

The Obstacles of Global Education Implementation Based on Art and Culture: A Research Study in SMK Negeri 2 Jepara

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Abstract-This study aims to find a solution to explain the constraints faced by teachers in the implementation of global education based on art and culture in SMK Negeri 2 Jepara. The research informants are Waka Kurikulum, Head of Wood Craft Skill Program, and 3 woodcraft teachers. Data collection techniques used interview techniques, observation, and documentation. The validity of data is obtained through the process of triangulation of sources and techniques. Data analysis is done through data reduction, data presentation, and conclusion. This study found various obstacles of teachers in implementing arts and culture-based global education in SMK Negeri 2 Jepara which is focused on woodcraft skill program. This constraint can be an obstacle factor in the implementation of global education. The result of the study can be used as school evaluation in developing global education based on art and culture in SMK Negeri 2 Jepara and can be found a solution to overcome these obstacles.

Keywords: global education, implementation, local wisdom, school-based on arts and culture

I. INTRODUCTION

Global education is implemented to answer the market needs for a quality workforce that is increasingly tough. With the globalization of education, it is expected that Indonesian workers can compete in the world market. Especially with the implementation of free trading, for example within the scope of ASEAN countries, unavoidably, education in Indonesia must produce graduates who are ready to work then will not become "slaves" in their own country. (Salim Kalbin et al. 2014)

Nina Oktarina (2016), the urgency of global education can be described as follows: 1. Global education prepares students to be autonomous human beings, 2. Global education prepares students to be responsible people, 3. As a means to prepare students being a "technology literate", 4. as a means of preparing students who have a clear thought, gaining recognition, ethics and culture, 5. As a means of preparing students to be open to all changes and lifetime learning. Based on this description, ideal people are those who are autonomous, responsible, gain recognition, able to judge clearly and ethically, empowered, and open to change, and lifetime learning.

Idrus Ali (2009), globalization is a fact of life even a new awareness for every human being on earth. The impact of globalization has led to renewal from various aspects of life. One of the impacts of the renewal is a lifestyle, with this impact giving a new perspective to the community. The most prominent influences of the globalization era occurred in big cities and increasingly spread to the isolated area. The era of globalization has a great impact on human life.

Maridi (2015), local wisdom does not only concern to the knowledge or understanding of local people about humans and how good relationships are between humans, but also concerns knowledge, understanding, and customs about humans, nature, and how the relationship between all, where all knowledge is lived, practiced, taught, and passed down from one generation to another.

Local wisdom is a cultural heritage given by ancestors for generations. The culture was born as a result of life experiences and human creations which were used as guidelines for life for people. Various traditions and taboos that exist in the area are the results of the journey of life that has been traversed by the local community. The next generation is the generation that is expected to be able to maintain and preserve local wisdom so it will not be lost to times. The influence of the renewal era is feared to eliminate the wisdom of a nation's culture because it is influenced by the culture and lifestyle of other nations.

Global education based on arts and culture can be regarded as an educational model that has high relevance for the development of life skills by relying on local knowledge, skills, and potentials in each region. The content of learning material must have meaning and relevance that is in accordance with the empowerment of their lives in real terms, based on reality now and in the future.

SMK Negeri 2 Jepara is one of the vocational high schools in the city of Jepara which has a vision of becoming a center for education and development in the fields of expertise in arts and crafts, tourism, and information technology that has national and international competitive standards of excellence and ability.

Based on this vision, SMK Negeri 2 Jepara has a global education based on arts and culture, becoming the only local wisdom-based school in Jepara.

Global education based on art and culture at SMK Negeri 2 Jepara aims to: 1) get graduates who are religious and have noble characters; 2) equip students to develop environmentally personalities that are integrated into the academic field and strong and correct basics expertise; 3) preparing students to enter the workforce and develop attitudes that uphold professionalism and be able to become entrepreneurs; 4) provide real experience so that students master standardized productive skills, along with the progress of science and technology globally; 5) realizing school status to be an outstanding school.

Based on the results interviews with the Deputy Principal of the Curriculum Field concurrently the teacher of the Wood Craft Skills Program at SMK Negeri 2 Jepara, there were several obstacles in the wood craft expertise program, namely: 1) lack of interest of young generation in woodcraft, 2) students' ability, and 3) references and information sources.

Based on these explanations, research is needed to find out the teacher's barriers in applying global education based on arts and culture at SMK Negeri 2 Jepara which is focused on woodcraft expertise programs.

