The Effect of Assessment Standard on Curriculum 2013 to Motivation of Teaching Teachers Automotive Engineering Vocational High School in Jakarta

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ABSTRACT
This study aimed to obtain information about how much effect of assessment standard on curriculum 2013 to motivation of teaching teachers automotive engineering vocational high school (SMK) in Jakarta. The population in this study were all automotive engineering teachers who teach in state vocational high school opening program of automotive engineering expertise in Jakarta. The number of samples was determined by 70 teachers. The method used in this study is a survey method. The results showed that the level agreement of respondents regarding assessment standard on curriculum 2013 by 58%. It can be said of automotive engineering vocational high school teachers enough agree with the assessment standard on curriculum 2013. While the motivation of teaching teachers automotive engineering vocational high school, general respondents answered agree with percentage of 69%. It can be said of automotive engineering vocational high school teachers have taught high motivation. The data analysis proves that the count $r$ is 0.484 and $r$ table at the level of 5% error is 0.235 then there is a positive and significant correlation. Contribution the assessment standard on curriculum 2013 to motivation of teaching teachers automotive engineering vocational high school is 23% and the rest is determined by another variable by 77%.

Keywords : curriculum, assessment standard, vocational school, automotive engineering, teaching motivation, Indonesia, teacher.

1. INTRODUCTION
Indonesian education curriculum change. Unit Level Curriculum (KTSP) is converted to the curriculum 2013, precisely in July 2013 that applied gradually in school. The new curriculum is not out of the pros and cons of the whole society. In 2015 a new curriculum has been running for two years. Despite running for two years, but various problems still arise. This happens because the preparation of this curriculum is considered less mature by various groups, thus causing misunderstanding among teachers, especially teachers of automotive engineering vocational high school (SMK) in Jakarta.

One of the difficulties of teachers in the implementation of Curriculum 2013 is the implementation of assessment standard. The curriculum component are considered troublesome by teachers because it takes a lot of time and method.

Teacher is a strategic profession in order to educate the nation. The teacher is one important component because as a spearhead in education. Master who serves to educate and educate in order to change behavior in accordance with the purpose of education. Without teacher learning process may not go well. This is where
the teacher becomes the driving force of the overall teaching and learning activities that take place in the educational situation in order to achieve specific educational goals.

If teachers as educators feel confusion in carrying out an assessment of the students, and how curriculum 2013 is considered to be better than the previous curriculum.

1.1 Focus Research
Misunderstanding teachers in implementing the assessment standards on curriculum 2013 lead to the disruption motivation of teaching teachers. It is necessary to study on the effect of assessment standards on curriculum 2013 to motivation of teaching teachers. The study aims to obtain information about how much effect of assessment standards on curriculum 2013 to motivation of teaching teachers automotive engineering vocational high school (SMK) in Jakarta.

Researchers chose as a place of research, because in addition to Jakarta as the capital city, Jakarta as well as the province has the largest automotive engineering vocational high school in Indonesia. Automotive engineering vocational high school learning facilities in Jakarta is more complete than the automotive engineering vocational high school in other provinces, so there is a stigma that Jakarta is a miniature of Indonesia.

2. LITERATURE REVIEW
2.1 Assessment Standard on Curriculum 2013
Curriculum 2013 is a follow up of a competency-based curriculum (KBK) were never tested in 2004. KBK referenced various domains of education (knowledge, skills, and attitudes) in all levels and access to education, particularly in the education track (Enco Mulyasa, 2013 , p. 66).

In the Minister of Education and Culture of the Republic of Indonesia Number 66 Year 2013, stated that the standard of education assessment is criterion regarding the mechanisms, procedures, and assessment instruments learning outcomes of students. Assessment undertaken include cognitive abilities, affective and psychomotor. Techniques and instruments used in the assessment of the ability of the attitude, knowledge and skills, the indicators are:

a. Assessment of attitude. Teachers assess students attitude by observation, self-assessment, assessment by student peers, and journals.

b. Assessment of knowledge. Teachers assess student knowledge with written tests, oral tests, and assignments.

c. Assessment of skills. Teachers assess student skills with the practice tests, projects, and portfolios.

