Dinamika Pendidikan

The Implementation of Archive Learning Based on the *Kurikulum* 2013

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Abstract

This study aims to determine the extent to which the application of archive learning based on the *Kurikulum* 2013 conducted by XII students in Office Administration at the SMK Negeri 1 Tepus. This is a evaluative study in which the methods used are Context, Input, Process and Product (CIPP). Data collection is obtained through interviews, observation, and documentation. The data analysis using interactive analysis by Miles and Huberman consists of data collection, data reduction (data reduction), data presentation (data display) and conclusions (conclusions / verification). The results of the study indicate that the implementation of archive learning is considered, starting with preparing syllabus and lesson plans (RPP) so that they can be implemented in the classroom starting from Opening Activities, Core Activities, and Closing Activities. However, in real practice, these activities are considered to be less in line with the implementation of the *Kurikulum* 2013 because there have been many obstacles felt by teachers, students, and school infrastructure.

How to Cite

Septianingrum, A. D., & Indartono, S..(2019).The Implementation of Archive Learning Based on the *Kurikulum* 2013. *Dinamika Pendidikan*, 14(1), 87-101.

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INTRODUCTION

Education is the fundamental process of intellectual and emotional skills. Some activities of lesson study by educators around the world, carried out consciously and planned through the direct learning process (Alston, Pedrick, Morris, & Basu, 2011). Henceforth, the students are able to develop their potential to own religious spiritual strength, self-control, personality, intelligence, good behaviors, and the skills needed by them, the community, the nation, and the State (Permendikbud No. 103 of 2014). With education, it is expected that the students' potential is increased and make the students become good people toward their faith and fear of the God, Almighty, have good attitudes, always healthy, knowledgeable, capable, creative, independent, and last become a democratic as well as a responsible citizen.

The incremental success of quality education is influenced by the availability of various supporting components. One of them is a curriculum developed and used at the level of the education unit. Therefore, the curriculum must be settled from time to time in a planned manner along with the development of science, technology, and art, as well as the development of a variety of challenges and demands for educational competencies. The changes in education policies, especially for curriculum and learning activities, must be planned and announced substantially. Thus, every school has the opportunity to establish a deeper knowledge (Catherine & Akihiko, 2013). Additionally, these changes and curriculum developments can bridge to build the Indonesian people that have been aspired in the future.

The curriculum change orientation is ideally designed by not burdening students with material content but on the essential ability aspects needed to take part in building the country in the future (Ministry of Education and Culture, 2012). So that, in its implementation requires rigorous research and assessment as a basic value repository for reforming education and early detection of deficiencies in the curriculum (Thomashow, 2014). The government through the Ministry of Education and Culture developed the *Kurikulum* 2013 nationally. The *Kurikulum* 2013 was first applied in 2013/2014 at the level of elementary schools to junior high schools that make them as exampler schools. The *Kurikulum* 2013 was formed to prepare the Indonesia citizens so that its implementation is hoped to make the students better prepared to face the future challenges and have skills in career selection (Theodora & Marti'ah, 2017). In this implementation students become learning centers and teachers as facilitators of learning (student center learning). Where students learn independently and actively accompanied by teachers, students are not only equipped with science but also developed motivation for independent learning, learning skills and better learning outcomes (De Witte & Rogge, 2015).

In the context of *Kurikulum* 2013, the learning process is employed by integrating the values of knowledge, attitudes, and skills (Deewer in Guthrie, 2009) in academic learning (adaptive normative) and practical learning (productive) can develop the skills and competencies needed (Behle, 2017) which is oriented to produce the productive, innovative, and effective Indonesian people (Abidin, 2014). In order to create the quality of learning output, the implementation of the learning process is the aspect that plays an important role. Hence, it must be carried out appropriately, ideally, and proportionally.

