Development Of Integrative Health Vocational Curriculum

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Abstrak

Pengembangan kurikulum vokasional kesehatan ini didasari adanya praktik sistem pengobatan non medis yang berlaku di Indonesia yang dikenal dengan sistem pengobatan alternatif. Guna minimalisir terjadi malpraktek dari sistim ini, maka pembahasannya menjadi urgen diajarkan secara empiris pada lembaga pendidikan vokasional. Penggunaan metode dalam penelitian *preferred reporting items for systemic review and meta-analyses* (PRISMA) berdasarkan hasil review dari sejumlah artikel di jurnal nasional. Tahapan penelitian dilakukan melalui pengumpulan dengan model PICO, strategi pencarian dan pemilihan studi yang relevan berdasarkan database elektronik (google scholar, pubmed, elsavier, national index, science direct, web of science, dan national index), ekstraksi penyaringan artikel yang dipublikasikan diambil dari tahun 2017 sampai dengan 2022 berdasarkan kriteria inklusi. Temuan penelitian berupa konsep model kurikulum vokasional kesehatan integratif, yang meliputi perumusan kurikulum potensial dan implementasinya. Perumusan kurikulum potensial langkah kerjanya berupa: 1) perumusan landasan sosiologis, filosofis, dan psikologis, 2) penentuan struktur kurikulum, dan 3) deskripsi mata pelajaran. Sedangkan implementasi kurikulum, memiliki langkah kerja berupa: 1) perumusan rencana Pelaksanaan pembelajaran (RPP), dan 2) proses pembelajaran.

Keyword: Pengembangan Kurikulum, SMK Kesehatan, Kualitas Pembelajaran

Abstract

The development of this health vocational curriculum is based on the practice of a non-medical treatment system that applies in Indonesia, known as the alternative medicine system. In order to minimize the malpractice of this system, the discussion becomes urgently

taught empirically in vocational education institutions. The use of the method in research on preferred reporting items for systemic review and meta-analyses (PRISMA) is based on the results of reviews from several articles in national journals. The research stage is carried out through collection with the PICO model, search strategies and selection of relevant studies based on electronic databases (google scholar, PubMed, Elsevier, national index, science direct, web of science, and national index), extraction of filtering published articles taken from 2017 to 2022 based on inclusion criteria. The research findings are in the form of an integrative health vocational curriculum model, which includes the formulation of potential curricula and their implementation. The formulation of a potential curriculum is in the form of (1) the formulation of sociological, philosophical, and psychological foundations; (2) the determination of the structure of the curriculum, and (3) the description of subjects. Meanwhile, curriculum implementation has work steps (a) formulation of a learning implementation plan (RPP); and (b) a learning process.

Key Word: Curriculum Development, Health Vocational Schools, Learning Quality

Introduction

Concerning public health, all people want to be physically and spiritually healthy. Therefore, all societies make various efforts to maintain health naturally and medically. People who have found symptoms of certain diseases will seek health treatment. Every society has different views on medicine. Some belief more in traditional medicine. Some follow nabawi medicine (ribbon nabawi) and also exist in the medical form.

The practice of traditional medicine is still used in the archipelago community. A study in Purwakerto Regency found that public interest in traditional medicine is still high. More than 50% of the subjects studied strongly agree and agree with traditional medicine. This study applies not only to people who have never studied (TPK) to people who have studied S1, S2, and S3 are still relatively high (Puspariki & Suharti, 2019). Traditional medicine systems generally have a relationship with religion. Religious functions are integrated into the traditional system of medicine (Nasrudin, 2019). For example, the treatment process begins with reading do'a; according to Islam, there are some restrictions on types of food and drink for patients and recommendations to use certain drugs (Notosiswoyo, 1997).

On the other hand, Islam also offers a treatment system often known as thibbun nabawi (treatment a la Nabi Saw.). Among the medical systems of the Prophet Saw were ruqyah and cupping. Ruqyah treatment is often referred to as ruqyah syar'iyyah, which is Islamic medicine that uses readings of Qur'anic verses, zikir, and do'a (Arni, 2021). Through this, ruqyah can be cured of various physical and psychic diseases. Then cupping, the term cupping in Arabic, is known as al-hijamah, which means the release of dirty blood (Fajri, 2020). This cupping can clean the dirty blood and wind. The remaining toxins in the body are excreted through the skin's surface by being sucked up.

In contrast to a society that prioritizes scientific thinking, it prefers the medical treatment system to the above treatment system. Based on the results of Research on people's opinions on medical and alternative medicine, information is obtained that most of the public believes more in the medical treatment system (Syaifulloh, 2019). According to them, medical treatment can be accounted for scientifically and scientifically.

