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Vocational Curriculum Development at SMK Wicaksana Al-Hikmah II Benda Brebes Regency

Article

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Abstract

This study aims to analyze and develop the vocational curriculum at SMK Wicaksana Al-Hikmah II Benda, Brebes Regency, in order to increase the relevance of vocational education to the needs of the world of work. This research approach uses descriptive qualitative methods with data collection techniques through interviews, observation, and documentation. The results showed that the vocational curriculum applied still needed strengthening in the aspect of synchronization with local and national industry needs. The curriculum development process is carried out through needs analysis, adjustment of core competencies, and integration of project-based learning. The implementation of the new curriculum is designed to equip students with technical and non-technical skills, such as communication, teamwork, and problem-solving. Thus, the development of this vocational curriculum is expected to improve the competence of SMK graduates so that they are better prepared to compete in the world of work and are able to meet the demands of the industry.

Introduction

The world of education is currently faced with very complex problems. Especially if it is associated with the era of globalization.[1] Knowledge and technology that is growing very rapidly as one of the signs of globalization triggers new challenges for the world of education. To face these challenges, the thing that must be considered is to improve the quality of education, both in terms of facilities, management, and human resources so that education in Indonesia is able to compete following developments in the era of globalization.

Education is the human right of every Indonesian citizen to obtain quality education in accordance with their interests and talents regardless of social status, economic status, ethnicity, religion and gender. Equitable access to and improvement of the quality of education will enable Indonesian citizens to have life skills so as to encourage the establishment of full human

[1] Hadiamsyah, Yudhi, and Ahmad Rezy Meidina. 2024. "Educational Challenges and Islamic Values in the Age of Disruption". Interdisciplinary Journal of Social Science and Education (IJSSE) 2 (3):199-210. https://doi.org/10.53639/ijsse.v2i3.52.

development and a civil and modern society imbued with the values of Pancasila.[2] This quality improvement is a way for every educational institution to achieve success which is the main goal of education, namely realizing a complete and independent human being and becoming a human being who is beneficial to his environment.

Efforts to improve the quality of education in Indonesia have been made both from the government and from educational institutions. Because in principle the quality of the nation in the future will depend on the education that children enjoy today. Especially in formal education received at school. Education will give birth to a young generation that is qualified, highly competitive, and can compete. S. Nasution, said that the future of the nation lies in the creative hands of the younger generation.[3] It is the younger generation who will play an active role in improving the quality of the nation.

In formal education, whatever will be achieved by educational institutions is determined by the curriculum. Whoever controls the curriculum then he holds an important role in managing the fate of the nation and its country in the future.[4] There are other opinions that say that the curriculum is not the only determinant of the quality of education, nor is it the sole tool for elaborating the vision of education. However, curriculum remains a commonly known strategic tool to match interests and shape individual conceptions and behaviors.[5]

Various educational innovations and programs have also been implemented, including improving the curriculum, procuring textbooks and other reference books, improving the quality of teachers and education personnel through various training and improving educational qualifications, improving educational management, and procuring other facilities. One of the things that educational institutions do to improve the quality of education is to develop and improve the curriculum.

A great curriculum will be successfully formed in such a way when the process of discussion and design of the curriculum is truly in accordance with the needs in the field. The curriculum that is then used in education must provide a new and refreshing color. The design and change of the curriculum has undergone changes and changes starting from 1968 - 2013 from CBSA, KBK, KTSP to the 2013 curriculum.[6] This proves that education experts continue to innovate and improve the curriculum in accordance with the times.

At this time the curriculum becomes a reference by each educational unit. It is related to determining the direction, content and process of education which ultimately determines the type and qualifications of graduates of an educational institution. The curriculum is also a tool to achieve educational goals and at the same time as a guide in the implementation of learning at all types and levels of education. In another sense, the curriculum is a planned program in education that is implemented to achieve a number of specific educational goals. In other words, the curriculum is an absolute requirement of education and the curriculum is an inseparable part of education and teaching. So it is very difficult to imagine how the implementation of an education without a curriculum.

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2 Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003 BAB II Dasar, Fungsi dan Tujuan Pasal 2, hlm. 3.
3 S. Nasution, *Asas-Asas Kurikulum*, (Jakarta: Bumi Aksara, 2003), hlm. 1.
4 Moh. Yamin, *Panduan Manajemen Mutu Kurikulum Pendidikan* (Jogjakarta: DIVAPress, 2012), hlm. 14
5 S. Belen, *Mensinergikan Ebtanas, Kurikulum, dan Buku Pelajaran dalam Membuka Masa Depan Anak-Anak Kita* (Yogyakarta: Kanisius, 2000), hlm. 49.
6 Moh. Yamin, *Manajemen Mutu*, hlm. 17.

