

Curriculum and learning management: Integration of creative economy value to improve students' life skill

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ABSTRACT

The impact of the ASEAN economic community on the development of industry 4.0 is increasingly massive. The education system needs a new buzz to respond to the development of industry 4.0. The Indonesian government continues to make changes and developments in the field of education to prepare learners to become knowledgeable, capable, creative, independent, and responsible human beings. The research uses a qualitative approach, with data collection techniques through observation, interview, and one in the documentation of strengthening life skills with integrase creative economic value. In this study, researchers successfully interviewed the principal, teacher, student, and creative ruler of the alumni element of Grafika Desa Putera Vocational High School (SMK Grafika Desa Putera). The results showed that SMK Grafika Desa Putera integrates the important value of the creative economy for students in adaptive programs, local content, normative, productive, and self-development to produce productive, creative work. Vocational education aims to prepare graduates to be ready to work and innovate. The main purpose of this research is to know the content of the creative economy in shaping learners' life skills.



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INTRODUCTION

Since Indonesia agrees with the ASEAN Economic Community (AEC), consequently, Indonesia has to be ready to compete with ASEAN countries. Its natural resources and human resources are required to be distinctly superior to other countries to win the ASEAN economic integration. National education serves to develop students' abilities and potentials and shape their characters of knowledgeable, capability, creativity, independence, and responsibility. Vocational education is part of the secondary education system that prepares ready-for-use graduates. Thus, it should lead the way to education development for the formation of creative students (Raffe, 1991). The data from Statistics Indonesia show that in 2020, the largest contributor to the national unemployment rate (8.49%) was the vocational high school (VHS) graduates (Badan Pusat Statistik Republik Indonesia, 2020). The World Economic Forum 2016 argued that the graduate absorption issue no longer deals with demand and supply imbalances (Rahadian, 2019). It lies in the student admission process with a lower passing grade than that for senior high school students (Ratnasari, 2018).

In 2019, it was 79.11 for senior high school and 66.17 for vocational high school in Jakarta. In Bogor, it was 75.00 for senior high school and 60.00 for vocational high school. Furthermore, it was 58.63 for senior high school and 42.50 for vocational high school in Kupang. This indicates the imbalances among regions and the discrepancy between what education provides and the market needs (Malaikosa et al., 2020). Institute of Good Governance and Regional Development (IGGRD) stated that the high unemployment rate of vocational school graduates results from the inefficient education system (Ratnasari, 2018). Currently, according to National Recap Data of the Education Data Center (DAPODIK) on May 2, 2018, 14,075 VHSs still appeal to the central curriculum, although schools may administrate their own curricula by involving stakeholders, actors, and industry experts to bridge the yawning gap between the graduates' competencies and market needs (Rahadian, 2019).

Vocational education focuses on skills, while general education gives extra weight to knowledge. Hence, it requires teachers with vocational skills to develop a curriculum that can shape the entrepreneurial character of students (Garbin & Stover, 1980). To bring about a character through the educational process, creative human resources should develop the creative economy to produce creative work (Munro, 2017). Hence, character education should be the basis for developing a learning model with a creative economy in vocational high school. At the level of implementation, the SMK Grafika Desa Putera, Jakarta has integrated the creative economy in the 2013 curriculum on craft and entrepreneurship subjects as both curricular and extracurricular activities.

Vocational secondary education can integrate it into the students' character, attitude, and positivity (creativity). Organizing creative economy education aims to foster positive (creative) character, attitudes, and behavior at the most basic level that supports the formation of creative students. Ministry Regulation of the Republic of Indonesia No. 32 of 2013 concerning National Education Standards mandates that the learning process has to be actively, creatively, and innovatively carried out in student-centered learning. Wu and Jia-Jen-Hu (2015), conducting a study on skill learning attitudes, curriculum satisfaction, and vocational self-concept, concluded that most students have good learning attitudes and skills but low motivation. This is because the learning process remains teacher-centered learning with conventional learning approaches and methods. This certainly challenges teachers to develop innovative learning models to stimulate and develop students' creative thinking skills. During the learning process, they are supposed to provide the students with motivation and the values of creative economy education (Tronsmo & Nerland, 2018).

