

ABSTRAK

Penelitian ini didasarkan atas permasalahan belum terintegrasinya mata pelajaran kimia dengan mata pelajaran kelompok C (peminatan) di Sekolah Menengah Kejuruan (SMK) program keahlian Teknik Mesin. Penelitian ini bertujuan untuk merumuskan kompetensi dasar kimia terintegrasi program keahlian Teknik Mesin, merumuskan indikator kimia terintegrasi program keahlian teknik mesin, merumuskan konten kimia yang sesuai dengan keahlian Teknik Mesin serta memetakan pengetahuan faktual, konseptual, prosedural dan metakognitif yang ada didalam konten kimia terintegrasi Teknik Mesin. Subjek penelitian ini ada tiga orang yaitu guru kimia di SMK Teknik Mesin, guru mata pelajaran peminatan (C) dan wakasek kurikulum. Instrumen penelitian yang digunakan adalah format validasi kurikulum yang dirumuskan berdasarkan metode penelitian pengembangan. Teknik Analisis data kualitatif digunakan dengan mereduksi data dan mengintrepetasikannya secara sederhana. Berdasarkan penelitian yang dilakukan, peneliti telah merumuskan Kompetensi Dasar Kimia terintegrasi Program Keahlian Teknik Mesin di salahsatu SMK Negeri Kota Bandung dengan menyelaraskan kompetensi dasar program keahlian Teknik Mesin dalam mata pelajaran Dasar-dasar Teknik Perancangan Mesin (DPTM) dengan mata pelajaran kimia menggunakan prinsip meluas, seimbang dan relevan. Perumusan konten kimia terintegrasi program keahlian teknik mesin dari kompetensi dasar yang telah terintegrasi peneliti merumuskan indikator yang relevan kemudian memilih konten yang sesuai berdasrkan indikator yang merepresentasikan kompetensi dasar terintegrasi. Domain pengetahuan C2 yang paling banyak ditemukan dalam indikator kimia terintegrasi kejuruan.

Kata kunci : kurikulum terintegrasi, kurikulum kimia di SMK.

ABSTRACT

This study is based on the problem of not integrating chemistry subjects with group C subjects (specialization) in the Mechanical Engineering vocational high school (SMK) program. This study aims to formulate chemical basic competencies integrated with Mechanical Engineering expertise program, form integrated chemical indicators of mechanical engineering programs, formulate chemical content in accordance with Mechanical Engineering expertise and map existing factual, conceptual, procedural and metacognitive knowledge in integrated chemical content Mechanical Engineering . The subjects of this study were three people, namely chemistry teachers in Mechanical Engineering Vocational School, specialization subject teachers (C) and curriculum vice principal. The research instrument used is a curriculum validation format that is formulated based on development research methods. Techniques Qualitative data analysis is used by reducing data and simply interpreting it. Based on research conducted, researchers have formulated an integrated Chemical Basic Competency in Mechanical Engineering Expertise Program in one of the Bandung City Vocational High Schools by aligning the basic competencies of the Mechanical Engineering expertise program in the subjects of Machine Design Engineering Basics (DPTM) with chemistry subjects using the widespread principle. balanced and relevant. The formulation of chemical content is integrated in the mechanical engineering expertise program from the basic competencies that have been integrated. The researcher formulates relevant indicators and then selects appropriate content based on indicators that represent integrated basic competencies. The C2 knowledge domain is most commonly found in vocational integrated chemical indicators.

Keywords: integrated curriculum, chemical curriculum in vocational schools.