Basically, the curriculum does not only contain technical instructions for learning materials. As a planned and comprehensive program, the curriculum indirectly describes the educational management of a nation. Thus the curriculum plays an important and strategic role in the world of education of a country.

In fact, education experts in Indonesia in a forum stated that national education is considered to have failed in shaping the nation's character values towards students.[7] Some indications are the moral conditions of the younger generation that began to disintegrate, ranging from free sex, drug use to the circulation of things that are pornographic, even this has even hit the honorable members of the board. If education in Indonesia is considered a failure in shaping the national character of students, then the conclusion is that the purpose of education has not been achieved properly. The purpose of education can be achieved well closely related to the curriculum. Because the curriculum is the capital of an educational institution to be able to achieve educational goals in general and school goals specifically contained in the vision and mission of the school.

The curriculum has an important role in the education system because the curriculum is not only formulated about the goals to be achieved so as to clarify the direction of education, but also provides an understanding of the learning experience that each student must have. Because of the important role of the curriculum in the world of education, the curriculum must be managed and developed properly.

Curriculum development is a dynamic process so that it can respond to the demands of structural changes in government, the development of science and technology and globalization. General policies in curriculum development must be in line with the vision, mission and strategy of national education development as outlined in the policy of increasing enrollment, quality, relevance and efficiency of education.

Policies aimed at increasing enrollment rates require curriculum development that minimizes dropout and grade repetition rates and the provision of education. Curriculum development policies that aim to increase the relevance of education programs can be achieved through regional and school curriculum development. Curriculum development that supports the efficiency of education delivery is characterized by curriculum flexibility that can be accessed by learners.[8]

In principle, the school curriculum is quality-oriented and distinctive, following the national curriculum, plus effective and functional features that carry the vision and mission of the school. The curriculum content concentrates and coordinates ideas and issues and themes that are broader and deeper. In addition, it also integrates science transversely with a system of thought, but is not separated from the applicable curriculum and must still have suitability and equivalence. A curriculum that is characterized and has the aim of developing expertise is a vocational curriculum. Schools that have a goal in developing expertise / vocational are Vocational High Schools.[9]

In developing expertise, SMK plays an active role in producing graduates who have an entrepreneurial spirit by studying at SMK, because SMK education teaches how to have expertise

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7 E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: PT. Remaja Rosdakarya, 2014), hlm. 3.
8 Oemar Hamalik, *Manajemen Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2010), hlm. 4.
9 Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003 BAB VI Jalur, Jenjang dan Jenis Pendidikan Pasal 15, hlm. 5.

in certain fields according to the majors in the SMK. This is where the vocational curriculum in SMK plays an important role. With the vocational curriculum, it is expected to produce graduates who are ready to work with their respective expertise.

Vocational High School (SMK) as a form of vocational education unit is a school that has an advantage in producing students. SMK is a secondary education that prepares students primarily to work in certain fields and produces graduates who have knowledge and skills in accordance with scientific fields. As stated in the explanation of the National Education System Law (UU Sisdiknas) that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, which aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.[10] SMK as an educational institution will be able to produce graduates who are skilled, capable, creative and independent.

One of the schools in Brebes Regency, precisely in Benda Village, is a school that develops a vocational curriculum by combining the school curriculum and the pesantren curriculum. This school is called SMK Wicaksana Al-Hikmah II which is located at Jalan Raya Benda Sirampog, Benda Village, Sirampog District, Brebes Regency. In this school, the pesantren curriculum is used as a reference to develop the school curriculum. This school is under the auspices of the Al-Hikmah 2 Islamic Boarding School Education Foundation with the status of a B accredited school.

SMK Wicaksana Al-Hikmah is a Vocational High School with a health expertise program that has 4 vocational competencies namely: Pharmacy (accreditation B), Health Nursing, Computer Network Engineering, and Agribusiness of Food Crops and Horticulture (ATPH).

Based on observations on October 14, 2017, SMK Wicaksana Al Hikmah II uses the 2013 curriculum by combining the curriculum used with the pesantren curriculum. One of them is that Friday is used as a holiday and Sunday they carry out normal learning. This is certainly a differentiator in other schools. According to the Head of Curriculum, the determination of Friday as a holiday because it refers to the pesantren regulation that students on Friday are off from reciting the Koran so that the school applies a day off on Friday.[11] That is one of several things that show that SMK Wicaksana Al-Hikmah II develops a vocational curriculum. Departing from the problems mentioned above, the researcher is interested in conducting research entitled Vocational Curriculum Development at SMK Wicaksana Al-Hikmah II Benda, Brebes Regency.