The learning mechanism based on Minister of Education and Culture Number 103 of 2014 includes: (1) planning, (2) implementation, and (3) supporting capacity. First, the standard of learning *Kurikulum* 2013 starts from planning activities, which become projections of the activities that will be carried out by the teacher in the implementation of (Nadlir, 2013). Planning work is done by creating a lesson plan (RPP) which was developed in detail referring to the syllabus, textbooks and teacher guide books. RPP consists of: (1) subjects and classes/semester; (2) time allocation; (3) KI, KD, indicators of achievement com-

petencies; (4) teaching material; (5) learning steps; (6) assessment; and (7) media/tools, materials and learning resources. Every teacher in the educational unit obliged to prepare RPP for the lessons. Developing the RPP ideally areanged at the beginning of the first year, carried out by the teacher independently or in groups at school, facilitated and supervised by the headmaster. RPP development can also be done by teachers in groups between schools or between regions coordinated, facilitated and supervised by the education office or the local minister of education.

Second, the implementation of learning activities that constituted the design implementation phase of learning through interaction between students and teachers. Students and teachers plays an important role in the learning process at the core of the educational process as a whole (Rohmawati, 2015). Learning activities, consist of: (1) opening activity which is an activity to open the lessons so that students are ready to take part in learning; (2) core activity, it is a process of learning that the goals are able to be achieved; and (3) closing activity, a teacher's ability to close or terminate the process of learning.

Third, the carrying capacity in the implementation of learning is such as the availability of facilities and infrastructure. Facilities and infrastructure are important components that can support successfull of education (Rohmawati, 2015). Facilities are all things that directly support successful learning activities. Infrastructure is everything that indirectly supported successful learning activities. The Facilities and infrastructure used in learning can determine the quality of learning (Suratman, 2010). To show the extent of the students' level of ability and success in achieving curricular goals in the learning process, evaluation becomes very important (Purwanto, 2009). Evaluation is a process of finding, discovering, and defining information that is explained in detail and systematically about planning, values, goals, benefits, effectiveness needed for alternative decision making (Munthe, 2015) related to learning, so that it can sti-

mulate innovation, ideas and creativity every element of learning (Suryani & Pramusinto, 2011).

The evaluation can be done by comparing the learning process that should be done with actual learning. Through evaluation, it is expected to improve optimize the learning activities so that the learning outcomes from students are increasing. Besides, the evaluation results are also beneficial for teachers and principles as materials for decision makers pertaining to the learning policymakers themselves. In conducting the evaluation of the learning process, teachers need to evaluate each learning mechanism so that they can assess each element of learning implementations. However, teachers generally are more focused on evaluating learning outcomes as the criteria for successful learning activities compared to evaluating the learning process. The evaluations that solely focus on the results, tend to blame their students if the learning outcomes are not in line with expectations.

Today, technological developments, especially in the rapid business or industrial world, has caused the reduction of labors and significant detrimental toward unskilled youth (Bell & Blanchflower, 2011). To anticipate this influence, the Vocational High School (SMK) becomes one of the sub-system of national education following with the crucial task that provides a carrier-oriented learning environment where the students gain their own learning process and have work experiences in real life (Mittendorff, 2010) and they also carry out certain types of work in accordance with the competence of their expertise to prepare graduates to enter the workforce and fill the needs of middle-level skilled workers.

Good skills will enable Vocational graduates in designing and contributing to the fast-paced global economy by meet work requirements at working environment and creating jobs that reduce unemployment (Viennet & Pont, 2017). Moreover, vocational learning system based on a curriculum that equips graduates with specific skills in accordance with the competencies taken.This is certainly diffe-

rent from the education system in senior high school (SMA) which equips students with theoretical deepening, where graduates are indeed intended to continue to higher education. Even so, the vocational school graduates can also be directed to the local advantage as a capital increase national competitiveness through continuing education to a higher level.

In Office Administration, Skill Competencies are taught a number of skills through mastery of vocational competency lessons. This mastery is one of the key qualities of graduates. One important factor pertaining to the transfer of expertise is seen in the compatibility between career paths studied and school activities (Behle, 2017). One of the lessons in vocational school is Archive Learning that must be undertaken by the students in Office Administration of Vocational High School, which aims to create graduates who have skills and are capable in managing documents and are ready to use in the workforce. Hereinafter, the purpose of this study is to find out the extent to which the mechanical implementation of *Kurikulum* 2013 based learning and its obstacles in the filed of Archive Learning..

