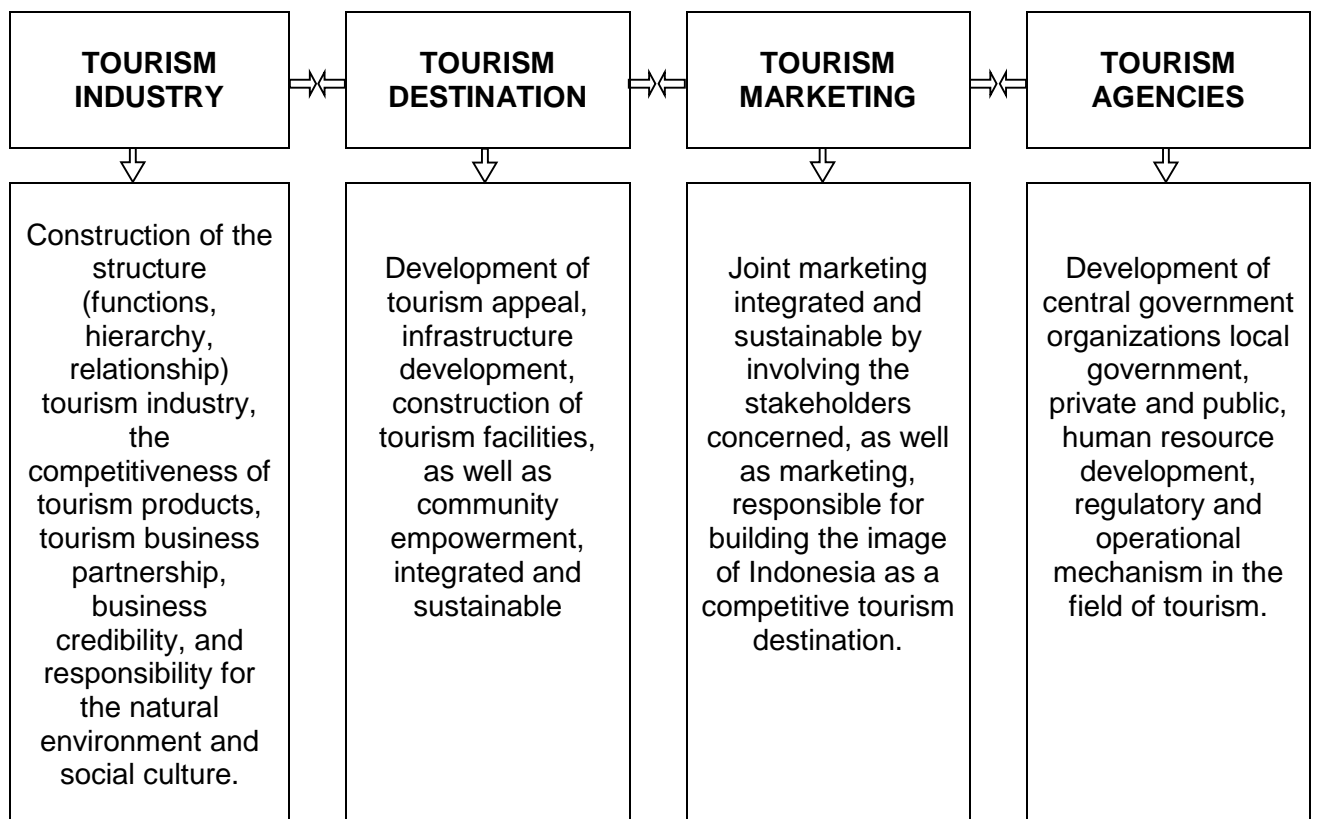
the revised curriculum in 2017 has cover idea about implementations of government authority in aspect: political will, strategy, functions, structures, staffing, processes and evaluation (ADB, 2009).

Several laws and regulations have provided an overall framework for education development in Indonesia due to its relevance, feasibility, and efficiency.

3. CONCEPT OF REVISED CURRICULUM 2017 FOR SECONDARY VOCATIONAL SCHOOLS

Striking changes occur when naming “major” are replaced by “skills competency” term. Then followed by some subject matter which turn to digital simulation from entrepreneurship or KPPI. And entrepreneurship subject matter it self abbreviated as PKW. Discussion check a look at more detail from 5 skills competence in SMK Negeri 6 Padang; Fashion, Culinary, Hospitality and Tourism Product and Services, Beautification, and Information, and Communication Technology to Hospitality and Culinary.