II. METHOD

The research type used in this study is descriptive analysis because it does not aim to test hypotheses, but only describes the conditions or phenomena that are being investigated as they are, and aims to expose facts or events systematically and accurately. The location used in this research is SMK Negeri 2 Jepara which is located at Jl. KH. A. Fauzan No. 1 Pengkol, Jepara Regency, Central Java. The focused study is the supporting and inhibiting factors for the implementation of global education based on arts and culture in the "Wood Craft Crafting Program" at SMK Negeri 2 Jepara. This research was conducted on 15 February 2018 - 15 March 2018. Informants in this study consisted of Deputy Principals in the Curriculum field, Chair of the Wood Craft Skills Program, and 3 woodcraft teachers. The data validity technique uses triangulation techniques and sources. Data collection techniques using interview, observation, and documentation techniques.

Data analysis techniques used are: 1) data reduction, forms of analysis that sharpen, classify, direct, dispose of unnecessary, and organize data in such a way that the final conclusions can be drawn and verified; 2) data presentation, Sugiyono (2013), presenting data as a set of structured information that gives the possibility of drawing conclusions and taking action; and 3) drawing conclusions is only part of an activity from a complete configuration. Conclusions were also verified during the study.

III. RESULT AND DISCUSSION

The research was conducted on Thursday, February 15, 2018 - March 15, 2018. Based on the results obtained through observation and interviews regarding the implementation of global education based on art and culture in the "Wood Craft Crafting Program" of SMK Negeri 2 Jepara, there were several supporting factors and inhibiting. One of the inhibiting factors is the readiness of the school, educators, and students in the implementation of curriculum 2013. The implementation of curriculum 2013 is still an obstacle in some schools. Schools must be able to adjust to existing curriculum changes, in order to improve the process of good education in schools.

In line with previous research, Wibowo Fandi (2015), this fairly new curriculum was applied in all subjects. When educators are ready for curriculum changes but students are not ready yet, the objectives of the curriculum are not successful or can be said to be a failure. Therefore, educators and students must be equally prepared in the implementation of curriculum 2013. The success of a curriculum when all components in the school and all facilities in education are ready to implement.

If all components in school and all facilities in education are met, then the implementation of the curriculum 2013 will run well, so principals, teachers, staff, and students must be prepared for all existing reforms to create a good educational process.

In addition, the inhibiting factors that arise are the different ability of students and low motivation to learn in every student. Students have different learning abilities and characters, there are students who are responsive in learning and there are students who are less responsive in learning, so the teacher must be able to guide and understand all the characteristics possessed by students.

In terms of students' learning abilities related to learning motivation from the students themselves. One of the efforts to improve the learning abilities of students in SMK Negeri 2 Jepara is by implementing reward and punishment. Sujiantari Ni Kadek (2016), with the provision of reward and punishment to students, it is expected to increase students' motivation to study harder. One of the rewards is giving stars to students who can answer each question given, and as punishment for students who do not do the task is to

provide additional tasks or punish them by asking students to sing in front of the class or clean the blackboard.

The existence of reward and punishment applied at SMK Negeri 2 Jepara can be one of the solutions to increase student motivation. But, in its implementation, the teacher must know the portion of reward and punishment given in the learning process. In its application, it must also be adjusted to the conditions of the students.

Another inhibiting factor that arises is the availability of information and sources of knowledge. The availability of reference sources in learning is needed by students in supporting the learning process, with the existence of learning books and reference links that are always up to date will provide additional insight to students in learning. One of the efforts to overcome this obstacle is to provide books that can support students in learning and provide links that are appropriate to the field study at school. Given the importance of information in today's globalization era, the library as a source of information has a very important role, so libraries need to develop all aspects of empowering all information.

Zainuddin Zaslina (2006), the internet offers various benefits in the field of education, such as 1) ability and speed in communication with relatively low costs, so it is possible to carry out education and long-distance communication between students and educators, 2) availability up-to-date information has encouraged the growth of motivation to read and keep abreast of the development of science and technology in various parts of the world, 3) the existence of facilities to form and hold newsgroups so that they will increase the intensity of science and technology studies, 4) through the web, education in the learning process can be done dynamically and does not depend on time and meeting rooms, 5) through email, consultation can be carried out privately between students and educators or other colleagues. The completeness of the books in the library and the availability of links to support learning in the wood craft expertise program can be one of the efforts in overcoming the inhibiting factors of curriculum implementation in global education based art and culture in schools.