The existence of variations in the treatment system of society, as outlined above, each has a strong reason and is followed by evidence of healing. This study has been y going on for a long time in society, and it has become impossible to eliminate from people's lives. The traditional medicine system has users from all classes of society, and academics are no exception. The treatment system of Prophet Saw. also has users, especially those who are Muslim and even non-Muslim. The medical treatment system also has many supporters, especially people who use scientific thinking. So, all these treatment systems can only be run in tandem, according to the level of need. Even one treatment system can support the other treatment system to cure a disease.

A treatment system study that collaborates these three treatment systems; the traditional system, the Prophet's system of medicine, and the medical system have yet to be encountered much, even including something new. Science is more organized and systematic and should be packaged through educational institutions, such as vocational high schools. Health vocational schools can study this treatment system so that their science develops with the scientific method, not wild. Thus the community is correctly guided in using the chosen treatment system.

SMK Kesehatan focuses on the science taught in the health field, especially public health. The emergence of SMK Kesehatan is to meet the needs of society, the world of work, and the development of science and technology (Naufary, 2018). Students of SMK Kesehatan are equipped with health sciences both in theory and practice. After graduation, they are expected to serve the community as individuals who can help provide treatment to people suffering from a disease.

School as a social system has two phenomena, namely; (1) institutions that carry out roles and functions and specific expectations for achieving goals, as well as (2) individuals who differ in the system (Hamalik, 2015). Concerning institutions, schools have supporting elements, one of which is the curriculum. The implementation of school tasks in providing education and teaching begins with preparing the curriculum because the curriculum is a learning plan (Taba, 1962). The curriculum is like an individual's path to achieving goals. Through the curriculum, the breadth and activities will be depicted. Thus, to carry out educational functions, it is necessary to prepare a curriculum that is relevant to educational functions.

During the learning, they learn theoretical concepts of health, which are taught by teachers who are experts in the field of health. Then the knowledge they get is tested by the health workers provided in schools. In this labour, they try to connect the science they are studying with their practice in a smaller environment. Teachers continue to guide them in learning in labour so their scientific practice is fully mature. If their knowledge is deemed adequate, they are led to practice in the field. They are educated to come into direct contact with the community, especially people who experience certain diseases. Under the supervision of civil service teachers, they learned to treat the community with

A comprehensive study of the curriculum of vocational health schools needed. In the field of the national curriculum, students master medical treatment. In the local curriculum, students can carry out traditional system medicine and the sunnah of the Prophet. Through this study on "Development of national and local curricula at Solok City health vocational schools in improving the quality of learning", it is hoped that it can be the answer to realizing the SMK Kesehatan curriculum by strengthening local values.

Method

Research using preferred reporting items for systemic review and meta-analyses (PRISMA) (Moher et al., 2010); (Wahyuni Ningsih et al., 2019); (Zhang et al., 2019). This study used a similar assessment structure to the bibliometric Research applied by previous studies. The Journal obtained as many as 40 articles that have been published from 2017 to 2022. The way articles are collected using the PICO model is part of collecting literature studies from articles from scientific journals. The assessment was carried out in an analysis entitled "Development Of Integrative Health Vocational Curriculum."

Search strategy and selection of relevant studies based on six electronic databases (google scholar, PubMed, Elsevier, national index, science direct, web of science, and national index). The structure of the study applied in this study is similar to the previous study. The number of articles obtained is 40 articles published from 2018 to 2022. The use of Mendeley reference management, the recording that has been compiled, the title and the screening of the abstract are carried out, and each text article is viewed based on criteria and inclusion.

