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CURRICULUM MANAGEMENT WITH A BLOCK SYSTEM LEARNING SCHEDULE FOR TEACHING FACTORY LEARNING IMPROVEMENT (TEFA) AT SMKN 1 SANGATTA UTARA

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Abstract

Vocational schools as vocational education institutions are expected to be able to organize practical learning processes that are relevant to the business world and the industrial world (DUDI). One of the approaches that is now developing in bridging the gap between the world of education and industry is the implementation of the Teaching Factory (TeFa). It is important to examine effective curriculum management with a block system to support Teaching Factory learning optimally. This study uses a qualitative approach with a descriptive method. Data was obtained by interviews, observations, and documentation collection. Data collection techniques use interviews, document checks, and observations. The research site of SMKN 1 Sangatta Utara in June 2025. Data collection techniques with purposing sampling techniques with respondents principals, vice principals in the field of curriculum and all heads of expertise competencies. The analysis used the interactive analysis model of Miles and Huberman (1984) which included the first stage of data reduction, data presentation and conclusion drawn. The validity of the research results is triangulated, namely comparing the results of several data collection techniques. The results of the research are curriculum management planning with the Block system learning schedule at SMKN 1 Sangatta carried out in grades X and XI, class XII is not applied to the Block system because it is more focused on preparing for the Final Assessment of Education Units and USK. The organization of curriculum management with the responsibility of the principal, coordinated by the vice principal for curriculum and assisted by curriculum staff, daily picket teachers, heads of expertise competencies and report operators. The implementation of the block system learning schedule is effective in improving TeFa learning in class XI, for X it has not been effective because it is still the basic skill competency that has not yet been targeted for the production of goods/services. Class XII is also ineffective as a block system learning schedule because it focuses on preparing for the Final Assessment of the Education Unit and the Competency Certification Test. Supervision of the block system learning schedule carried out by picket teachers, deputy principals for curriculum and school principals is not effective because some daily picket teachers do not really go around the classroom

Keywords: ***Management, block system, teaching factory***

INTRODUCTION

Vocational High Schools (SMK) according to Muliana and Yoenanto (2022) need to optimize the link and match with the business world and the industrial world (DUDI) to overcome the mismatch or inconsistency between SMK and DUDI qualifications. Vocational education has an important role in producing a competent workforce that is ready to face the challenges of the industrial world. SMK as a vocational educational institution is expected to be able to organize a learning process that is not only oriented towards theory, but also on practices that are relevant to the business world and the industrial world (DUDI). One approach that is currently developing in bridging the gap between the world of education and industry is the implementation of the Teaching Factory (TeFa). According to Suyatno (2017) Teaching Factory is a vocational learning approach that integrates teaching and learning activities with real production processes in schools, in order to form work skills that are relevant to industry needs.

Zulkifli (2018) The block system is a learning arrangement that focuses students on one or two subjects within a certain period of time, thus allowing for deeper material and higher intensity of practice. SMKN 1 Sangatta Utara has implemented a block system learning since the 2023/2024 academic year to increase the effectiveness of the implementation of the Teaching Factory. It is important to review effective curriculum management with a block system to support optimal Teaching Factory learning.

According to Terry, GR (2006) management is a process consisting of planning, organizing, implementing, and supervising to achieve predetermined goals using human resources and other resources. In the context of the principal, management includes the ability to mobilize all school members to realize the school's vision and mission. According to Gatiningsih W (2020) stated that the results of the literature review study showed: 1). The implementation of the block system in vocational schools has been successful with an overall average result of 65.90%, The effectiveness of the block system implementation in terms of learning, educators, students, and practical equipment shows a high category with an overall average result of 60% which means it is very effective to be implemented in vocational high schools as an effort to improve the quality of learning. According to Amilia W. (2024) The results of the study at SMKN 9 Padang showed that block system learning (X1) did not have a significant effect with a calculation result of -5.324 on student work readiness (Y).