2.2 Motivation of Teaching Teachers Automotive Engineering Vocational High School
Motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or acts (Uno, 2009, p. 3). Motives can not be observed directly, but can be interpreted in such behavior stimulation, encouragement, or power plant emergence of a certain behavior. Motivation is the impulse contained in a person to try to establish behavioral changes that better meet their needs (Uno, 2009, p. 3).

Motif is a state in the individual that encourage individuals to undertake certain activities in order to achieve a
goal (Suryabrata, 2011, p. 70). Human motives is an impulse, desire, desire and other driving force, which comes from within himself, to do something (Alex Sobour, 2003, p. 265). While the Sheriff and Sheriff in Alex Sobour (2003) mentions the motive as a genetic term that includes all internal factors that lead to various types of behavior that aim, all internal influences, such as the need (need) derived from the functions of the organism, the drive and desire, aspirations and social tastes, which is sourced from these functions.

Actually, motivation is a more general term to refer to the entire process of movement, including situations that encourage, urge that arise within the individual, the resulting behavior, and the goal or end of the movement or action. According to Mc. Donald in Oemar Hamalik (2009 p. 158) motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction. The motive is a complex statement in an organism that directs behavior / actions to a destination or stimulants (Purwanto, 2007, p. 60).

Based on the above, it can be the sense of motivation is a force or impulse within the individual making the individual moves, acts to meet the needs and achieve their goals.

From the point source that caused, motifs distinguished two types, namely intrinsic and extrinsic motives. Intrinsic motives, the incidence does not require external stimuli as it has existed within the individual himself, that is appropriate or in line with their needs. While extrinsic motives arise due to the stimulation from outside the individual, for example in the field of education to a positive interest to educational activities comes from seeing the benefits. Intrinsic motive is stronger than extrinsic motives.

Teaching is all intentional efforts in order to make it possible for students to the teaching and learning process in accordance with the objectives that have been formulated. Teaching is an attempt to provide stimulation, guidance, direction and encouragement to students to enable the learning process. Teaching is also defined as the process of guiding students in learning activities.

According to the Law of the Republic of Indonesia Number 14 of 2005 Article 1 The teacher is a professional educator with a primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, primary education and secondary education.

In Article 39 paragraph 2 of the Law on National Education System, stating that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training, as well as conduct research and service to the community, especially for educators at the college.

Teachers are educators who become leaders, role models, and identification for the learners and the environment. Therefore, teachers must have certain personal quality standards that include responsibility dignity, independence and discipline (E. Mulyasa, 2009, p. 37). The teacher is an educator to be a role model and example, and can be imitated by students and the surrounding environment.

Indonesian Government Regulation on the management and delivery of education, stating that the Vocational High School, hereinafter referred to as SMK, is one form of
formal education unit of vocational education in secondary education as a continuation of the junior high school, islamic junior high school, or other forms of equal or advanced learning outcomes recognized from the same or equivalent junior high school or islamic junior high school.

From the above, it is known that the indicators of motivation of teaching teacher automotive engineering vocational high school are:

a. Ideals of teachers
b. The ability of teachers
c. Physical and spiritual conditions of teachers
d. Environmental conditions
e. Dynamic elements of teaching
f. Efforts teachers teach

3. RESEARCH METHODOLOGY

The method used in this study is a survey method. Survey research is research conducted on large and small population, but the data is studied data from samples taken from the population, so find events relative, distribution and relationships between sociological and psychological variables (Sugiyono, 2004, p. 27).

The population in this study were all automotive engineering teachers who teach in state vocational high school opening program of automotive engineering expertise in Jakarta. There are 14 state vocational high schools that opened automotive engineering program. By assumption, every school there are 8 teachers automotive engineering, the population in this study were 112 teachers.