The strategy of finding and selecting relevant studies was based on the review literature, namely articles on the development of national and local curricula at SMK Kesehatan published from 2017 to 2022. The results of the inclusion of 40 articles were obtained and then abstracted based on the theme of this study resulting in 11 articles that were assumed and assessed as full text. Mendeley's use of reference management was conducted to compile an abstract based on the title of this article on the development of national and local curricula in Health Vocational Schools.
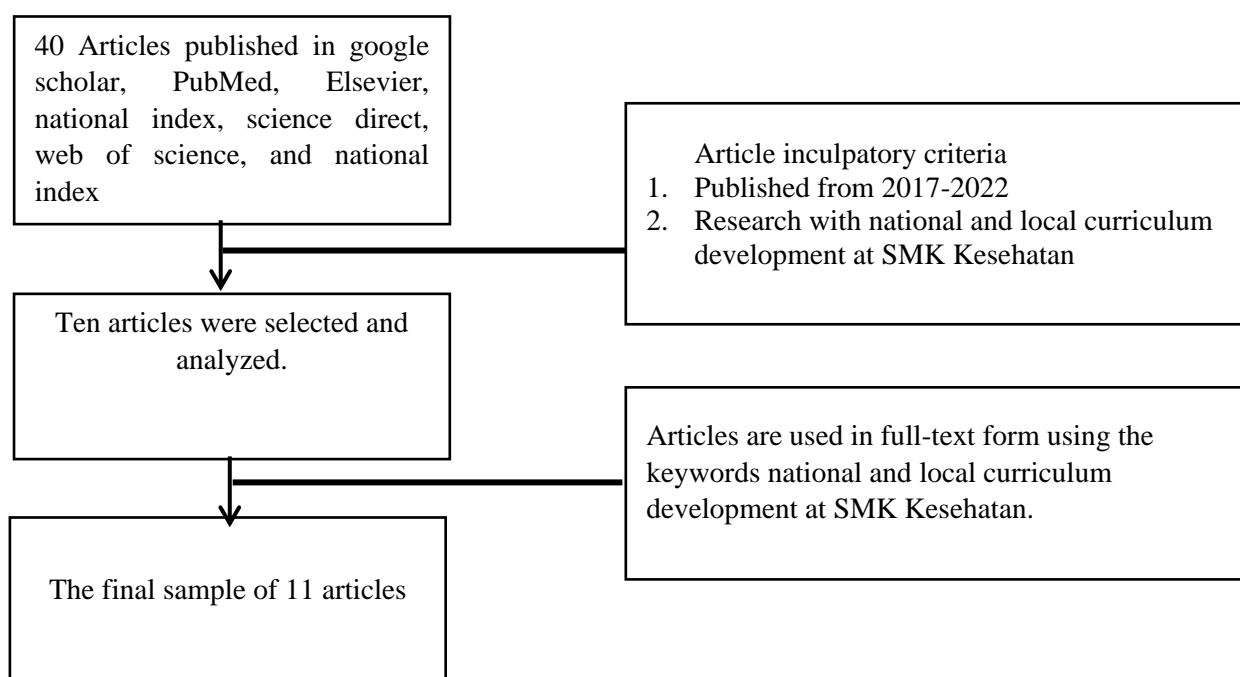

Figure 1. *Research Design*

Result And Discussion

In the results and discussion, a theoretical study is needed to examine the problems in this study, namely the development of national and local curricula at SMK Kesehatan

National and Local Curriculum Development

The curriculum is a path that must be taken at a particular time. The more extended understanding associated with this curriculum is that the curriculum is a subject. Nevertheless, this view got many rebuttals from the experts who came later. Nurdin, for example, said that the curriculum talks about more than just subjects. All activities carried out by teachers and students to achieve goals in the learning process can be a curriculum, starting from learning activities, strategies, and evaluations (Nurdin, 2005).

Nurdin's proposal is in line with Tyler's concept of curriculum. According to Tyler, in developing a curriculum, four essential points must be considered: (1) what goals will be achieved (goals), (2) what forms of learning experiences must be carried out to achieve goals (learning activities), (3) how the learning experience is presented (strategy), and (4) how to determine that the goals have been achieved (evaluation) (Tyler, 2013).

This limitation of the meaning of the curriculum gives a direction in understanding the curriculum, including the elements that must be present. Starting from goals, learning experiences, strategies, and evaluations. These elements play an essential role in implementing education in schools, namely as guidelines on the content and subject matter so that educational goals can be achieved (Indonesia, 2003).

The curriculum by experts is divided into two parts: the curriculum as a plan and the curriculum as a functional nature. These two parts are an inseparable whole. The curriculum as a plan can be realized as a curriculum document (curriculum document or inert curriculum). In contrast, the functional curriculum can be realized as learning activities in the classroom (functioning, live or operative curriculum) (Sukmadinata, 2002). Even operationally, some experts distinguish between curriculum and teaching. Curriculum leads to something general, while teaching leads to something more specific. The substance of the curriculum is to achieve the goals of the term of view, while the teaching is to achieve the short-term goals (Taba, 1962).

This Research discusses the curriculum in the form of a plan that produces curriculum documents and a functional curriculum that produces learning activities. Through development research, it can be produced in the form of essential Research and Applied Research (Sugiyono, 2008). Basic Research can produce curriculum documents, and applied Research can obtain information on implementing the designed curriculum.

Curriculum development is based on four foundations: philosophical, psychological, socio-cultural, and foundations for the development of science and technology (Sukmadinata, 2002). The philosophical foundation relates to the concepts of philosophical figures who talk about education, such as Dewey's philosophy, which says that education is the organization of life experiences. The psychological foundation is closely related to the psychic development of learners, primarily cognitive, psychomotor and affective development. The psychic development of each child is different. This psychological is influenced by age level, physical development, family background, social status, and even the family's economic state.

The socio-cultural foundation also determines the content of the curriculum. People living in developed countries are undoubtedly different from those in developing countries. Their needs also differ between developed and developing countries. For example, in developed countries, women's role is comparable to that of men in terms of finding a livelihood or work. This condition is different in developing countries. The role of men is more dominant than women. This condition also affects the preparation of curricula in educational institutions that will produce graduates to find jobs.