Method

The research method used in this study is a descriptive qualitative method with a developmental research approach.[12] Data were collected through in-depth interview techniques, direct observation, and documentation studies to obtain a comprehensive picture of the curriculum being implemented at SMK Wicaksana Al-Hikmah II Benda, Brebes Regency. Research informants included principals, teachers, students, and industry partners. Data analysis was conducted inductively with the steps of data reduction, data presentation, and conclusion drawing. The

[10] Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003 BAB II Dasar, Fungsi dan Tujuan Pasal 3, hlm. 3.
[11] Hasil wawancara dengan Waka Kurikulum Bapak Sumihardi, S. Pd. I pada tanggal 14 Oktober 2017
[12] Nana Syaodih Sukmadinanta, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2005), hlm. 52

curriculum development model used refers to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), with the main focus on synchronizing the needs of the world of work and improving the quality of competency-based learning. Curriculum validation was conducted through focus group discussions with education experts and industry practitioners to ensure the relevance and effectiveness of the curriculum produced.

Result and Discussion

Basic Concepts of Curriculum

Etymologically, the term curriculum (curriculum) comes from the Greek, namely curir which means runner and currere which means a place to race. In French the curriculum comes from the word courier which means running (to run).[13] The two origins of the word curriculum show that the term curriculum was first used in the world of sports. The curriculum is the distance traveled by a runner or train in a race. The curriculum also means like a race carriage in ancient times, which is a tool that takes someone from the start line to the finish. According to Webster's 1856 dictionary, Curriculum is 1. a race course; a place for running; a chariot. 2.a course in general; applied particularly to the course of study in a university.[14]

Furthermore, the term curriculum is used in the education sector. If in the world of sports the term curriculum is defined as the distance that must be covered by a runner from the start line to the finish line to get a medal or award, then in the world of education the distance is converted into a school program and all the people involved in it. Curriculum is the entire school program and all the people involved in it.[15] The program is the subjects that must be taken by students over a certain period of time. For example, SD/MI for 6 years, SMP/MTs for 3 years, SMA/SMK/MA for 3 years and so on. After taking these programs, students then get a diploma. So it can be concluded that terminologically, the term curriculum in education is a number of subjects that students must take or complete at school to get a diploma. This shows the traditional understanding of the curriculum. The influence of this understanding is so great for the world of education that it determines the orientation of the curriculum in almost all countries in the world.[16]

From this traditional understanding, there are implications, namely: the curriculum consists of a number of subjects, students must learn and master all subjects, these subjects are only studied at school separately, and the ultimate goal of the curriculum is to obtain a diploma.[17] Curriculum means a number of subjects in an educational institution. The curriculum used in education is a number of subjects at school or courses in college that must be taken in order to achieve a certain diploma or level. The curriculum means all the lessons presented by a particular educational institution. From some of the above views related to the curriculum, the concept of curriculum as a subject emerged. As stated by Robert M. Hutchins (1936): "The curriculum should include grammer, reading, thetoric and logic, and mathematics, and in addition at the secondary level introduce the great books of the western world."[18]

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13 Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2012), hlm. 2.
14 Moh. Yamin, *Manajemen Mutu*, hlm. 21.
15 Peter F. Oliva, William R. Gordon, *Developing The Curriculum,*(Pearson Education.Inc), hlm. 7.
16 Mohammad Asyar, *Kurikulum: Hakikat, Fondasi, Desain, dan Pengembangan* (Jakarta: Kencana Prenadamedia Group, 2015), hlm. 24-25.
17 Zainal Arifin, *Konsep dan Model*, hlm. 3.
18 Wina Sanjaya, *Kurikulum dan Pembelajaran Teori dan Praktik Pengembangan KTSP* (Jakarta: Kencana Prenada Media Grup, 2008), hlm. 4.

The next view of the curriculum is the curriculum as a learning experience. This view is in accordance with Hollis L. Caswel and Campbell's statement that the curriculum is all of the experiences children have under the guidance of teachers".[19] There has been a shift in the meaning of the curriculum from a number of subjects to experiences. This is due to the expanding functions and responsibilities of schools, as well as the discoveries and views in the field of learning psychology. The psychology of learning considers that learning is not just collecting a certain amount of knowledge, but is a process of changing student behavior. Changes in student behavior occur if students have learning experiences.