The student's creativity can also be developed outside of classroom learning through various extracurricular activities since they allow the independence to develop student creative economy value (Malaikosa et al., 2020). This will enable students to improve their creativity in innovations. The implementation of VHS's creative economy is to produce creative people as entrepreneurs in Jakarta, Kupang, and Bogor. Thus, it is necessary to improve the quality of creative economy education in an attempt to improve the quality of vocational high schools. To ensure the quality improvement of creative economy education, an analysis of its implementation in VHS is required.

Regulation of the Minister of Education of the Republic of Indonesia Number 4 of 2020 states that the structure of the Vocational High School (SMK) or Islamic Vocational High School (MAK) curriculum includes the national content, territorial contents, and vocational specialization contents consisting of basic expertise areas, expertise program basics, and expertise competencies as well as time allocation for each subject. The curriculum is an important component (instrumental input) in the unity of the learning system to achieve educational objectives (Ulfatin, 2016). It is vital as a part of the educational program set (D'Andrea, 2012). It not only pays attention to present developments but also directs its attention to the future.

Curriculum development, defined as the process of planning, constructing, implementing, and evaluating learning opportunities to produce students' desired changes, is essential for high quality and relevant curriculum (Albashiry et al., 2015). The curriculum should be frequently updated in line with the changes. The revitalization of the vocational high school curriculum aims to change the mindset of solely producing graduates failing to fulfill the working world needs into a role paradigm and activeness in the job market. On top of that, it calls for active cooperation with business entities to establish it in the vocational curriculum structure. Subsequently, the Indonesian

Certification Authority or Badan Nasional Sertifikasi Profesi (BNSP) standardized the formulation of required job skills.

Curriculum development at the school level is generally carried out through a systematic approach over other approaches (Brinkerhoff, 2001). By this approach, the curriculum development was learning outcome-oriented, which became the basis for further development activities such as selecting learning program content, learning strategies, assessment methods, and evaluation forms (Albashiry et al., 2015). This approach involves a cycle of five phases, namely analysis, design, development, implementation, and evaluation (Akaninwor, 2001). An approach involving stakeholders in curriculum development is also needed to ensure that the curriculum responds to stakeholder needs (Akaninwor, 2001; Albashiry et al., 2015). This approach revolves around extensive collaboration and discussion between curriculum developers, in this case, the school and stakeholders, during the drafting process to arrive at a consensus on the main objectives of the education program, such as results, content, pedagogy, and assessment.

To achieve the stated educational goals, the curriculum has to be strategically formulated into certain programs relevant to social changes. The curriculum preparation has to consider various aspects such as student development, scientific development, community needs development, and the demands of the working world. The curriculum in classroom learning should cover all student learning experiences and bring cognitive impacts on their personal development.

A creative economy is a world trend encouraging economic growth and environmental degradation by prioritizing economic creativity to maximize the added value of life sustainability and human civilization (Comunian et al., 2015; Cummins et al., 2018; D'Andrea, 2012; Malaikosa et al., 2020; Sung, 2015). A creative economy is a business that encourages innovation, a convergence of expertise, and advanced scientific technology centered on organized learning to build new markets and new employment (Sung, 2015). It has strong ties with the creative and cultural industries. The critical industry refers to forms of cultural production and consumption, which are symbolic or expressive elements such as music, art, writing, fashion and design, media, and handicraft production (Pratt & Hutton, 2013).