Furthermore, the foundation of science and technology is related to the development of science and technology. The development of technology in the form of digitalization also impacts teaching strategies and media organized by educational institutions. Such as learning with an online system (online) using various applications such as zoom meetings, google classrooms, WhatsApp groups, google meetings, and other forms. Furthermore, the components that must be present in a curriculum are objectives, teaching materials, learning strategies, media, and evaluation (Sukmadinata, 2002). The description of each of these components is as follows.

a)   *Purpose*

The objectives formulated in the curriculum are directed towards the philosophy of the state. The purpose of national education is required by regulations in the form of national education law, namely to develop the potential of students to become individuals who have faith and devotion to God Almighty, have a noble character, and several other commendable characteristics (Indonesia, 2003). Operationally, in the 2013 curriculum used today, curriculum objectives are outlined in the form of core competencies, essential competencies, learning objectives, and indicators.

b)   *Teaching Materials*

Teaching materials are curriculum content that students will master. Teaching materials follow the core and essential competencies compiled by the education unit. The arrangement of teaching materials outlined through essential competencies includes knowledge, skills, and attitudes (Sanjaya, 2010). Knowledge can be in the form of information consumed by learners' minds. Through memorization, the learner can keep in his mind a specific time, and when necessary, can be issued according to his memorization. Skills relate to the physical ability to do things competently. At the same time, attitudes are related to values or norms.

c)   *Learning Strategies*

Two strategies are commonly used in learning: expository and inquiry (Sagala, 2010). Expository strategies are used in learning based on the understanding that the teacher directs the behaviour of learners. Learners accept what the teacher says as if they were seen as objects of learning. Teachers with this strategy convey more learning with lectures, and students listen. While the inquiry strategy differs from the expository strategy, it is the opposite of the expository strategy. This inquiry strategy places the learner as the subject of learning. Teachers are seen as facilitators who make it easier for learners to learn.

d)   *Media*

Media is understood as something that can convey information from educators to learners (Fathurrahman, Pupuh & Sutikno, 2017). Through the media, students can gain knowledge conveyed by educators. If the information conveyed through the media does not reach the learners, then something cannot be said to be a teaching medium. Learning media

can be in the form of tools that can convey learning materials, such as books, videos, tapes, films, slides, images, computers and other digitization tools.

e)   *Evaluation*

Educational evaluation is an activity to review educational progress and whether educational goals have been achieved (Sudijono, 2000). It can also be understood as an effort to get feedback based on information obtained through specific assessment techniques. The progress of learning following the goals that have been set is necessary to take measurements. The form of this measurement is testing; in education, this test is known as the test (Sudijono, 2000). Through the test, it can be known the progress of education that has been poured into the objectives of the curriculum.

The curriculum development in a school generally leads to three forms. First, a separate subject curriculum, which is a subject-centred curriculum, has a scientific separation named after the subject. Second, correlated curriculum, which is a curriculum that seeks to provide a related learning experience. This curriculum is organized by connecting one subject with another; some still maintain the identity of the connected subject, and some eliminate the identity of the connected subject. Third, integrated curriculum, which is a curriculum that negates the boundaries of various subjects and presents subjects in the unit or whole (Nasution, 2009). Subjects in this integrated curriculum are often referred to as thematic.

A set of plans in the form of curriculum documentation that has been prepared needs to be implemented in the form of a functional curriculum. The goal is that a well-designed curriculum is conveyed to students. Nurdin revealed that curriculum implementation is a process of actualizing a potential curriculum into an actual curriculum in the form of activities, with the system's action, action, and mechanism (Nurdin, 2005). The following mechanism of the curriculum implementation process can be seen in figure 2.
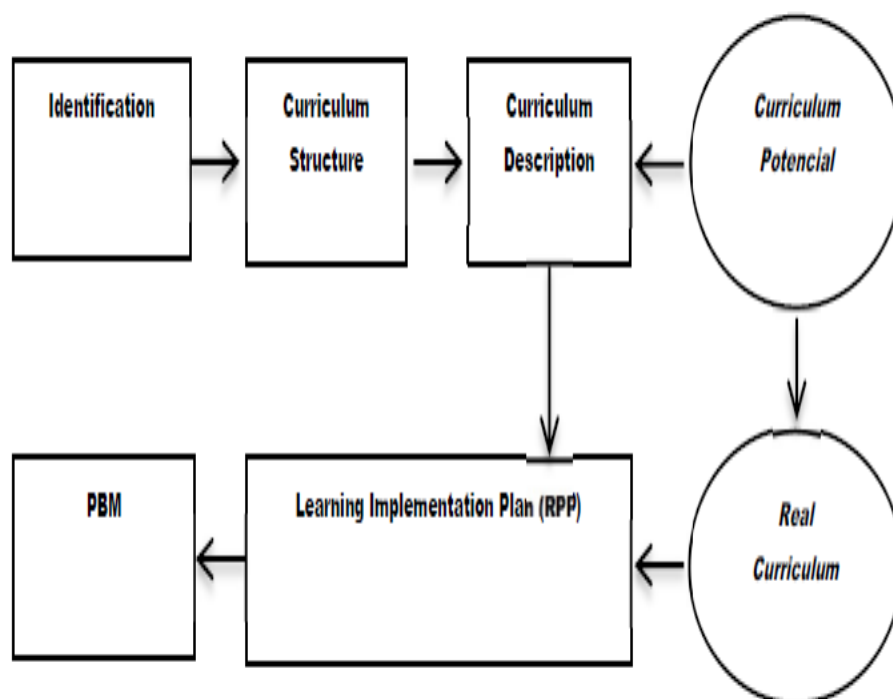
**Picture 2.** *Curriculum Implementation Adopted from Nurdin's Opinion*