Another view states that the curriculum can be interpreted as a planning document. The planning document contains the goals to be achieved, the content of the material and learning experiences that students should do, the strategies and methods that can be developed, the evaluation designed to collect information about the achievement of goals, as well as the implementation of the designed documents in real form.[20]

Curriculum Development

In the Indonesian dictionary, development etymologically means the process or way, the act of developing.[21] Secara istilah, kata pengembagan menunjukkan pada suatu kegiatan menghasilkan suatu alat atau cara yang baru, dimana selama kegiatan tersebut penilaian dan penyempurnaan terhadap alat atau cara tersebut terus dilakukan.[22] When after undergoing refinements, the tool or method is finally considered stable enough to be used forever, then the development activity ends.

The definition of development above, also applies in the field of curriculum studies, curriculum development activities include the preparation of the curriculum itself, implementation in schools accompanied by intensive assessment, and improvements made to certain components of the curriculum on the basis of the assessment results.[23] When the curriculum is considered stable enough, after undergoing assessment and refinement, then the task of curriculum development ends and then continues with the task of coaching. This also applies to each component of the curriculum, for example the development of teaching methods, the development of learning tools and so on.

In line with the above understanding and understanding, is the opinion of Ahmad and his friends in the book "Curriculum Development" which says that curriculum development is a process of planning, producing a better tool based on the results of the assessment of the curriculum that has been in effect, so as to provide better teaching and learning conditions. In other words, curriculum development is an activity to produce a new curriculum through curriculum preparation steps based on the results of assessments conducted over a period of time.[24]

The two opinions above when classified include several elements: planning, preparation, implementation, assessment, and improvement efforts. Based on these elements, researchers

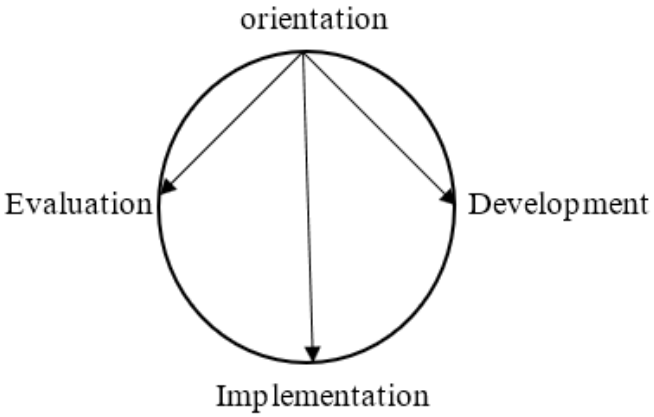
[19] Wina Sanjaya, *Kurikulum dan Pembelajaran*, hlm. 6.
[20] Wina Sanjaya, *Kurikulum dan Pembelajaran,* hlm. 9.
[21] Tim Penyusun Kamus Pusat Bahasa, *Kamus BesarBahasa Indonesia* (Jakarta: Balai Pustaka,2007), hlm. 538.
[22] Hendayat Sutopo dan Westy Soemanto, *Pembinaan dan Pengembangan Kurikulum Sebagai Substansi Problem Administrasi Pendidikan* (Jakarta: Bumi Aksara, 1993), hlm. 45.
[23] A. Hamid Syarif, *Pengembangan Kurikulum* (Surabaya: Bina Ilmu, 1993), hlm. 33.
[24] HM. Ahmad dkk, *Pengembangan Kurikulum di Perguruan Tinggi* (Bandung: Pustaka Setia, 1998), hlm. 64.

can conclude that curriculum development is a process of planning and preparing the school curriculum, then applying it to the classroom as a form of teaching and learning process accompanied by assessments of these activities, as a step of improvement so as to get better and better results. Curriculum development is a cyclical process, which never starts and never ends. This is because curriculum development is a process that is focused on the elements in the curriculum, which includes goals, content (material), methods, organization and assessment itself.[25]

Curriculum development is essentially the process of preparing plans about the content and learning materials that must be learned and how to learn them. In developing the content and learning materials and how to learn students is not a simple process, because determining the content and content of the curriculum must depart from the vision, mission and goals to be achieved, while determining the goal is closely related to the issue of the value system and the needs of society.