METHODS

This is a evaluative study. Evaluation model used is the CIPP model (context, input, process, product) with the research subject of class XII in the 2018/2019 academic year and productive teacher of Archive Learningat the SMK Negeri 1 Tepus. The data collection methods are interviews, observation, and documentation. Interviews were conducted in person and are semi-structured intended to teachers and students to dig more knowledge about learning based on the *Kurikulum* 2013 and its obstacles. The observations were made with the direct observation of learning made by teachers and students in the classroom and its facilities and infrastructure used. Documentation used to obtain official documents such as RPP of Archive Learning.

The validity of the data includes the cre-dibility test, dependency test, and confirmability test. The credibility test is carried out by a triangulasi test. Dependency test is carried out by conducting an audit of the entire research process by an independent auditor, the research supervisor. The confirmability test is carried out by comparison between the results of the research with the process that should be done. The researcher uses interactive analysis by Miles and Huberman in Sugiyono (2011) to analyze the data that consists of data collection, data reduction (data reduction), data presentation (data display), and conclusion (conclusion drawing/verification). Data reduction (data reduction) is done by sorting the data that has been obtained based on predetermined indicators. Data presentation (data display) is done by presenting data with narrative texts. Data verification (conclusion drawing/verification) is done by testing conclusions, re-checking, and making conclusions to be reported as a result of the research conducted.

RESULT AND DISCUSSION

Context Component for Archive Learning

Context evaluation in Archive Learning starts from the profile where learning is carried out. The learning place is called SMK Negeri 1 Tepus. Located on Tepus street Number 17, Pule Ireng, Sidoharjo, Tepus, Gunung Kidul Regency, Special Region of Yogyakarta. The number of study groups was 16 classes with a total of 418 students, divided into class X a number of 6 classes consisting of 172 students, class XI a number of 6 classes consists of 133 students, and class XII a number of 4 classes consisting of 113 students. Where for the teacher of archive learning consists of 1 person. The physical form of building in SMK Negeri 1 Tepus is feasible to carry out education. The rooms were located in the school consists of 19 classrooms, 1 library, 1 workshop audiovisual, 1 workshop automotive, 1 laboratory of office administration, 3 field, 1 cooperative, 1 computer lab, 1 exhibition room, 1 staff room, 1 room school principal, 1 room BP, UKS, hall, mosque, canteen, parking area.

Input Component for Archive Learning

The input aspects in this evaluation study include: first is students, based on the evaluation results known to students who participated in learn at SMK Negeri 1 Tepus in the 2018/2019 academic year were 418 people. Second is teaching materials, based on the evaluation results known to the main teaching materials in SMK 1 Tepus is printed teaching materials such as handbooks of student. Although the availability of handbooks still does not meet the needs. It can be seen from the handbooks that are not proportional to the number of students, so that need to be made teaching materials supporting programs such as audio, video, power point presentations, and other media that are tailored to the learning activities.

Third is teachers, based on the results of the evaluation are known teacher in SMK Negeri 1 Tepus consists of 23 people, while for teachers of archive learning is 1 people. All teachers have had experience of training related to the subject matter, syllabus, and assessment systems. Fourth is facilities, based on the results of the evaluation are known to that the facilities include furniture (study tables and chairs, work tables and chairs / stools and cabinets storing tools and work materials); educational media (whiteboard and LCD projector); archive equipment (archive storage areas); archive fixtures (file folder, ordner, guide, perforator, stapler, numerator) and; other equipment (lighting, air circulation, clocks, contact boxes, office interiors, and trash can). It is known that the overall learning tools are available according to the needs and in each room. Although there are a class of its LCD projectors display is less clear.

The last is infrastructures, based on the results of the evaluation are known infrastructure such as classroom, library and computer laboratory is available with the facilities in it. But there are drawbacks, including: (1) the arrangement of books in the library not neatly arranged and the availability of textbooks especially Archive Learning still does not meet the needs. It can be seen from the handbook

that are not proportional to the number of student; (2) There has been no special laboratory archives. School only provide laboratory of office administration, in which there is a wide range of practical tools of all subjects. This causes the implementation of learning is not always done in the laboratory, even though Archive Learning will be easier to understand through activities in the laboratory. That way students can immediately know, observe, and practice the material in the archive learning.