Furthermore, the implementation of the curriculum can be divided into two levels, namely, the implementation of the curriculum at the unit level of education and the level of classes. At the unit level, the role is the principal, while at the class level that plays the role is the teacher. For the grade level, according to Hamalik, there are three forms of administration, namely: (1) teaching tasks (extracurricular), (2) extracurricular tasks, and (3) tutoring tasks (Hamalik, 2008).

Curriculum development, in general, can be carried out in several stages, namely (1) analysis of the needs of students, society, and government, (2) formulation of curriculum objectives, (3) organizing teaching materials, (4) organizing learning experiences, and (5) using evaluation tools (Masykur, 2019). Technically, the development of curriculum structure in 2013 includes three activities: identifying competencies, developing curriculum structures, and describing subjects. First, competency identification includes (1) a list of competencies, (2) an elaboration of the field of study, (3) an elaboration of subjects, (4) taxonomic analysis, (5) input from the profession, (6) building theories, (7) input of students and the community and (8) analysis of tasks. Second, the structure of the SMA / SMK curriculum is carried out through various inputs, considerations, and proposals from various parties. *Third, the subject description includes (1) compulsory subject groups, (2) specialization subject groups, and (3) study load* (Mulyasa, 2014).

Furthermore, the local content curriculum. A local content curriculum is essential for students so that they are more familiar with their living environment and do not close themselves off from the social environment in which they live (Sagita et al., 2019). Regarding regulations, the local content curriculum in secondary schools is also one of the curricula that must be developed (Indonesia, 2003). Local content is understood by educational programs related to the natural, social, and cultural environment both in terms of content and delivery media, as well as accommodating regional needs (Sugianti et al., 2020). The local content curriculum is also a separate subject from other subjects (separated curriculum), where students can learn facts and concepts derived from local cultures such as arts, crafts, architecture, theatre and fashion, history, geography, science and linguistics, and dialects (local languages) (YOUNG, 2019)..

The local content curriculum is understood as an educational program that is associated with the natural environment, social environment and cultural environment, both in terms of content and in terms of the delivery media, as well as regional development needs that are felt to be conveyed to students (Sugianti et al., 2020). Specifically, local religious content aims to give students religious skills, insight into Islam, and good faith. In addition, the specific purpose of local content can support the success of other lessons, such as PAI subjects (Farihah et al., 2020).

Furthermore, in permendikbud Number 79 of 2014, the stages of developing the local content curriculum are explained as follows.
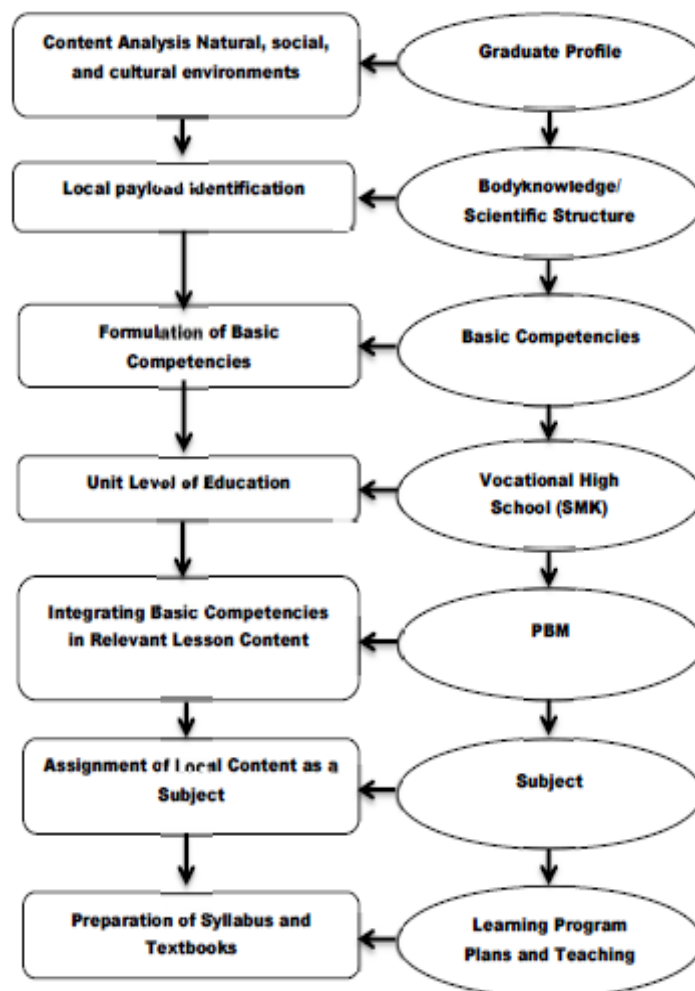
Picture 3. *Local Content Curriculum Development Roadmap*