Curriculum development is the planning of learning opportunities that are intended to lead students towards desired changes and assess the extent to which these changes have occurred in students. Curriculum development is the process of planning the curriculum in order to produce a broad and specific curriculum plan. This process deals with the selection and organization of various components of the teaching and learning situation, including the establishment of a curriculum organization schedule and the specification of suggested objectives, subjects, resources, and measuring tools for curriculum development.[26]

Seller and Miller suggest that the curriculum development process is a series of activities that are carried out continuously.[27] The series of activities proposed by Seller is a curriculum development cycle. The curriculum development cycle described by Seller is as follows:



Picture 1.
Curriculum Development Cycle

The picture explains that curriculum development must start from determining the orientation of the curriculum, namely general policies, such as the direction and purpose of

[25] A. Hamid Syarif, *Pengembangan Kurikulum,* hlm. 34.
[26] Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum* (Bandung: PT. Remaja Rosdakarya 2015), hlm. 24.
[27] Wina Sanjaya, *Kurikulum dan Pembelajaran Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan* (Jakarta: Kencana Prenada Media Group, 2008), hlm. 32.

education, views on the nature of learning and the nature of students, views on the success of curriculum implementation, and so on. Based on the orientation, the curriculum is then developed into learning guidelines, implemented in the learning process and evaluated. The evaluation results are then used as material in determining the orientation so as to form a curriculum development cycle.[28]

In the curriculum development cycle, in essence, curriculum development is the development of components that make up the curriculum system itself and the development of learning components as curriculum implementation. Thus curriculum development has two sides that are equally important, namely the side of the curriculum that forms the written curriculum (writen curriculum or document curriculum) and the side of the curriculum as the implementation of the curriculum.

Vocational and Vocational Education Orientation

The vocational curriculum is the curriculum that exists and is used in vocational schools. Vocational High School as a form of vocational education unit as emphasized in article 15 of the National Education System Law,[29] Vocational education is secondary education that prepares learners primarily for work in a particular field. Vocational education according to the Law is secondary education that prepares learners primarily for employment in a particular field.

In a copy of Permendikbud No. 70 of 2013, it states that the curriculum structure for secondary and vocational education consists of compulsory subjects and elective subjects.[30] In SMK, elective subjects consist of academic and vocational options. Elective subjects provide a style or characteristic to the function of the education unit and include choices according to the interests of students. Meanwhile, vocational subjects are competencies as the substance/material of education and training. Education and training materials are organized and grouped into various training subjects. The types of training subjects in their implementation are sorted into normative, adaptive, and productive programs. The productive program is what characterizes vocational schools that are different from other public schools. This productive program is called vocational. So it can be concluded that the vocational curriculum is a curriculum that organizes and manages a set of productive or vocational program learning to achieve educational goals.

Currently, every type and level of vocational education has implemented competency-based curriculum and learning. Implementation of competency-based curriculum and learning has distinctive characteristics, compared to existing curriculum models. One of the characteristics is the orientation to standardized outcomes in accordance with the demands of the development of business and industry.[31]

One of the things that is considered necessary in the implementation of vocational or vocational education programs is learning that is able to provide hand ons learning experiences based on knowledge, especially in productive subject groups. Hand ons learning experience is a learning experience that is dominated to produce performance in the form of mental activity towards effective limb movement behavior.

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[28] Wina Sanjaya, *Kurikulum dan Pembelajaran*, hlm. 33.
[29] Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003 BAB VI Pasal 15, hlm. 5.
[30] Lampiran Permendikbud No. 70 Tahun 2013, hlm. 11.
[31] Wowo Sunaryo Kuswana, *Dasar-dasar Pendidikan Vokasi dan Kejuruan* (Bandung: Alfabeta, 2013), hlm. 17.

This can be viewed from two aspects, namely: narratively related to the terms skills, psychomotor, and ability and related to the concretization of learning praxis which tends to involve mental experiences and bodily movements to achieve learning goals and outcomes.[32]

Curriculum Development Process

The curriculum development process according to Seller and Miller in his book Wina Sanjaya states that the curriculum development process is a series of activities carried out continuously to form a curriculum development cycle. In the curriculum development cycle starts from determining the orientation of the curriculum, namely determining the direction and purpose of education. From this orientation, it is then developed into a curriculum as a learning guide, implemented in the learning process and evaluated. The results of the evaluation are used as material to determine the next orientation so as to form a cycle of curriculum development.

Based on the management function, the curriculum development process starts from curriculum development planning, from planning then it is organized well before the implementation or execution of the curriculum. After being implemented, an evaluation is carried out.