A. Analysis of Global Education Implementation based on Arts and Culture in the Classroom Learning Process

The implementation of global education based on arts and culture in a woodcraft expertise study program at SMK Negeri 2 Jepara, is a school effort to realize the school's vision to become the center of education and development in the field of tourism arts and crafts and information technology that has a competitive advantage at national/international level, and the mission of the woodcraft expertise study program is to produce graduates who have quality excellence, are ready to work independently, have a high work ethic, are productive, and are able to develop themselves in harmony with the dynamics of society, science and technology.

These efforts have also been realized by the woodcraft expertise study program at SMK Negeri 2 Jepara by inserting global education in each subject on the basis of art and culture. The implementation of global education based on art and culture in the wood craft expertise study program at SMK Negeri 2 Jepara was guided by the adaptation of the 2013 curriculum based on external factors, then applied to Jepara Vocational High School 2 which is an art and culture-based school.

Job prospects for graduates of woodcraft expertise program at SMK Negeri 2 Jepara can be projected as 1) operators of woodworking industry machinery operators; 2) managers of workshops/handicraft industry factories ; 3) drafter for fashion planning craft (analyst) companies; 4) craft industry craftsmen according to their fields of expertise.

B. Analysis of the implementation of global education based on Arts and Culture on Practical Learning Process

The implementation of global education based on arts and culture at SMK Negeri 2 Jepara aims to provide real experiences for students as well as a means of pouring work out of students' learning outcomes. The practical learning model used is project-based learning, which has the advantage of helping students design processes to determine results, train students to be responsible for managing information carried out on a project, and ultimately students produce a tangible product of the student's own results which is then presented in class.

Practical learning aims to provide more experience to students in expressing their creativity and increasing the competencies that exist in students. If student learning outcomes are accompanied by practicality, learning can be absorbed optimally by students because practice provides real situations and conditions for students.

In supporting practical learning, the school provides facilities and infrastructure such as traditional and modern carpentry tools, and other supporting facilities, so students can feel the real conditions in the learning process in the practice program of expertise.

In the implementation of practical learning, the teacher gives freedom to students in creating ideas, innovations, and creativity in the products that are intended to be made but still in the context of the

learning themes being taught. Some things that can be done by a teacher is by giving examples of products or finished images to students that can be a reference for students in creating a product. With the example in learning, students can develop their imagination, innovation, and knowledge, so that they can be used into an economically valuable product.

Facing increasingly complex job fragmentation, workers who are not only proficient are needed but are also able to adapt to present and future changes. In order for this adaptation power to be formed in students, it is necessary to study work skills that have a holistic and contextual perspective. Coordination and effectiveness of the relationship between the three components of skills, namely academic skill, occupational, and employability skills are very important subjects in learning practices. As the basic capital of graduates entering the workforce, technology, and vocational education must be able to provide these basic competencies as a whole as a measure of the success of their learning practices.

Students' ability in learning also determines the final results in receiving teaching material. With the existence of good student learning skills, the students' skills will increase. The lack of enthusiasm for students in learning results in a decrease in learning outcomes. This will have a negative impact on students' self-development. Therefore, the teacher is required to understand each character and ability possessed by his students so that students are able to understand every material taught and improve their learning outcomes.

Practical learning at SMK Negeri 2 Jepara can be realized by using reference examples of products, images, and other supporting references. Supporting references are used as a reference for students in developing their creativity in developing the products they want to create so that new models and innovations will emerge. The teacher as a facilitator must provide examples and supporting references so that the learning objectives can be achieved. The availability of practical tools and other supporting facilities also needs to be considered so that there are no obstacles in the course of the practical process.

C. Analysis of the implementation of global education based on Arts and Culture in Work field Practices

The implementation of global education based on arts and culture at SMK Negeri 2 Jepara in the work field practice program, leads to the work experience of students in the industrial world. The industry chosen by the school is an industry capable of exporting. The Job Training Program aims to make students know the real world of work, so that later students after graduation, they will not feel foreign anymore and quickly adapt to their working environment. Because the demands of the times are changing and developing, the products marketed are also many variants, models, and patterns, so students are able to learn all the real conditions in the woodcraft industry. In line with Law regulation No. 20 of 2003 which states a vocational school aims to improve the ability of learners to be able to develop themselves along with the development of science, technology, and prepare students to enter the workforce.