Process Components for Archive Learning

Standar of implementation of archive learning in this study accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia number 103 of 2014 concerning Basic Education and Secondary Education Learning which mentions the mechanism for implementing Kurikulum. Based on the results of the study, the concrete step of archive teachers in employing the learning planning is compiling the lesson plans (RPP) at the beginning of the first year that refers to the syllabus, education calendar, and textbooks, and also the calculation of the effective weeks as well as the program semester made by the teachers. The teachers develop the lesson plans (RPP) at school in a group consisting of all Office Administration teachers in SMK Negeri 1 Tepus. This is conducted based on the Republic of Indonesia Minister of Education and Culture Regulation number 103 of 2014 concerning Learning in Basic Education and Secondary Education which mentions the implementation mechanism of *Kurikulum* 2013 that refers to the syllabus, textbooks, and teacher guidance.

Several aspects of the preparation of RPP consist of: (1) educational identity and courses that consist of educational units, classes/semester, subjects, core subjects, meeting schedules, time allocation, (2) core competence, (3) basic competence, (4) indicators of achievement competencies, (5) learning objectives, (6) teaching materials, (7) learning methods, (8) learning steps, (9) learning tools and sources, (10) assessment of learning out-

comes. In the RPP, several tasks are also attached as assignments for students, and so are the core subjects, and independent structured assignments.

After comparing the RPP made by the archive teacher using the guideline based on the Republic of Indonesia Minister of Education and Culture Regulation number 103 of 2014, it is found that the preparation of RPP made by teachers of the SMK Negeri 1 Tepus is in accordance with the *Kurikulum* 2013. The lesson plans (RPP) will be used as a plan for learning activities for several meetings. The teachers develop the RPP to direct the students' learning activities in an effort to achieve basic competence and its indicators. The next stage is the implementation of learning is the implementation stage based on the planning design made by the teachers. In this stage, there is interaction between student and student, students and teachers as well as learning resources. In the learning process, it includes Opening Activity, Core Activity, and Closing Activity that will be described as the followings: fistly, the opening activity, It is an activity which is employed when the learning is started. The teachers' activities are then seen, namely: (1) starting the lesson on time, if the teachers are late, its possibly because they are busy and or have something to do outside their teaching-learning process such as the crowded end semester or having the school assignments, (2) giving a greeting, (3) checking the attendance lists of students, (4) review the previous materials and relate them with the present materials, (5) conveying the competence that will be taught and its benefits in the daily life, (6) explaining the outline of the materials that will be taught, however, in the application of the teaching-learning process, the teachers have not yet delivered the whole scope and assessment techniques that will be used. And the teachers also have not yet to optimize the good atmosphere in the classroom activity. However, the opening activities done by the students are: (1) following and sitting properly when the teachers come, (2) answering the greeting, (3) having a little

bit initial information pertinent to the topic of the lessons.

After comparing the preliminary activities carried out by teacher with the guideline for the implementation of learning based on the *Kurikulum* 2013 it was found that there were several incompatibilities, namely the technique and scope of the learning assessment. In addition, teachers have difficulty in getting the students to relate the learning materials at a previous meeting with the material progress. this is can be help increasing the motivation of students. Difficulties in the association, due to the lack of initial knowledge of students related to learning material, caused the lack of attention and interest of students to take part in learning.

Secondly, core activity is a process of learning that the goals are able to be achieved, the researcher found several findings as follow delivery of content by teachers in accordance with the basic competencies listed in the RPP. Teachers have used several valuation techniques. It is found that the lecturing technique is still used most of the time in the giving process of delivering the materials. This technique is useful and effective to assist the students to comprehend the materials. It is usually combined with question and answer, and assignment too. Through various learning techniques, it will be possible to exchange knowledge between students and teachers. Learning tools used by teachers such as whiteboards, LCD projectors, and material summaries. With learning activities that are not limited to space and time, learning will be more active, inspiring, challenging, motivating, and enjoyable.

