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COMPARATIVE STUDY OF TVET TEACHER CURRICULUM

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Abstract

Teacher education in Indonesia has set a minimum level of degree (Bachelor) plus the Education Profession. Pendidikan Profesi Guru (PPG) is a form of professional education of teachers, including teachers for vocational education. Standard of PPG has developed for the delivery of the LPTK implemented. Some countries in Europe are set in the profession of education levels of Magister (Master), as well as in several countries in Asia set at the same level. Specifically, the teacher training model is similar to Indonesia in Thailand. In this paper will be presented comparison of models and vocational teacher education curriculum in European countries and Asia.

Keywords: model, curriculum, TVET teacher training

Introduction

Referring to the text of Academic Standards National Board of Education about Content Standards, University is a "top" level of education after primary and secondary education. As mentioned in the Act No. 20 of 2003 on National Education System. "top" of education cannot be achieved by all those who want it, the people who had undergone too many of them did not finish properly. Higher education is imaged as an arena for the best development potential, to prepare them for living according to high social status and dignity as well as with a successful career. Thus, higher education is an agent of change for the life of a person, group, community, nation and even the country, for the development of humanity from age to age.

Curriculum as one component of the curriculum standards of education, particularly Higher Education Curriculum (PT) teacher training provision in line with the content standards required BNSP of maturity not only achieve minimal demands BNSP. Dynamics and global developments should be accommodated as an effort to achieve the internationalization of the essence or existence. In essence meant that the curriculum is on-delivery to learners are not left behind in following the development of global science. Achievement of global standards in existence is that the curriculum is applied referring to international standards and international recognition to guarantee graduates acceptance in the global.

Development of Vocational Teacher Education Curriculum

Characteristics of Technology and Vocational Education (PTK) or Vocational education are to equip students to become professionals who will fill the position according to the level. One type of vocational education is the Vocational School (SMK), which is an upper secondary education (upper secondary school) who passed the level of job seekers in skilled labor (operator).

Technology and Teacher Education Curriculum (PTK), nationally has been progressing according to the dynamic development of science and technology. Patron of competency-based curriculum to be the main feature in the final application.

Coverage Study

To attempt or to improve the achievement of national curriculum standards, on the part of Chapter 2 will be presented some comparative TVET teacher education curriculum in several countries.