Analysis of the natural, social, and cultural environment is the basis for formulating local content. This analysis will give birth to competencies that students will achieve and become a graduate profile of a school. The competency choices to be achieved in the local content curriculum are further identified to give birth to the subject matter or be called a subject, such as the subjects of worship jurisprudence, the Qur'an and its translation. Subjects have a breadth and depth that varies according to the level of education held. These subjects are equipped with some essential competencies that learners will achieve. Once there is a subject, it needs to be equipped with practical activities or practice activities to strengthen the local content curriculum.

Quality of Learning

The parameters of improving the quality of learning are needed to achieve learning targets because the Indonesian national education standards (SNP) are implemented to improve the quality assurance of national education in educating the nation's life with character (PP No. 19, 2005). The SNP decides to be essential for continuous planning for change on a local and national scale. The scope of the SNP includes content standards, graduate competency standards, standards for educators sond education personnel, facilities and infrastructure, management standards, financing standards, and educational assessment standards.

This Research focuses on the competency standards of graduates through the development of the integration of traditional medicine, prophetic medicine, and medical medicine. Modifications of these three treatments can improve graduates whose curriculum is integrated through subjects so that the design, objectives, content, and discussion of learning can be used as a standard in curriculum development. This Modification impacts the quality of student learning which is set and used as a guide in preparing the syllabus each semester.

Review of the National and Local Curriculum of SMK Kesehatan in Creating Quality Learning

For this Research, it is necessary to put forward a framework related to the development of the national and local curriculum of SMK Kesehatan as follows.
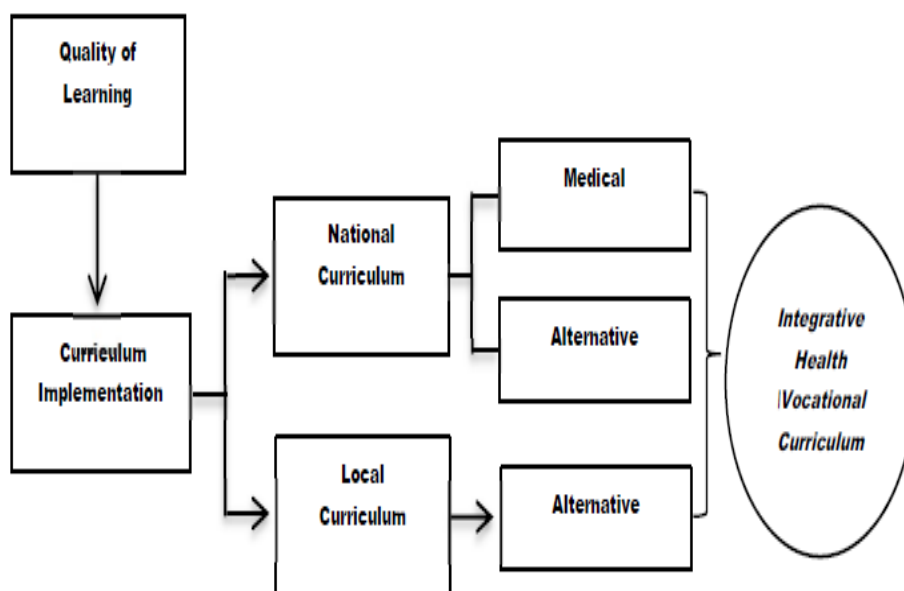
Picture 4. *Theoretical Framework of the Smk Kesehatan Curriculum*

The curriculum development of SMK Kesehatan includes the national and local curricula. Both curricula are reviewed in terms of documents and their implementation. The purpose of this curriculum study is to create quality student learning. The study of these two curricula resulted in a national and local curriculum model oriented towards the quality of learning.

The results of the study through the results of the review using ten articles are explained as follows.