Since Heldi et. All (2016) summarizing the Law RI, No.10 / 2009 Article 7 assert coverage for sustainable tourism development component as SMK Negeri 6 Padang developed program to realize that policy in school:

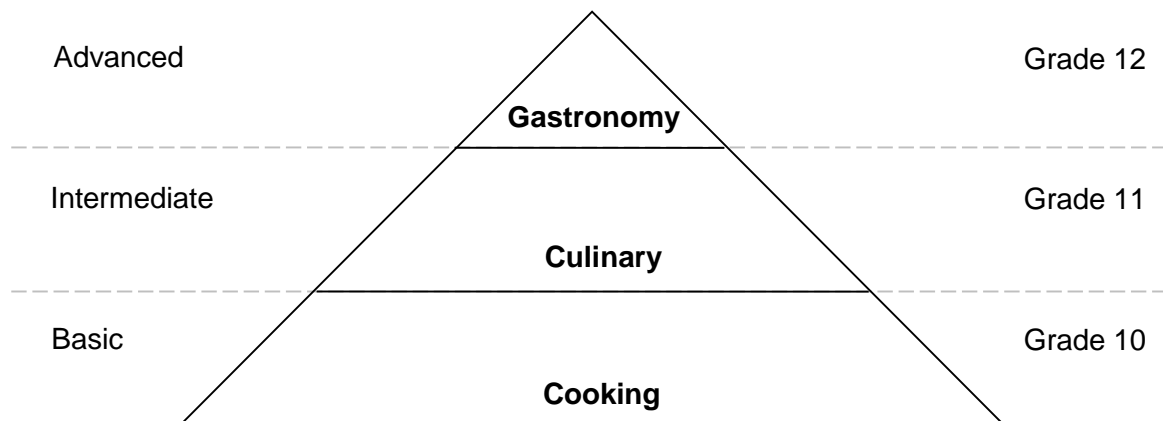


Students are equipped with proficiency of seeing, questioning, trying, synthesizing, and communicating. Know much about tourism industry, tourism destination, and tourism marketing. Besides the students also created link with the tourism agencies and stake holder. Syafwandi (2013) tend to communicate that the company profile will became an important thing which can effect the consume choice when they are interest to join one product or services. And SMK Negeri 6 Padang,

in hospitality and tourism skills competence joining with student in information and communication technology skills competence to create booklet or brochure in handling tourism information. They can also take benefit from online application “West Sumatera in Your Hand” launched by communications and informatics department, Sumatera Barat.

There is a hotel built in the hall of school which can services the consumer as another hotel used and students doing their practical lesson directly. From 104 total teachers, 10 of them teach in hospitality and tourism skills competence, and three of them are female. They coordinated students to conduct learning environment as market demand actually based on local recourses and uniqueness.

The same effort also done by teachers at cooking, culinary and gastronomy skills competence. There are 8 teachers and four of them are male. They set learning in cooking class for grade 10. Skills for cooking range from local, national and international recipes. Student only required to be able to cook as the receipt given by teacher but students can enhance the plating by learning from another learning resources, such as from internet. Culinary skills are driven by student in second semester until grade 11. Students improve they ability to cook by adding values in combining many raw material. Learning to mix and serve in new form. It just like an intermediate level in cooking trajectory to gastronomy. While student in the last grade, 12 has able to create their own menu. The pyramid skills come to this Diagram 1.



As higher as they grade as small as the teacher intervention in creating new menu concept. While part of cooking to gastronomy budgeting comes from BOS. Subjectivity of the students subjectivity were tested whether they are deserve to be chef or not. And the student who are potentially to be a chef can continue their study to undergraduate study. In this case, there will enrolled FPP Universitas Negeri Padang or another university out of Sumatera.

Creativity to preserve food and beverage is integrated with Minangkabau culture, art, science, and technology. The gastronomy it self, prove students creativity in merging green culinary, health-improved culinary, new technology application, and plating culinary in localization and globalization format.

Yuliana (2017) also conclude that entrepreneurship has a strong relationship with students personality. It means in secondary vocational schools, that features has come to realize in the beginning students create their own style when contacting

gastronomy fields not to mention whether they continue to post secondary school later or not. Gastronomy present future chef personality based on their local values and local values. The combination between both supplement will make a different with another products and services. All these finding oriented to demand responsiveness as matching skills supply and demand by government and schools collaboration (ADB, 2009).

4. CONCLUSION

Data collection from interview and documentation has been summarized into descriptive report that as s secondary vocational school in West Sumatera, SMK Negeri 6 Padang has run curriculum 2013, and welcome revised 2017 as the government recommends. That curriculum part of policy in education field which ensure the students get better knowledge, skills and information about the program they choose due to their interest and talent. Students interest and talent in tourism and will have better synergy with all approach to reduce unemployment.

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