Pertaining to the *Kurikulum* 2013, the teachers of Archive Learning show a scientific approach such as directing the students to observe, ask, give reasons, collect the information or have the experience, and communicate one another, even all of these cannot be done in a single meeting. In the observation activity (observing), it is found that the teachers implement it through reading the materials of Archive Learning, giving the hard copy of the materials to their students, and observing the

picture inside the books or PowerPoint. With reading, listening, watching or asking questions, it then can be concluded that the teachers have been invite students to observe.

In asking activity (questioning), it is known that the some students (less than 5 students per meeting) ask about it to their teacher related learning material. Teachers who appear to be more active ask questions and give responses only from a few students.It is so can be said that the interaction between teachers and some of the students is categorized as a passive interaction since not all the students are having the questions related to the materials and sometimes once the teachers give a question to them, the students who usually ask are the students who answer their teachers' ask. Even though the means of this activity are still in accordance with *Kurikulum* 2013, the results of its implementations are not optimal because the students are still passive.

When gathering the information (experimenting), it is found that the teachers give the opportunity to the students to discuss the materials given conducted in a small group or in a big group. Then, the students gather information from their notes or exchange the information with their friends that still based on the given materials. In addition, the teachers also give a chance to their students to write and to look for information from materials explained by their teachers. This activity is in accordance with *Kurikulum* 2013 learning that collecting the information can be done through discussion, question, and answer, and try to do experience.

In the critical thinking activity (associating), it is found that the teachers connect the students' answer with their daily life. As stated by the Republic of Indonesia Minister of Education and Culture Regulation number 103 of 2014 that this activity can be done through correlate the phenomena or information in order to find a pattern and conclude it. The last activity is communication (communicating), although this activity is good for teachers, yet not for students. It is because when the teachers ask their students to communicate after

they explain their findings, the students tend to wait for their teachers to appoint them to express what they have gained. Based on the *Kurikulum* 2013, this activity can be achieved a written report and present it via processes, results, and conclusions verbally.

Thirdly, closing activity is the learning ends with closing activity. In this study, it is found several activities of teachers and students, they are: (1) drawing the conclusions of the materials together, (2) doing a reflection, (3) the teachers give feedbacks by giving questions, statements, and giving emphasis related to the materials, (4) giving the assignments by teachers, (5) the teachers deliver the lesson plans for the next meeting, and (6) the teachers give a greeting before leaving the class. There are some inconsistent points related to the closing activities done by the archive teachers, namely the activity of reflection toward the activities that have been done and doing assessments. The teachers give an assessment related to the materials still based on when one chapter has been completed or after the daily task, mid-test, and final test. To support the achievement of learning objectives, teachers use instructional carrying capacity in the form of facilities and infrastructure provided school, such as by using a laboratory for practice activities and literacy activities using the books in the library.

Based on the results of the study through observation, documentation and interviews about the implementation of Archive Learning, it was found that the implementation was an implementation of the RPP, covering opening activities, core activities and closing activities in accordance with the *Kurikulum* 2013 as in the Regulation of the Ministry of Education and Culture of the Republic of Indonesia number 103 of 2014 concerning the Learning Process in Basic Education and Secondary Education. Although in its implementation it has not been fully in accordance with the RPP that has been made and the use of supporting capacity for learning that is less than optimal.

Product Components for Archive Lear-

ning

The product aspects presented in the results of this study include the achievement of learning outcome students of SMK Negeri 1 Tepus , which are seen from the scores archive learning of the first semester to semester five with minimum completeness criteria (KKM) is 75. Based on the evaluation results all participants students have obtained grades above KKM. Based on the evaluation results known to all participants students had scores abo-

ve the KKM. Some 13% of students scored enough (75-79), 70% of students got good grades (80-89), and 17% of students got very good value (90-100). These results may indicate that the archive learning at SMK Negeri 1 Tepus have been effective if the terms of the learning outcomes of students. For more details on the compatibility between archive learning implementations in SMK Negeri 1 Tepus with the learning mechanism of *Kurikulum* 2013 can be seen on the Table 1.