A creative economy is the driving force of a competitive Indonesia and quality social life in 2025. It allows the people to compete fairly, honestly, and uphold ethics and excellence at the national and global levels, as well as have the ability to make continuous improvements and think positively to face challenges and problems (Rokhman et al., 2014). It also aims to create a qualified Indonesian society, which is physically and mentally healthy and educated, has the awareness to protect the environment, has a balanced life, a social concern, and tolerance in accepting differences (Yuan et al., 2014). The increasingly important creative economy in the national economy and the state socio-cultural diversity spread throughout the archipelago certainly become a never-ending source of inspiration in developing the creative industry. The diversity characterized by local wisdom in preserving culture has been for generations.

The creative sector in developed countries is difficult to imitate in other countries since it emphasizes specific abilities that involve creativity, expertise, and talents, including art, beauty, design, play, story, humor, symphony, caring, empathy, and meaning aspects (Sung, 2015). This implies that the highly demanded quality of human resources is those with character and creativity. Masunah (2017) stated that the creative industry is one of the sectors in the creative company subsystem. The creative industry employs individuals' creativity, expertise, and talents to create products bringing real benefits and added value to life.

Besides, the creation of added value is evident in using social, cultural, and creative human resources assets (Masunah, 2017). The creative industry creates not only economic transactions but also social and cultural transactions. This underlines that added value, in this case, is social, cultural, and economic values. Meanwhile, the London government supports new policy ideas related to the creative economy to meet the high demand and reduce budget cuts (Schlesinger et al., 2015). How about Indonesia, with its various cultural heritages from Sabang to Merauke?

The Indonesian cultural heritage has a lot of creative values such as art, beauty, social, empathy, and ceremonies. This prefigures the great creativity of Indonesian society displaying their particular skills and talents. This comes about by the ethnic diversity remaining coexist because of their high tolerance. It proves that Indonesia has powerful supporting factors in developing a creative

economy. Various efforts to utilize traditional cultural heritage, apart from preserving it, are the pride of the national identity. Moreover, it is necessary to use appropriate information technology as an important supporting factor. The recent rapid development of information technology brings ample opportunity to synthesize culture. Thus, the development of the creative economy will be a fundamental force as it is supported by culture and the development of information technology.

RESEARCH METHOD

The research uses a qualitative approach with a research design of case studies. The qualitative approach aims to explore and understand the meaning of social phenomena to understand research problems. The rationale of research design with a qualitative approach is to understand the problems related to the process of strengthening learners' life skills through the creative economy content approach. Qualitative research is an attempt to plan certain possibilities broadly without showing exactly what will be done about their respective elements (Moleong, 2014; Sugiyono, 2013; Ulfatin, 2015). In the research process, researchers use observation techniques, interviews, and documentation studies to gather information from principals, teachers, learners, and creative actors from the alumni elements of SMK Grafika Desa Putera.

In the observation, researchers make observations related to learning activities naturally to find out the integration of creative economic value in the process of strengthening learners' life skills. After observing researchers continuing interviews with the principal related to creative programs integrated into the learning process, while the role of teachers in the integration of values in the learning process. To find out teachers' role in integrating the creative economy's content in the learning process and forming life skills, and planting creative value in learners, researchers also conduct document studies related to learning plans provided by teachers. After collecting data, researchers then conduct data analysis using Miles et al. (2019) to sharpen the information and data that has been collected in the research process.

RESULT AND DISCUSSION

The creative economy is a new idea that relies on creative ideas as the main capital in developing creative industries. Creative industries are born and developed in big cities and become the main support for the regional economy. Most creative actors are young people with original and creative ideas. The creative economy can be defined as students' creative work with superior values. With the existence of a creative economy, schools, teachers, and students are used to accommodating creative work with superior value.

An example of schools that integrates the creative economy is those in which students of class X-XII work on orders from school partner companies and creative actors to sharpen their competence of skills in high printing, perfect binding, montage, graphic design, billboard printing, offside printing, and the production of logos and stickers. Figure 1 shows the creative activities of students at the SMK Grafika Desa Putera.