First, the Thesis on behalf of Moh. Luthfi Thomas, with the title "Pesantren-based SMK Education, analyzes the application of pesantren-based curriculum management at SMK Syubbanul Wathon Tegal Rejo Magelang". Master of Islamic Education Management Study Program, State Islamic College (STAIN) Kudus in 2017. This qualitative Research discusses four problem limitations: (1) An overview of pesantren-based curriculum planning at SMK Syubbahul Watson, (2) implementation of management activities (organizing) of the pesantren-based curriculum at SMK Syubbanul Watson, (3) an overview of the implementation (actuating) of the pesantren-based curriculum at SMK Syubbanul Wathon, and (4) supervision and evaluation (controlling) of the pesantren-based curriculum at SMK

Syubbanul Wathon. This study found a pesantren-based SMK design with educational curriculum management. Educational curriculum management includes planning, managing, implementing, supervising and evaluating. Boarding school-based vocational schools with good curriculum management will improve the quality of outputs with spiritual intelligence. Thomas's results related to this Research in terms of integrating a pressure-based curriculum. This Research can prove that increasing the competitiveness of SMK graduates in the world of work in terms of the level of spiritual intelligence and character. This pesantren-based curriculum can meet the needs of the world of work that focuses on pesantren skills integrated with the fields of religion and character. Thomafi's research contribution can implement educational curriculum management oriented towards planning, managing, implementing, supervising and evaluating. Tesis atas nama Dorratur Rosidah dengan judul "Implementasi integrasi kurikulum PAI pada SMK berbasis komunitas pesantren di kota Salatiga. Magister Pendidikan Agama Islam Program Pascasarjana IAIN Salatiga pada tahun 2017.

This Research is qualitative research conducted at three vocational schools, namely SMK SPP Dharma Lestari, SMK Pancasila, and SMK Al-Falah. This Research discusses the integration of the PAI curriculum in SMK. The dense distribution of vocational curricula and the shortening of learning hours in schools to five days requires integrating the PAI curriculum in vocational schools based on Islamic boarding schools. This Research found that planning for integrating the PAI curriculum needs to start from the formulation of the vision and mission of the school. In its implementation, the integration process includes all aspects of competence in the school curriculum and pesantren. For pesantren learning to continue, it needs to be supported by a supporting curriculum which seeks to integrate the pesantren curriculum and the school curriculum. The ability of Islamic boarding schools to adapt PAI curriculum changes in SMK can minimize curriculum density and learning processes to create spiritual competencies, social attitudes, knowledge, and skills. There is a relationship between Rosidah's Research and this Research on integrating the PAI curriculum based on the Pesantren Community. This Research integrates traditional medicine, prophet-style medicine, and medical medicine. Rosidah's Research has a significant contribution to this Research because integration comes from the school's vision. Then it becomes a curriculum system, and curriculum integration is formed based on school regulations and Islamic boarding schools.

Second, Thesis on behalf of Alfian Naufary with the title "Vocational Curriculum Development at SMK Wicaksana Al-Hikmah II Benda Sirampong, Brebes Regency". Master of Islamic education management study program IAIN Purwokerto in 2018. This type of Research is qualitative Research using descriptive analysis. This Research discusses the background of vocational curriculum development and the analysis of vocational curriculum development, which takes the object of Research at SMK Wicaksana Al-Hikmah II Benda Sirampong, Brebes Regency. This Research found that the background of vocational curriculum development at SMK Wicaksana Al-Hikmah II Benda Sirampong Brebes Regency is to provide graduates who are in line with the needs of the world of work and accordance with the development of knowledge and technology. The development of the vocational curriculum goes through three stages: planning through school work programs. Second, drawing up a draft curriculum as a written document. Third, evaluate curriculum development. The results of this Research are closely related to this Research, where the integration of curriculum at SMK Wicaksana is based on the availability of the world of work and the development of science. Meanwhile, this research results can improve Islamic

character education by paying attention to psychological and socio-technological aspects based on the community environment and technological developments.

Third, Thesis on behalf of Herry Rusmanto with the title "Analysis of the implementation of the Muhammadiyah Islamic boarding school curriculum at SMK Al-Mu'min Muhammadiyah Tembarak Temanggung". Master of Management of STIE Widya Wiwaha Yogyakarta in 2019. This qualitative Research is motivated by a response to the development of science, technology, and social and moral changes. There needs to be a balance between religious science and general science contained in a curriculum. So a curriculum called Ismuba was compiled, namely al-Islam, kemuhammadiyahan, and Arabic. Research findings on the implementation of the Ismuba curriculum at SMK Al-Mu'min Muhammadiyah Tembarak are considered not optimal. Some factors that still need improvement are the reference to the standard standards of the Ismuba curriculum, time allocation, time duration, teacher competence, learning infrastructure, and budget availability. Rusmanto's Research has relevance to this Research because it is sourced from the application of the Muhammadiyah Islamic boarding school curriculum. Optimization Curriculum development can be used as a curriculum reference at SMK AL-Mukmin Muhamadiyah. Rusmanto's Research contributed to this Research because it can revise the previous curriculum so that there is development in managing the Muhammadiyah education curriculum at SMK Al-Mukmin.