Table 1. Conformity of Learning Implementation in SMK Negeri 1 Tepus with mecanism of learning *Kurikulum* 2013

Mecha-nism	Activi-ties	Implementation of Learning at the SMK Negeri 1 Tepus	Kurikulum 2013	Explana-tion
Planning of learning	Prepara-tion of RPP	Compiling the lesson plans at the beginning of the first year that refers to the Syllabus, education calendar, and textbooks, and also the calculation of the effective weeks as well as the program semester.	Realized by the preparation of RPP conducted before or at the beginning of the semester/beginning of the school year and developed in detail referring to the Syllabus, textbooks, and teacher manuals.	Compatible
	Format for RPP	(1) Educational identity and consistency of educational units, class/semester, subjects, subject matter, time alocation; (2) Core competencies; (3) Basic competencies; (4) Indicators of achievement competencies; (5) Learning objectives; (6) Teaching material; (7) Learning methods; (8) Learning steps (learning activities); (9) Learning tools and sources; and (10) Assessment of learning outcomes.	(1) Educational identity and consistency of educational units, class/semester, subjects, subject matter, time alocation; (2) Core competencies; (3) Basic competencies; (4) Indicators of achievement of competencies; (5) Learning material; (6) Learning activities; (7) Assessment, remedial learning and enrichment; and (8) Media/tools, materials and learning resources.	Compatible
Imple-men-tation of Learning	Opening activity	(1) Starting the lesson on time, if the teachers are late, its possibly because they are busy and or have something to do	(1) Give a greeting/prayer (2) Checking the attendance lists of students; (3) Describe the purpose/	Incompat-ible (The teacher

Mecha-nism	Activi-ties	Implementation of Learning at the SMK Negeri 1 Tepus	Kurikulum 2013	Explana-tion
		outside their teaching-learning process such as the crowded end semester or having the school assignments; (2) Give a greeting; (3) Checking the attendance lists of students; (4) Review the previous materials and relate them with the present materials; (5) Conveying the competence that will be taught and its benefits in the daily life; and (6) Explaining the outline of the materials that will be taught.	competences to be achieved and benefits for life; (4) Review the learning materials that have been studied and developed earlier and link it with the competencies that will be studied and developed; (5) Explaining the outline of the materials that will be taught; (6) Delivering the scope and assessment techniques to be used; and condition-ing the pleasant atmo-sphere of the class.	has not de-livered the scope and assessment techniques to be used; the teacher has not been able to fully condition the class-room with a pleasant learning at-mosphere).
	Core Activity	Learning Activities The teacher facilitates students to observing, questioning, as-sociating, eksperimenting, and communicating/networking.	In direct learning to apply scientific learning by do-ing activities to observing, questioning, associating, eksperimenting, and com-municating/networking.	Compatible
		Learning methods Using more than one type of method namely lecture, discus-sion, and assignment.	Every step of learning can be used a variety of methods and techniques of learning.	Compatible
		Use of Learning media (1) Using more than one type of instructional media (LCD projector, hard copy and pow-erpoin). (2) The learning activities are inspiring, fun, and motivate learners to participate.	(1) Learning media, in the form of a learning process aids for delivering subject matter. (2) The learning process is organized in an inter-active, fun, challenging, inspiring, motivating the students to actively partici-pate and provide enough space for innovation, cre-ativity and independence according to their talents, interests, abilities, and physical and psychological development of learners.	Compatible Incompat-ible (Learning activities are less challenging and interac-tive. Here they tend to be passive learners and