Figure 1. Student Creative Activities

The creative economy is defined as the application of the value of the creative economy integrated into the curriculum, learning activities, and self-development activities to increase the creativity and innovation of students. This allows the students to produce something with a sale value. The idea of creative economy education comprises thinking creatively, being creative, and acting creatively can be stated in the indicators of creative values. The values explored in this study include curiosity, critical thinking, the ability to determine the right methods, appropriate choice, intuition, innovation, and productivity (Widyadharna et al., 2020).

In the learning activities, the teacher always instills creative values through self-development and habituation activities of, for example, honesty, independence, creativity, discipline, and responsibility, as well as achievement appreciation. This is apparent from the students' avidity in completing assignments given by the teacher. On the other hand, they were also facilitated by technological developments to promote their creative work on social media platforms. This highlights the significant role of teachers in engraining good values in shaping students' mental and character, as well as generating their motivation to compete and consistently produce creative work.

Education should be carried out based on the context. Thus, the educational process should align with the local community's social and cultural environment. Education serves to maintain values and norms to meet future achievements. Developing the value of the creative economy requires a systematic process in an integrated learning process. In developing a model for planting and integrating creative economic values, the SMK Grafika Desa Putera uses the model developed by Malaikosa et al. (2020), as seen in Figure 2.

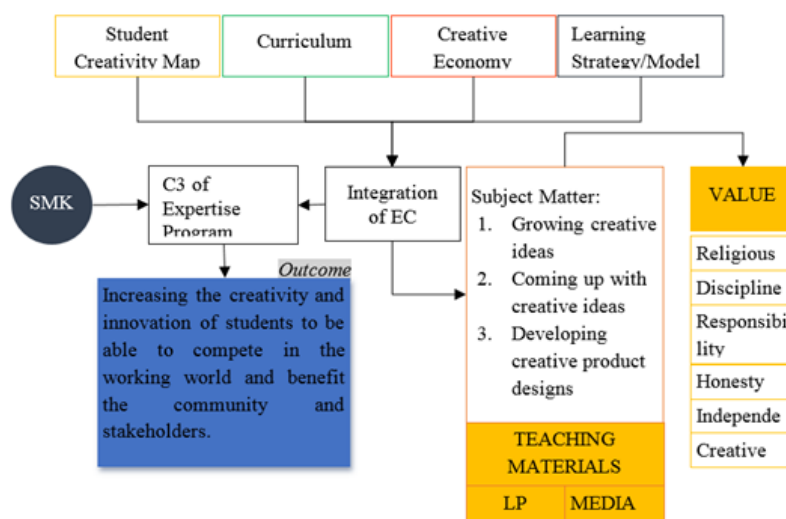


Figure 2. The Model of Cultivating Values and Integrating the Contents of the Creative Economy in Vocational School

The process of instilling the creative economy value has been carried out on an ongoing basis in their respective programs. This was done either to satisfy the demands of the school's curriculum or to prepare students to work in a certain field and join the workforce. Also, this is to develop students' trustworthiness, respect, responsibility, fairness, caring, citizenship, honesty, courage, diligence, and integrity. Character-building activities developed in schools might help teachers to improve learning habits closer to industrial work cultures, such as self-confidence, responsibility, discipline, competitiveness, resilience, honesty, responsiveness, appreciation, presence, carefulness, thoroughness, and leadership.

Life skills education is an effort to build student character of hard skills and soft skills. Hard skills emphasize the ability of students in cognitive and psychomotor aspects. Soft skills emphasize the affective abilities of students. Life skills aim to prepare students to have the courage and willingness to face life and its problems naturally without feeling depressed and then creatively find

solutions to overcome them. The process of activities at the SMK Grafika Desa Putera in the formation of students' soft skills and life skills can be seen in Figure 4.

