

ABSTRAK

Ronny Sanjaya Nababan. *Analisis Kesulitan Guru Mata Pelajaran Pemeliharaan Kelistrikan Kendaraan Ringan Dalam Mengimplementasikan Kurikulum 2013 Di SMK Otomotif Di Kabupaten Tapanuli Utara T.A 2018/2019.* Skripsi. Fakultas Teknik Universitas Negeri Medan. 2019.

Penelitian ini bertujuan untuk: (1) mendeskripsikan tingkat kesulitan guru mata pelajaran Pemeliharaan Kelistrikan Kendaraan Ringan dalam mengimplementasikan Kurikulum 2013 di SMK Otomotif Di Kabupaten Tapanuli Utara; dan (2) mengetahui dimensi (perencanaan, pelaksanaan dan penilaian otentik) apa yang paling menyulitkan guru pemeliharaan kelistrikan kendaraan ringan dalam proses pembelajaran berdasarkan Kurikulum 2013 di SMK Otomotif Di Kabupaten Tapanuli Utara.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Penelitian ini adalah penelitian populasi dengan subjek penelitian guru-guru SMK Otomotif pada mata pelajaran Pemeliharaan Kelistrikan Kendaraan Ringan di Kabupaten Tapanuli Utara, yaitu berjumlah 5 orang. Teknik pengumpulan data yang digunakan adalah kuesioner (angket). Uji validitas menggunakan validasi dimana para ahli diminta untuk mengamati secara cermat semua item dalam tes yang hendak di validasi. Kemudian mereka di minta untuk mengoreksi item-item yang telah dibuat. Teknik analisis data yang digunakan adalah analisis statistik-deskriptif yang kemudian diinterpretasikan kedalam bentuk presentase.

Berdasarkan hasil penelitian menunjukkan bahwa: (1) guru dalam melakukan tahapan perencanaan, pelaksanaan dan penilaian otentik pembelajaran berdasarkan Kurikulum 2013 masuk dalam kategori cukup sulit. (2) dimensi yang paling menyulitkan guru dalam pembelajaran berdasarkan Kurikulum 2013 di Kabupaten Tapanuli Utara adalah dimensi perencanaan dan dimensi penilaian otentik; dan (3) guru berlatar belakang pendidikan swasta dan guru non PNS lebih kesulitan dalam melakukan tahapan perencanaan dan pelaksanaan dalam Kurikulum 2013. Guru yang mengimplementasikan Kurikulum 2013 selama empat semester lebih kesulitan dalam melakukan tahapan pelaksanaan dan penilaian secara otentik. Sedangkan, guru yang mengimplementasikan Kurikulum 2013 selama dua semester lebih kesulitan dalam dimensi perencanaan.

Kata Kunci: *Kesulitan Guru, Implementasi, Kurikulum 2013*

ABSTRACT

Ronny Sanjaya Nababan, *Analysis of the Difficulties of Subject Teachers in Maintaining Light Electric Vehicle in Implementing the 2013 Curriculum in Automotive Vocational Schools in North Tapanuli District, FY 2018/2019 . Faculty of Engineering, Medan State University, 2019.*

This study aims to: (1) describe the level of difficulty of subject teachers in Maintaining Electric Vehicle Light in implementing the 2013 Curriculum at the Automotive Vocational School in North Tapanuli Regency; and (2) find out what dimensions (planning, implementation and authentic assessment) make it most difficult for teachers in maintaining light electric vehicles in the learning process based on the 2013 Curriculum at the Automotive Vocational School in North Tapanuli Regency.

This research is a descriptive study with a quantitative approach. This study is a population study with research subjects of Vocational Automotive teachers in the subject of Light Vehicle Electrical Maintenance in North Tapanuli Regency, amounting to 5 people. The data collection technique used was a questionnaire (questionnaire). Validity test uses validation where the experts are asked to observe carefully all items in the test that want to be validated. Then they are asked to correct the items that have been made. The data analysis technique used is statistical-descriptive analysis which is then interpreted into a percentage form.

Based on the results of the study showed that: (1) the teacher in carrying out the stages of planning, implementing and evaluating authentic learning based on the 2013 curriculum was included in the quite difficult category. (2) the most difficult dimensions for teachers in learning based on the 2013 curriculum in North Tapanuli Regency are the planning dimension and the authentic assessment dimension; and (3) teachers with a private education background and non-PNS teachers have more difficulty in carrying out the planning and implementation stages of the 2013 Curriculum. Teachers who implement the 2013 Curriculum for four semesters have more difficulty in performing authentic stages of implementation and evaluation. Meanwhile, teachers who implemented Curriculum 2013 for two semesters had more difficulty in the planning dimension.

Keywords: Teacher Difficulties, Implementation, 2013 Curriculum

