

**PERKEMBANGAN KURIKULUM SMK TATA BUSANA
DI INDONESIA TAHUN 2004 - 2013**

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Teknologi dan Kejuruan



**Oleh:
Ranny Rahmawati
NIM 2002507**

**PROGRAM STUDI
PENDIDIKAN TEKNOLOGI DAN KEJURUAN
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Oleh
RANNY RAHMAWATI
2002507

Sebuah Tesis yang Diajukan untuk Memenuhi Salah Satu Syarat
Memperoleh Gelar Magister Pendidikan pada Program Studi
Pendidikan Teknologi dan Kejuruan

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RANNY RAHMAWATI
PERKEMBANGAN KURIKULUM SMK TATA BUSANA DI
INDONESIA TAHUN 2004 - 2013

Disetujui dan disahkan oleh pembimbing:

Pembimbing 1



Dr. Yoyoh Jubaedah, M.Pd
NIP. 196507081991032001

Pembimbing 2



Dr. Hj. Isma Widiaty, M.Pd
NIP. 197106072001122001

Mengetahui,
Ketua Program Studi
Pendidikan Teknologi dan Kejuruan



Prof. Dr. Ade Ghafar Abdulah, M.Si
NIP. 197211131999031001

Perkembangan Kurikulum SMK Tata Busana Di Indonesia Tahun 2004-2013

Ranny Rahmawati
2002507

ABSTRAK

Perkembangan kurikulum di Indonesia terjadi terus menerus berdasarkan hasil evaluasi yang telah dilakukan sesuai dengan hasil dari pelaksanaan kurikulum yang telah dilaksanakan. Kurikulum SMK dituntut harus selalu mampu beradaptasi dengan kondisi dan perubahan yang terjadi, salah satunya mengetahui bagaimana respon peserta didik terhadap kurikulum baru. Penelitian ini mengenai perkembangan kurikulum SMK Tata Busana di Indonesia. Peneliti menggunakan metode *content analysis* berbasis dokumen kurikulum 2004, 2006, 2013 dan 2013 revisi. Hasil penelitian menunjukkan adanya perkembangan berdasarkan komponen kurikulum, landasan kurikulum, pendekatan kurikulum, prinsip kurikulum dan struktur kurikulum. Berdasarkan komponen kurikulum menunjukkan perbedaan dari setiap kurikulum yaitu dari mulai komponen tujuan, isi/materi, strategi, dan evaluasi. Berdasarkan landasan kurikulum terdiri dari landasan filosofi, psikopedagogis, sosiologis, teoritis, ekonomi, dan yuridis. Pendekatan kurikulum ditemukan hanya pada dokumen kurikulum 2004, sedangkan prinsip kurikulum hanya ada pada dokumen kurikulum 2006, 2013, dan 2013 revisi. Struktur kurikulum dari setiap dokumen kurikulum berkembang dari mata pelajaran dan jam pelajaran setiap mata pelajaran produktif Tata Busana. Hal ini dimaksudkan agar peserta didik lebih kompeten dan siap bekerja di bidang Tata Busana. Kaitan perkembangan kurikulum dengan kondisi tata kelola pemerintahan, perkembangan teknologi, sosial budaya, dan ekonomi yaitu menyiapkan peserta didik menjadi manusia yang memiliki kompetensi, produktif sehingga dapat langsung bekerja dibidangnya setelah melalui pendidikan dan menyelesaikan seluruh kompetensinya. Menyiapkan peserta didik agar dapat responsif terhadap perubahan pasar kerja, menyiapkan peserta didik dalam pembangunan ekonomi yang memerlukan kesadaran sebagai warga negara yang baik dan bertanggung jawab, sekaligus sebagai warganegara yang produktif.

Kata kunci: kurikulum, perkembangan kurikulum

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Ranny Rahmawati
2002507

ABSTRACT

Curriculum development in Indonesia occurs continuously based on the results of evaluations that have been carried out in accordance with the results of the implementation of the curriculum that has been implemented. The SMK curriculum is required to always be able to adapt to the conditions and changes that occur, one of which is knowing how students respond to the new curriculum. This research is about the development of the Vocational School of Fashion Design curriculum in Indonesia. The researcher uses content analysis method based on curriculum document of 2004, 2006, 2013 and 2013 revision. The results showed that there were developments based on curriculum components, curriculum foundations, curriculum approaches, curriculum principles and curriculum structures. Based on the curriculum components, it shows the differences between each curriculum, namely from the components of objectives, content/materials, strategies, and evaluations. Based on the curriculum foundation consists of philosophical, psychopedagogical, sociological, theoretical, economic, and juridical foundations. The curriculum approach is found only in the 2004 curriculum document, while the curriculum principles are only found in the 2006, 2013 and 2013 revised curriculum documents. The curriculum structure of each curriculum document develops from the subjects and hours of each productive subject of Dressing. This is intended so that students are more competent and ready to work in the field of fashion. The relationship between curriculum development and conditions of governance, technological, socio-cultural, and economic development is to prepare students to become competent, productive human beings so that they can immediately work in their fields after going through education and completing all their competencies.

Keywords: curriculum, development curriculum

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