In line with the directorate of vocational development (2017) explaining that the objectives of street vendors are: 1) providing direct (real) work experience to students in order to internalize a positive work climate that is oriented to work processes and outcomes, 2) instill an ethos high work for students to enter the world of work in the face of the demands of the global labor market, 3) fulfilling things that have not been fulfilled in the scout to achieve the integrity of graduate competency standards, 4) actualizing one form of activity in the implementation of a dual system education model (Pendidikan Sistem Ganda/PSG) between vocational schools and DU/DI partner institutions that integrate systematically.

Implementation of work field practices (PKL) by students at SMK Negeri 2 Jepara through activities that include: 1) learning at DU/DI, 2) compiling journals, and 3) making reports. The teacher acts as a supervisor who is obliged to monitor the progress of PKL participants, motivate the development of technical and non-technical competencies, assess DU/DI performance, and pick up students. The activities of students during the learning process at DU/DI are: students must compile a journal of street vendor activities. This journal is made as complete as possible in accordance with the learning material/type of work and other tasks provided by the industry supervisor as well as records of important events (learning experience) during PKL activities at DU/DI. Students during street vendors must also make a report. Reporting on street vendors results are prepared by students under the guidance of DU/DI supervisors and school counselors. Reporting is done by compiling records of learning experiences from all work/learning activities at DU/DI originating from street vendors' journals.

The implementation of work field practices (PKL) program at SMK Negeri 2 Jepara is seen from the management of work field practices, many field practice program programs do not run well because the management system is not good, so it does not provide desired benefits or even harm many parties such as bad reputation, students, and the place where the practice takes place. Therefore, schools must

be able to develop good management in the work field program. The task of managing work field practices is to organize, take care of each practice activity starting from submission to withdrawal so that the school feels responsible for all activities carried out by partner institution.

The selection of places to carry out work field practices also must pay attention to the suitability of the expertise program/department that is taken so that in accordance with the existing achievements, the school must be selective in finding a place of practice for students. In line with Silitonga Marsangkap (2013) argues that the company as a place to carry out work field practices must meet several criteria, including the suitability of the business field with the department of educational institutions. This suitability is very important so that theoretical knowledge from the school can be integrated with knowledge and practical work experience in the company. In addition, the distance between the company and the location of the school is very decisive in ensuring coordination between counselors in the school and instructors in the company to guide students participating in work field practices.

Optimizing the work field program in SMK Negeri 2 Jepara can be realized by managing work field practices starting from teamwork, analyzing the needs of students, filtering out the work field practices, etc. In line with Ridolf (2015), the preparation of a work field program in schools should be based on several principles: a) planned as a continuous and integrated process, b) prepared by involving students in the development process, c) presented various kinds of choices about employment opportunities in their environment and in the world of work, d) considering the personal aspects of students in totality, e) recognized to serve all students.

Bua Yusri Ridolf (2015) continued his opinion, the preparation of work field practice programs in schools is a set of activities carried out through various forms of surveys to inventory the objectives, needs, abilities of schools, and school readiness to implement a fieldwork program. In this preparation stage, the activities carried out are feasibility studies, program preparation, facilities provision, organizing, officer meetings, training/orientation.

IV. CONCLUSION

The curriculum implementation in woodcraft expertise study program at SMK Negeri 2 Jepara is planned in accordance with the headmaster's letter in 2018 regarding the academic regulations of Jepara State Vocational High School listed in Chapter II article 2 paragraph (2), curriculum development is carried out to adjust the development of science and global technology based on local wisdom. Arts and culture-based global education has the concept of education that provides insight, experience, and skills in the era of globalization so that students are able to compete nationally and internationally by emphasizing local wisdom with a vision to become the center of arts and crafts expertise, tourism, and information, which has the factors of excellence and ability to compete as well as national and international standards.

The implementation of global education based on arts and culture in the wood craft expertise study program at SMK Negeri 2 Jepara includes student learning activities ranging from classroom learning, practice, and doing work field practices in large industries whose bases are already able to export abroad. Learning activities are guided by the product management, marketing management, and work preparation. Obstacles faced in implementing global education in woodcraft expertise study programs at SMK Negeri 2 Jepara, namely: 1) readiness of schools, educators, and students in renewal, 2) readiness of students and 3) availability of knowledge information and sources.

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