Mecha-nism	Activi-ties	Implementation of Learning at the SMK Negeri 1 Tepus	Kurikulum 2013	Explana-tion
				teachers who are more ac-tive).
		(3) In each students activities, the teacher as much as possible to embed character (attitude) of learners such as tolerance, discipline, teamwork, respect the opinions of others, and meticulous.	(3) Emphasizing the development of students' attitudes to the basic competence of KI-1 and KI-2 such as being grateful for God, honest, meticu-lous, teamwork, tolerance, discipline, obey the rules, respect the opinions of others listed in the syllabus and RPP	Compatible
	Closing Activity	(1) Drawing the conclusions of the materials together; (2) Doing a reflection; (3) The teachers give feedbacks by giving questions, statements, and giving emphasis related to the materials; (4) Giving the assignments by teachers; (5) The teachers deliver the les-son plans for the next meeting; and (6) The teachers give a greeting before leaving the class.	(1) Make a summary / conclusion of learning; (2) Reflect on the activi-ties that have been imple-mented; (3) Feedback on the pro-cess and learning out-comes; (4) Assessment; (5) Plan follow-up activi-ties in the form of reme-dial learning, enrichment programs, counseling services or provide good task assignments individu-ally or in groups according to the results of student learning; and (6) Deliver the lesson plans for the next meeting.	Incompat-ible (The teach-er did not plan things like enrich-ment and counseling services).
Capacity support	Infra-structure Learn-ing Fa-cilities	(1) Classrooms (2) Availability of tables and chairs for students, according to the number of students; availability of tables and chairs teacher; (5) Availability of a fan; (6) Availability of lighting	(1) Classrooms (2) Tables and chairs stu-dents; tables and chairs teacher; (3) The board; (4) Contact boxes; (5) Clock; (6) LCD projector; and	Incompat-ible (Class facilities are generally good and meet the standards,

Mecha-nism	Activi-ties	Implementation of Learning at the SMK Negeri 1 Tepus	Kurikulum 2013	Explana-tion
		through lights and windows; (7) Availability of clocks; (8) Availability of LCD projector; and (9) Availability of trash can.	(7) Trash can.	only there are LCD projectors that do not function properly).
		Computer laboratory (1) Availability of chairs and computer tables according to the number of students and teachers; (2) Availability of the board; (3) Availability of LCD projector; (4) Availability of contact boxes; and (5) Availability of trash can.	Computer laboratory (1) Chairs and computer tables; (2) The board; (3) LCD projector; (4) Contact boxes; and (5) Trash can.	Compatible
		Archival laboratory There has been no special laboratory archives. archival practice is still carried out in the classroom or laboratory of office administration and archival equipment are still kept in the laboratory of Office Administration.	Archival laboratory (1) Work tables and chairs/stools; (2) Cabinets storing tools and work materials; (3) Equipment and fixtures archive; (4) The board; (5) Contac boxed; and (6) Trash can.	Incompat-ible There has been no special laboratory archives.
		Library (1) The availability of archive textbook, especially for training subjects, are still not enough yet for the need. It can be seen from the number of the book that are equal with the total students and the students still use the books based on the Achool-based Curriculum (KTSP) (2) There are already enrich-ment books, both fiction and non-fiction; (3) There is already a reference book, in the form of a large	Library (1) Textbooks; (2) Educator handbook; (3) Enrichment books; (4) Reference book; (5) Other learning re-sources; (6) Bookshelves (7) Magazine rack; (8) Newspaper shelves; (9) Reading tables and reading chairs; (10) Work chairs and work desks; (11) Cupboard the catalog;	Incompat-ible (There are still a number of facili-ties whose numbers are not yet in line with the needs, there are no textbooks for Archival training

Mechanism	Activities	Implementation of Learning at the SMK Negeri 1 Tepus	Kurikulum 2013	Explanation
		Indonesian Dictionary, English Dictionary, law and regulation book, and holy books; (4) There are already other learning resources, in the form of magazines, newspapers / newspapers, and world maps; (5) Availability of shelves for reading collections (books, magazines, newspapers), with appropriate forms and good conditions. But the amount is not sufficient to accommodate the entire collection of readings; (6) Availability of reading tables and chairs, but the numbers are still very minimal; (7) Availability of work desks and chairs, the amount is too much when compared to the number of officers; (8) Availability of catalog cabinets, in the form of small cabinets and drawers on the desk; (9)Availability of multi-media tables of sufficient size to accommodate all multi-media equipment; (10) Availability of multi media equipment consisting of 1 set computers; (11) Availability of inventory books; (12) Availability of contact boxes; (13) Availability of clocks; and (14) Availability of trash can.	(12) Cabinets; (13) Rack store the bag (14) Noticeboards; (15) Multimedia desk; (16) Multimedia equipment; (17) Inventory book; (18) Contact box; (19) Clock; and (20) Trash can.	courses with the Kurikulum 2013, as well as the absence of an educator's guidebook, rack store the bag).