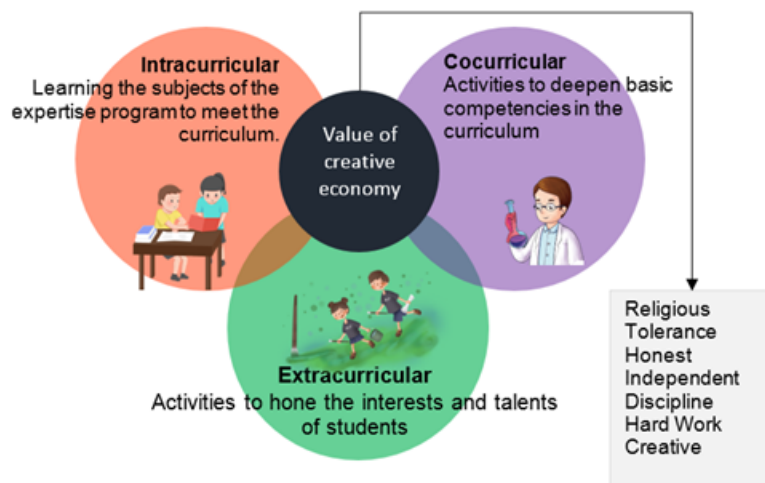


Figure 3. Instilling the Creative Economy Values (Source: Malaikosa et al., 2020)

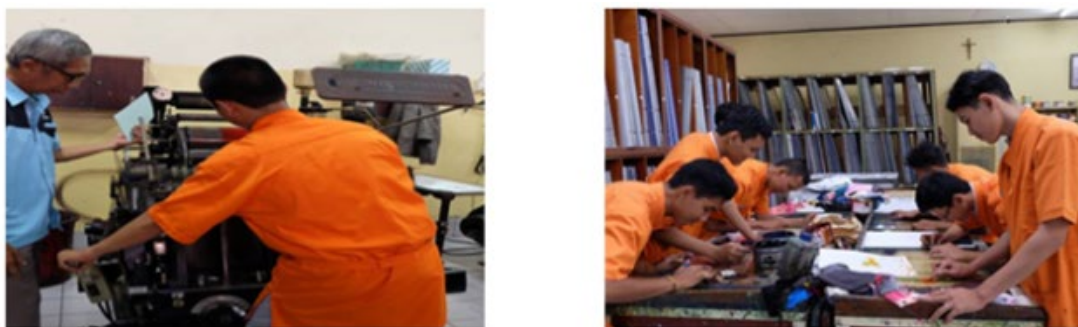


Figure 4. Student Soft Skill and Life Skill Formation

The working world believes that superior Human Resources (HR) are those who have the ability in the aspects of both hard skills and soft skills. Therefore, they are believed to have a good impact on the aspects of life skills. In reality, education in Indonesia shows that learning only provides a larger portion of technical or hard skills. Meanwhile, the soft skill aspect is one's skill in dealing with others and himself.

Equipping students with soft skills does not mean adding new subjects to the curriculum. However, providing more value and meaning in the learning process is necessary. Therefore, the teachers need to use the right model to train students' hard and soft skills. These models include cooperative learning, experiential learning, contextual teaching and learning, and problem-based learning. If both skills are obtained, the needs of users of vocational high school graduates in the working world focusing on high productivity might be achieved.

Developing a creative economy always prioritizes students' creativity, ideas, and knowledge as an effort to strengthen the life skills of students by balancing the aspects of hard skills and soft skills. Learning models are important to help teachers convey theory to practice. These models include cooperative learning, experiential learning, contextual teaching and learning, and problem-based learning. One indicator of learning outcomes is that students can produce creative work with high value. Thus, if some students have developed printing and graphic design business, they can compete to produce high-value work.

Life skills education is an effective step for students of SMK Grafika Desa Putera as a basis for orientation to equip students' skills regarding aspects of knowledge, and attitudes, which include

mental, honesty, responsibility, and cooperativeness that have a direct relationship with the development of competency skills of students. Thus, students might be able to face the demands and challenges of life. Life skills education is an alternative educational change to anticipate future demands. The learning process in the classroom can be carried out in the form of an activity procedure involving students at each stage of the activity systematically to build students' hard and soft skills.