Engineering samples set is simple random sampling. The number of samples was determined by 70 teachers. Researchers to collect data using Guttman scale. Research using Guttman scale is done when you want to get a firm answer to a problem in question (Sugiyono, 2009, p. 96). Items statement on this questionnaire is the elaboration of indicators assessment standards on curriculum 2013 as many as 20 items and also the elaboration of indicators of motivation of teaching teachers as many as 25 items. Answer of the statement was agreed by a score of 1 and did not agree with a score of 0.

The data obtained were tested prerequisite that normality test, homogeneity and linearity. Data were analyzed to obtain information regarding the percentage of teacher approval assessment standard on curriculum 2013 and to obtain the percentage of motivation of teaching teachers automotive engineering vocational high school.

Table 3.1 Level agreement of assessment standards on curriculum 2013

<table>
<thead>
<tr>
<th>Range</th>
<th>Level Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% - 100%</td>
<td>Very high</td>
</tr>
<tr>
<td>61% - 80%</td>
<td>High</td>
</tr>
<tr>
<td>41% - 60%</td>
<td>Enough</td>
</tr>
<tr>
<td>21% - 40%</td>
<td>Low</td>
</tr>
<tr>
<td>0% - 20%</td>
<td>Very low</td>
</tr>
</tbody>
</table>
Table 3.2 Level motivation of teaching teachers automotive engineering vocational high school

<table>
<thead>
<tr>
<th>Range</th>
<th>Level Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% - 100%</td>
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</tr>
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While to investigate the effect, necessary correlation analysis. This test uses the formula Product Moment Correlation (Suharsimi Arikunto, 1998, p. 162.). The results are then compared with the count r table with df = n-2 significant level of 5%. If r count larger than r table, then there is effect.

4. DISCUSSION AND ANALYSIS

In this section we will discuss about the description of the research data. This study aims to determine how much effect of assessment standard on curriculum 2013 to motivation of teaching teachers automotive engineering vocational high school in Jakarta. The results of the study are the data from the analysis of the research instrument assessment standards on curriculum 2013 and and the data from the analysis instrument motivation of teaching teachers automotive engineering vocational high school.

After the prerequisite test, obtained information that respondents generally answer agrees with the assessment standard exist on the curriculum 2013. The level of agreement of respondents regarding assessment standards on curriculum 2013 by 58%. It can be said of automotive engineering vocational high school teachers enough agree with the assessment standards on curriculum 2013. While the motivation of teaching teachers automotive engineering vocational high school, general respondents answered agree with percentage of 69%. It can be said of automotive engineering vocational high school teachers have taught high motivation.

Then, the data were tested correlation with product moment correlation formula. Obtained results count r is 0.484 and r table at the level of error5% is 0.235 then there is a positive and significant correlation. Contribution the assessment standard on curriculum 2013 to motivation of teaching teachers automotive engineering vocational high school is 23% and the rest is determined by another variable by 77%.

Analysis that can be done if the percentage of teacher agreement about assessment standard on curriculum 2013 is raised, then the motivation of teaching teachers automotive engineering vocational high school will also rise. Conversely, if the percentage agreement about assessment standard on curriculum 2013 lowered, then the motivation of teaching teachers automotive engineering vocational high school will also go down.

5. CONCLUSION

From the results of research and testing, it can be concluded that in general automotive engineering vocational high school teachers enough agree with the assessment
standard on curriculum 2013. As for the motivation of teaching teachers automotive engineering vocational high school included in the high category.

Product moment correlation test also proves that there is effect of assessment standard on curriculum 2013 to motivation teaching teachers automotive engineering vocational high school in Jakarta.

5.1 Suggestions

Based on the research results, it is suggested that the implementation of the curriculum 2013 conducted an evaluation to correct deficiencies or problems. Should be training to teachers so that they understand how to implement assessment standards on curriculum 2013.

This becomes an important research proposal to the government that the implementation of the new curriculum should not be carried out instantly. But it must be through several stages until all parties are ready and able to accept that the new curriculum can be fully realized.

6. REFERENCES