Source: Processed Primary Data (2019)

The success and failure of Archive Learning are strongly influenced by a teacher, students, and other learning components. The existence of a problem will become an obstacle in the implementation of Kearsipan learning so that the learning objectives cannot be achieved optimally. In addressing the obstacles that may arise in the implementation of *Kurikulum* 2013 based learning, schools and centers have provided training to all educators. Although precautionary measures have been taken, there are still obstacles in the implementation of Archive Learning. The results showed that the inhibiting factors in the implementation of Archive Learning at SMK Negeri 1 Tepus came from 3 sources. First, *Kurikulum* 2013 is certainly different from the *Kurikulum* KTSP. Where teachers must be able to gives emphasis that focuses on developing the character and attitude of students. Another important thing is the teacher is able to cooperate with other teachers so that they can create learning which make the students active in learning. However, in reality the archive teachers also become one of the obstacles in achieving Archive Learning.

Obstacless that come from teachers, in the form of: (1) teacher absence in several meetings, so that learning is done by giving assignments and students must learn independently by discussing between students; and (2) learning techniques that are still conventional (lectures, discussion, and assignments). Many tasks and time constraints are the dominant reasons for the teacher's lack of learning. In addition, many tasks are considered less than the compensation that the teacher gets. Ten out of eleven respondents described enough to more intervals in getting work than expected and lack of financial compensation for additional work provided (Dmochowski, J. E., Garofalo, D., Fisher, S., Greene, A., & Gambogi, 2016). This creates an obstacle in learning that comes from the teacher.

Second, obstacles derived from students, either: (1) lack of attention and interest of students towards learning, and (2) passive students when learning takes place. One cause of this problem is a learning technique that is often used by the teacher is lecturing engineering, where teachers are active in providing information to students while the students just quietly listening (passive). The last is obstacles that arise from facilities and infrastructure, in the form of: (1) Class conditions that are not conducive (tables and chairs are less neatly arranged and trash can be found in desk drawers), (2) there is an LCD that is not functioning properly, (3) books in the library are incomplete, and (4) there is no special archive laboratory, as one component supporting the achievement of educational objectives, all forms of problems of facilities and infrastructure should be immediately resolved. This is done to create an efficient learning environment and run smoothly. The learning process is said to be good or bad depending on the performance of the functions of existing facilities and infrastructure.

CONCLUSION

The implementation of Archive Learning carried out by class XII students majoring in Office Administration at the SMK Negeri 1 Tepus which consists of: (1) planning activities, in this case, all are fit with *Kurikulum* 2013; (2) learning implementations, is not fully in accordance with Kurikulum 2013. In the opening activities, there are some points that are still not appropriate, namely the teachers have not conveyed the competencies to be achieved and the assessment techniques used. Almost all core activities are appropriate, except that the teacher in the implementation of learning is less able to make learning challenging and interactive, it is because the students are passive. In the closing activity, there are several points too that are not appropriate, namely the teacher did not plan things like enrichment and counseling services; (3) The supporting capacity (facilities and infrastructure) of Archive Learning is still inadequate, such as limited space and books on archive in the library, the absence of specialized archive laboratories, and the presence of LCD projec-

tors that do not function properly.

Obstacles in the implementation of archive learning come from three sources, namely: (1) teacher, including teacher absence in several meetings and conventional learning techniques, (2) students, including lack of attention and interest of students in learning, and students who tend to be passive; and (3) facilities and infrastructures, including unfavorable class conditions, there are LCD that are not functioning properly, books in the library are incomplete, and there is no special archive laboratories.

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