Project-based learning (X2) has a positive and significant effect with a calculation result of 10,377 on student work readiness (Y). Block system learning (X1) with significant project-based learning (X2) together (Silmutan) has a positive effect with a Fcal result of 55,140 with a sig of 0.00 on student work readiness (Y). According to Suprarogi D (2018) the planning of the block system learning scheduling model is in the moderate category with a percentage of achievement of 75%, the implementation of the block system learning scheduling model is in the moderate category with a percentage of achievement of 76% and the constraints of the block system learning scheduling model are in the moderate category with a percentage of 77%. The suggestion put forward is to prepare physically before carrying out practicums for teachers, it is expected to provide more variation in practicum learning and provide sufficient rest time. SMKN 1 Sangatta Utara has implemented a block system learning schedule curriculum management since the 2023/2024 academic year in order to improve Tefa learning. This is in line with one of the missions, namely preparing professional human resources who are able to compete in the industrial revolution era. This study aims to determine the planning, organization, implementation and supervision and evaluation of block system learning.

METHOD

This study uses a qualitative approach with a descriptive method, a case study type of research at SMKN 1 Sangatta Utara in June 2025. In this study, the data sources come from primary data and secondary data. Primary data in this study with interviews, observations, documentation collection. Secondary data in the form of learning schedules, teacher duty report documents, and learning documents. Data collection techniques using interviews, document checking, and observation. Primary data in the form of interviews, observations and documentation while secondary data in the form of documents related to the management of the block system learning program curriculum. Data collection techniques using purposing sampling techniques with respondents, in-depth interviews were conducted with the principal, vice principal for curriculum and all heads of expertise competencies. The analysis uses the Miles and Huberman (1984) interactive analysis model which includes the first stage of data reduction, namely the data that has been collected is selected, focused, and simplified according to the research objectives. The second stage of data presentation. The reduced data is presented in the form of narratives, tables, or charts to facilitate understanding. The third stage of drawing conclusions, this process is carried out by identifying patterns, themes, and meanings contained in the data that has been presented. The conclusions drawn are temporary and will be verified through data triangulation to ensure the validity of the findings. The validity of the research results is done by triangulating, namely comparing the results of several data collection techniques.

Curriculum Management with Block System Learning Schedule to Improve Teaching Factory Learning focuses on discussing the planning, organizing, implementing, and supervising the implementation of the block system learning schedule. This study can provide knowledge about the possibility of arranging a block system learning schedule so as to provide longer student practice time which is expected to support teaching factory learning in accordance with the demands of the world of work.

RESULTS AND DISCUSSION

SMKN 1 Sangatta Utara SMKN 1 Sangatta Utara is one of the schools in East Kutai Regency, East Kalimantan Province. SMKN 1 Sangatta Utara SMKN 1 Sangatta Utara is one of the schools in East Kutai Regency, East Kalimantan Province which is located in Sangatta Utara Village, North Sangatta District. The geographical position is 0.488599 N and 117.535426 E and is bordered by SD Negeri 09 Sangatta Utara, Rivers and roads. Based on data from the Profile of SMKN 1 Sangatta Utara for the 2025/2026 academic year, it has 60 teachers, 11 administrative staff and 879 students divided into 25 study groups with 7 areas of expertise. The expertise competencies consist of Multimedia/Visual Communication Design (DKV), Computer Network and Telecommunication Engineering (TJKT), Accounting and Institutional Finance (AKL), Fashion Design (TB), Office Management and Business Services (MPLB), Tourism Service Business (ULW), and Marketing (PM). Each expertise competency has a practice room and a production unit room that already has practice equipment. Fashion Design has 2 production rooms equipped with sewing machines, embroidery machines, and a display room for student sewing results. Marketing has 2 practice rooms for the computer room and for sales practice in the form of the “SMAKENSA” Store. Accounting and Institutional Finance have 2 practice rooms, namely accounting computer practice and the “SMAKENSA” mini bank. Multimedia/Visual Communication Design has 2 practice rooms, namely a design practice room and a printing production room. Office Management Business Services also has 3 practice rooms, namely the School front office, Mini Office, and Computer room. The school's fairly complete facilities and infrastructure and the existence of cooperation with the industrial world and the world of work greatly support Teaching Factory learning.