SMK Wicaksana in the curriculum development process has a flow that is carried out. The development team consisting of the Principal, Deputy Curriculum, one of the school committee members prepares a draft of the work program both long-term and short-term. Furthermore, the draft is socialized to parents. then re-submitted to the Principal for re-examination. After that the draft is submitted to the managerial supervisor and to the provincial office. After being approved by the provincial office, the draft becomes a reference for SMK Wicaksana to be implemented.[33]

From the data obtained by the author, the curriculum development process carried out at SMK Wicaksana in terms of management function is:

1. Curriculum Development Planning

   Din Wahyudin in his book states that planning is the determination of organizational goals to achieve goals. In planning, Charis Yusman as the Principal makes work programs both long-term and short-term. The work program includes the goals of the educational unit, namely SMK Wicaksana. SMK Wicaksana carries out curriculum development planning every year before the new school year. The planning includes the creation of school goals that refer to educational goals. The initial goal of SMK Wicaksana was established as a forum for developing education as a form of manifestation of dynamic human culture that is full of development. This is the basis for SMK Wicaksana in determining the school's vision and mission.

2. Implementation of Curriculum Development

   Implementation or implementation of curriculum development is an activity to create or compile a curriculum according to the selected development model. After the Principal compiles a work program containing the objectives of the educational unit, the next step is to submit the work program to the Vice Principal for Curriculum, Sumiehardi. In addition to the work program from the Principal, the results of last year's evaluation are organized by

[32] Wowo Sunaryo Kuswana, *Dasar-dasar Pendidikan,* hlm. 18.
[33] Hasil wawancara dengan Bp. Sumihardi pada tanggal 18 Januari 2018

the Vice Principal for Curriculum to become a curriculum draft. After the curriculum draft is compiled, it is then socialized to parents before returning to the Principal for approval. After receiving approval from the Principal, the curriculum draft is also submitted to the School Supervisor for approval before being sent to the Province to be ratified as the Education Unit Level Curriculum.

In its implementation, SMK Wicaksana develops the curriculum through several stages:

a. Analyzing needs

In analyzing the needs carried out by SMK Wicaksana, it is by paying attention to the development of the needs of the business and industrial world, the development of the world of work, as well as the development of science, technology and art.

b. Curriculum planning

Curriculum planning is an initial concept that contains the formulation of objectives and content. SMK Wicaksana in its planning drafts the Education Unit Level Curriculum which contains objectives and work programs both short-term and long-term. In this process, the Deputy Head of Curriculum is involved as the team that drafts the draft.

c. Development of operational curriculum plans

After the curriculum planning in the form of a curriculum draft is completed, the results are used as a guideline in compiling the programs below, namely compiling the syllabus, developing learning materials and other sources.

3. Organizing Curriculum Development

In the curriculum planning process, organization is very necessary to create a quality curriculum. SMK Wicaksana organizes well from the curriculum development planning process, in the implementation of the curriculum and in terms of evaluating curriculum development. This aims to ensure that the curriculum development process runs systematically in accordance with applicable procedures and regulations.

4. Curriculum development evaluation

The evaluation of curriculum development at SMK Wicaksana is carried out by a curriculum development team consisting of the Principal, Deputy Head of Curriculum and members. In carrying out the evaluation, the curriculum development team assesses whether the curriculum that has been created is in accordance with the objectives and contents or not, whether there are obstacles faced or not, which refers to the draft KTSP created by SMK Wicaksana. The results are used as material to create a new curriculum or change the existing curriculum at SMK Wicaksana.

Conlusion

Based on the results of research and data analysis, the development of vocational curriculum at SMK Wicaksana Al-Hikmah II is motivated by two main things. First, SMK Wicaksana acts as a forum for educational development that reflects dynamic and ever-evolving human culture. Second, curriculum development is carried out to anticipate future needs and challenges. This curriculum is designed with a philosophical foundation that integrates Islamic character values according to the philosophy of Pondok Pesantren Al-Hikmah II, a psychological foundation that considers students' psychological development, and a socio-technological foundation that

is relevant to the social conditions of society and the development of science, technology, and art. The process of developing vocational curriculum at SMK Wicaksana includes the stages of planning, organizing, implementing, and evaluating. At the planning stage, institutional objectives are determined which are then organized into a strategic plan. The implementation stage includes the preparation of a draft of the Education Unit Level Curriculum (KTSP), while the evaluation stage is carried out by analyzing the success of curriculum implementation and identifying obstacles that arise. The main objective of developing this curriculum is to align the needs of the business and industrial world, developments in the world of work, as well as science, technology and art, in order to face future demands.

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