

**TRAINING AND MENTORING FOR DEVELOPING LEARNING DEVICES TO SUPPORT CURRICULUM
REVISED OF 2013 IMPLEMENTATION FOR VOCATIONAL SCHOOL TEACHERS OF SMKN 1
PAJANGAN**

by Amat Jaedun, Husaini Usman, Sutarto, V. Lilik Hariyanto, and Nuryadin E.R.

ABSTRACT

The purpose of the Community Services Program (PPM) activity were to: (1) improving the teachers' understanding and ability to applying the principles, approaches, models, strategies and methods of learning and assessment in implementing the revised 2013 curriculum, (2) improving teachers' ability to plan the learning devices and implementing the innovation teaching was conducted to implementing the revised 2013 curriculum. This training and mentoring activities was to improve teachers' ability to design learning devices and implementing the innovation teaching to implement the revised curriculum of 2013 were attended by 38 teachers of SMKN 1 Pajangan, Bantul, Yogyakarta. This PPM activity was carried out in the form of training and mentoring, both carried out in the face-to-face learning activities in school (ON) and out of school assignments (IN). The training and mentoring in the first face-to-face learning activities at school were held on Thursday, July 12, 2018, with the learning subject matter: (1) vocational development policies, (2) XXI century Learning Models and assessments, and (3) developing the lesson plans and assessment devices. The results of the PPM activities evaluation showed: (1) Evaluation during the training process, showed that participants actively and very enthusiastically participating in the training and mentoring from the beginning to the end of the training activities. This was indicated by the attendance level of participants were reached 100%, (2) The provision of independent assignments at the end the first activities, to compile learning tools and assessments, with assistance from the UNPM FT PPM Team, showed that all participants were able to compile learning tools and assessment to support the implementation of revised K13 learning well, (3) Evaluation results at the end of the training activities show that the trainees have been able to prepare learning plans (RPP) by applying the principles, approaches, models, strategies and methods of learning and assessment accordingly 2013 revised curriculum is good, and (4) Posttraining evaluation shows that the constraints faced by teachers in implementing learning and assessment in accordance with the revised 2013 curriculum are not due to low teacher ability, but rather due to: (a) focus and teacher commitment that is still diverse, (b) teacher's busyness in m carry out other additional tasks, which are quite high, and (c) limited time for mentoring that can be served by the PPM team.

Kata Kunci: *Mentoring for Preparation the Learning Devices*