Curriculum management with a block system learning schedule can be implemented with the flexibility of management in the independent curriculum. Planning a block system learning schedule in improving Tefa learning because each expertise competency has one or several selected learning outcomes or is prioritized for learning in collaboration with the world of work by producing products/services that can be sold in the community. Teaching Factory (Tefa) learning requires students to practice in each expertise competency for quite a long time, if only 2-4 hours of lessons then continued with general subjects such as mathematics, Indonesian or others will be ineffective in student practice. The general subject classroom is different from the student practice room so that when you want to practice sewing, for example, it takes a long time to prepare, then when the sewing process is only 1-2 hours having to move to the classroom to take another subject is very ineffective, so the block system learning schedule is very necessary. Likewise for other competencies such as when marketing students practice inputting goods in stores with cashier computers, Accounting and Financial Institution students who are practicing accounting computers need a long time and are ineffective if they are interrupted because there are general subjects.

The first block system learning plan that needs to be done is an agreement on the commitment of all teachers who teach to implement the block system learning, each teacher must accept the consequences of the policies that have been agreed upon together. After all teachers agree, it is continued with the creation of a block system learning schedule. The implementation of the block system learning will begin in the 2023/2024 academic year. The block system learning schedule in 1 semester is divided into three months. The first three months at the beginning of the semester are general subjects such as Religious Education, Civic Education, Arts and Culture, Indonesian, Physical Education, English and Sports, etc. While in the second three months are competency subjects. Each competency has one or

more optional or prioritized learning outcomes whose learning is in collaboration with the world of work and the products produced can be sold in the community. Multimedia expertise competency learning outcomes are related to printing, fashion design regarding fashion production, accounting and institutional finance regarding banking, business and marketing regarding retail sales, office administration regarding excellent service and document duplication, computer and network engineering regarding the installation of internet networks. The curriculum management organizer is coordinated by the vice principal for curriculum. The vice principal for curriculum is assisted by curriculum staff, on-duty teachers, heads of expertise competencies, and report card operators. The organizational structure of the implementation of the block system learning schedule is as follows:

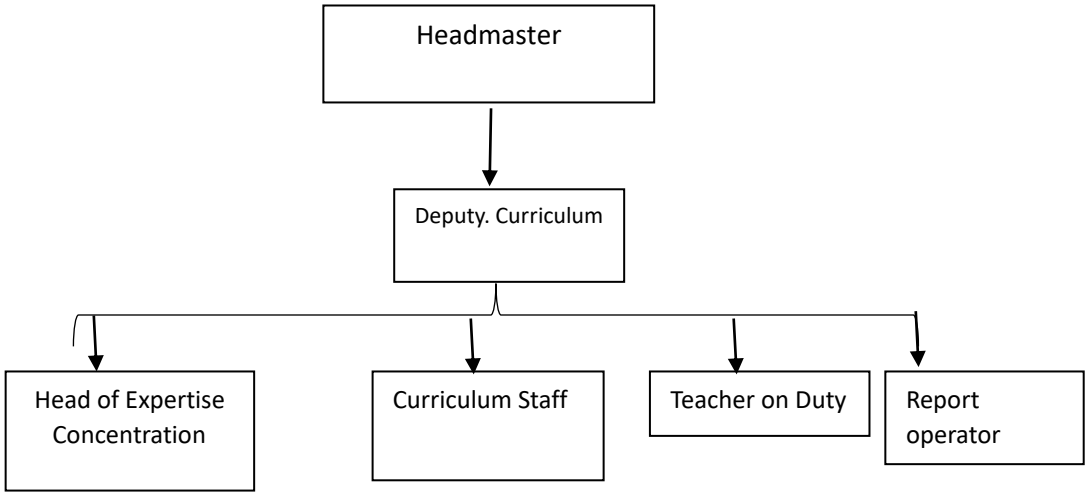

Chart 1. Organizational Structure of the Implementation of the Block System Learning Schedule Curriculum