The curriculum needs to be developed in line with changes. The revitalization of the vocational high school (SMK) curriculum aims to change the mindset that previously only aimed to produce graduates regardless of the demands of the working world into satisfying the demand of the working world. Thus, it is necessary to cooperate with the business world and the industrial society to establish it in the curriculum structure. Therefore, students might be equipped with new creativity and innovation according to their respective fields of expertise. The creative economy is seen as a new method that might help teachers shape students' creativity in their respective areas of expertise. The curriculum is a component (instrumental input) that is important in the unity of the learning system to achieve educational objectives (Ulfatin, 2016). The curriculum is also seen as an educational program (D'Andrea, 2012). Curriculum development is a process of planning, developing, implementing, and evaluating learning to realize quality and relevant curriculum (Albashiry et al., 2015).

If the creative economy has been integrated into the curriculum and vocational learning, teachers are required to find the right method to integrate the value of creative economy through self-development activities, production unit activities, honest canteen, and school operations, as well as school business partners. Therefore, students' learning processes are accustomed to creating new ideas and innovations. Integrating the contents of the creative economy needs to focus on creating creative works by relying on skills, talents, and creativity as intellectual property. Integrating the creative economy could produce creative people and entrepreneurs with brilliant and new ideas. Howkins (2001) added that the more ideas created, the faster the community welfare increases, either in its economic, social, or environmental perspectives.

The creative economy value is integrated into learning activities to build students' honesty, responsibility, confidence, resilience, discipline, and competitiveness. Teacher evaluation results show that students always showed honest and responsible behavior. They were confident, resilient, and disciplined in completing the given task. Moreover, in completing creative work, they constantly innovated to produce creative work with high competitiveness (Figure 1 and Figure 4). To increase their creativity and innovation, students should be able to think creatively, be creative, and act creatively by involving their curiosity and critical thinking (Munastiwi, 2015). The creative economy value must be integrated into the learning process and practiced in the students' daily behavior. Another beneficial aspect of the creative economy to be developed in learning is hard skills, soft skills, and life skills to make it easier for teachers to direct students based on their interests and talents (Pane & Patriana, 2016).

In integrating the value of the creative economy in curriculum and learning, the school has positioned itself as a driving force for creating a competitive Indonesian and a high-quality community of life in 2025. The role of schools in shaping the student's creativity, expertise, and talents is worth the appreciation and full support of the government, stakeholders, and society. Accordingly, education output can compete fairly, honestly, and uphold ethics and excellence at the national and global levels. Moreover, they will also have the fighting power to improve and think positively in facing challenges and problems continuously.

CONCLUSION

The curriculum is the teachers' instrument for learning activities to achieve national education objectives. They have implemented creative ideas and conducted curriculum development tests in classrooms to obtain the right formula for the vocational curriculum. The government has anticipated the application of a creative economy in the national education curriculum by focusing on creating goods and services by relying on expertise, talents, and creativity as intellectual wealth.

Provided with these great ideas, the school has integrated the creative economy to form the competency skills of students through creative and innovative actions.

Entrepreneurship in vocational high school has already been formed by exploring creative and entrepreneurial products. Teachers also stimulate students' creativity through creative activities involving the business world, industrial society, creative business actors/home industries, and stakeholders. This is to integrate the creative economy value into learning activities to build their honesty, responsibility, confidence, resilience, discipline, and high competitiveness based on their respective expertise. They will habitually innovate to produce creative work with increased competitiveness. This features life skills education as an essential part of the educational process. Also, teachers play a significant role in providing students with guidance, training, encouragement, and learning skills that direct them individually or in groups to new skills, including vocational skills. Contextually, life skills education emphasizes the link and match between the education world as the provider of human resources and the business world, the industrial society, and the community as the users. Therefore, education can prepare students to compete in the present era and have a future-oriented life.

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