The principal is responsible for learning, the technical implementer is led by the vice principal for curriculum who is assisted by the head of expertise competency, curriculum staff and on-duty teachers. Each expertise concentration organizes learning and the division of teaching hours for vocational subject teachers, technical implementation of student practice, etc. then coordinated with the vice principal for curriculum. The curriculum staff assists the vice principal for curriculum in preparing, storing and managing curriculum documents, and making reports on activities related to the curriculum. Teachers The results of the evaluation from the on-duty teacher, vice principal for curriculum and head of expertise concentration, the effective Block system learning schedule is implemented in class XI. The learning process in class XI does not experience obstacles and is carried out effectively, while in class X there are often empty learning hours. The learning process in class XI is very effective because students have mastered more of their expertise competencies and there are already targets for the production of goods or services. Tefa learning in class XI is going well. Meanwhile, class X does not need a long time to practice expertise concentration because it is still basic so there is no production target. The on-duty staff is tasked with assisting in monitoring the learning process, by going around at every change of lesson hours to ensure that the teaching teacher is in the class and providing handling if there is a class that does not have a teacher in the class. The report card operator coordinates the input of grades until the report card is printed via the report card application.

The implementation of the block system learning schedule is effective in grades X and XI. Grade XII does not apply the block system because in grade XII it is more focused on preparing for exams such as the Final Assessment of Educational Units (AASP) and Competency Certification Tests (USK). The beginning of the new school year, namely July-September, the first block lesson schedule is the subjects of Religious Education, Indonesian, Crafts and Entrepreneurship, History, Physical Education, Sports and Health, English and Mathematics. While the second block lesson schedule is October-December, namely the subject of expertise competency. Teaching factory (Tefa) learning for Fashion Design in collaboration

with Umalia Taylor. The concentration of expertise in Accounting and Finance, Tefa Institution in collaboration with Bang Rakyat Indonesia (BRI) during the block system learning, students in the practice room work on myob, or services at the SMAKENSA mini bank. The concentration of multimedia expertise, TeFa learning in collaboration with CV. Kreasindo is engaged in printing, during the practice, students are directly in the multimedia practice room, some are designing and some are doing the process of screen printing t-shirts, tumblers or mugs. Marketing expertise concentration Collaboration with Era Mart and Alfamidi, students practice such as stop opname goods, price labeling, arranging goods and serving customers directly at the Smakensa Store. Student practices in each expertise concentration require a long time and will be ineffective if other subjects are in between practices so that the block system is very effective for TeFa learning.

The person in charge of supervision according to the regulations is carried out by the daily duty teacher, the vice principal for curriculum and the principal. The duty teacher is tasked with going around the class when changing teachers, but not all of them really orderly go around the class to monitor and record learning in the class. When a teacher is absent, they do not immediately follow up by confirming the teacher concerned or communicating with the vice principal for curriculum. Supervision of the block system learning schedule at SMKN 1 Sangatta Utara carried out by the duty teacher, vice principal for curriculum and the principal is not effective.

CLOSING

Curriculum management planning with a Block system learning schedule at SMKN 1 Sangatta is carried out in grades X and XI, grade XII does not apply the Block system because it is more focused on preparing for the Final Assessment of the Education Unit and USK. Organization of curriculum management with the principal in charge, coordinated by the vice principal for curriculum. The vice principal for curriculum is assisted by curriculum staff for administration, on-duty teachers for monitoring, the head of expertise competency, and the erapor operator. Teaching factory (Tefa) learning for Fashion Design in collaboration with Umalia Taylor. The concentration of expertise in Accounting and Finance, the Tefa Institute collaborates with Bang Rakyat Indonesia (BRI) during the block system learning, students are in the practice room working on myob, or services at the SMAKENSA mini bank. The concentration of expertise in multimedia learning, TeFa, collaborates with CV. Kreasindo, is engaged in printing. Marketing expertise concentration Collaboration with Era Mart and Alfamidi, students practice such as stop opname goods, price labeling, arranging goods and serving customers directly at the Smakensa Store The implementation of the block system learning schedule is effective in improving TeFa learning in class XI, for X it is not yet effective because it is still basic skill competency and not yet a target for production of goods/services. Supervision of the block system learning schedule carried out by the on-duty teacher, the vice principal for curriculum and the principal is not effective because some on-duty teachers do not really go around the class.

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