Fourth, Journal on behalf of Maksudin with the title "Integration of School and Pesantren Educational System as a Model of Character Education: Perspective of Educational Transformation" in the JournalJournal International Journal on Islamic Educational research (SKIJER) Vol. 2, No. 1, 2018. This Research is motivated by integrating education into one of the education systems. The integration in question is to create a balance between intellectual, emotional, spiritual and religious intelligence that is modified into one foothold of the character of the educational model. Research findings on the integration of the pesantren education system as a character education model in terms of the perspective of educational transformation have yet to be carried out optimally by the school. For this reason, it is necessary to conceptually and operationally examine both systems based on philosophical paradigms, institutional, curricular integration, facilities and infrastructure, services, and all activities, both curricular, extracurricular and non-curricular, are provided coaching and services during school Time. Changes in modernization have made the concept of the school education system and pesantren into an integrated and integrated education system to maintain a balance of many aspects. There is a relationship between Maksudin Research and this Research in integrating pesantren and school curricula. Maksudin's Research contributes to Research because it has an output that becomes an integrated educational system in intellectual, emotional, spiritual, and religious aspects that embodies intelligence with character as an educational model.

Fifth, JournalJournal on behalf of Amir Machmud and Irfan Alfaridzi Ramadhan with the title High School Learning Outcomes: The Effect of Self-Regulation, Resilience, and Family Environment in the Scientific Journal of Education: Horizons of Education. This Research was conducted to overcome the poor economic learning outcomes of State High School (SSHS) students in Cianjur Regency. It is used to identify self-regulation that impacts resilience and the family environment on student learning outcomes. Research findings suggest that resilience and the family environment impact learning outcomes. The results of this study describe the concepts of resilience, family environment, and self-regulation related to the assumption of student learning outcomes (Machmud & Ramadhan, 2022). There is a

relationship between Machmud and Ramadan Research, and this Research is the role of the family environment in impacting student learning outcomes in schools. Machmud and Alfaridzi's Research contributed to this Research because it has outputs that can estimate student learning outcomes based on resilience and a conducive family environment through the use of mediation and moderation models.

Sixth, Journal on behalf of Naila Nasywa, Fatwa Tentama, with the title What makes the cyberbullying model among vocational high school students in the Scientific Journal of Education: Horizons of Education. Research is carried out to prevent aggressive behaviours realized through cyberbullying, such as continuous enforcement. The study was conducted to identify models of empathy, self-esteem, and the effects of the school climate on cyberbullying on vocational students. The results showed that models with empathy, self-esteem and school climate could estimate cyberbullying to hurt cyberbullying. There is a relationship between Nasywa and Tentama Research, and this Research is the role of the family environment in impacting student learning outcomes in schools. Machmud and Alfaridzi's Research contributes to Research because having an outcome that becomes empathy in the family environment can impact children's self-esteem to realize intelligence that has empathy, self-esteem, and the effects of the school climate on cyberbullying (Nasywa et al., 2021).

Seventh, JournalJournal on behalf of Ramli with the title The Influence of School Culture on the Productive Competence of Students of SMK Negeri Sumatera Barat in the Scientific Journal of Education: Horizons of Education. This study aims to examine the level of the cultural achievement of vocational high schools, the productive competence of students in SMK, and the influence of school culture on the productive competence of SMK students in West Sumatra. The results showed that SMK school culture is categorized as good because it has a significant positive effect on school culture on the productive competence of SMK West Sumatra students by 12.7%. Ramli's Research contributes to this research because it has an output that becomes a vocational school that impacts school culture on the productive competence of SMK students through increasing work habits to connect the growing spirit of togetherness in schools (Ramli, 2013).

Eight, Jurnal atas nama Ahmad Ramadhani dan Ety Rahayu dengan judul *Competency Improvement through Internship: An Evaluation of Coporate Social Responsibility Program in Vocational School* dalam *International Journal of Evaluation and Research in Education* (IJERE). Journal on behalf of Ahmad Ramadhani and Ety Rahayu with the title Competency Improvement through Internship: An Evaluation of Corporate Social Responsibility Program in Vocational School in the International Journal of Evaluation and Research in Education (IJERE). This Research was conducted to prevent the high unemployment rate in Indonesia, mainly in Graduate Vocational Schools, through internship programs as part of a social corporate responsibility program that prepares students to be able to enter the workforce. The results showed that it could be a source of program success and a program quality process to evaluate the corporate social process of responsibility programs in vocational internships. There is a relationship between Ramdhani and Rahayu's Research. This Research is to ease internships as part of the social corporate responsibility program in partnership with companies that work with schools that can provide provisions to students through the competence of the job market (Ramadhani & Rahayu, 2020).

Ninth, JournalJournal on behalf of Sinha Wahjusaputri, Benyamin, with the title Development of Teaching Factory Competency-based for Vocational Secondary Education in Central Java, Indonesia in the International Journal of Evaluation and Research in Education

(IJERE). This Research was applied with a teaching model at Vocational High Schools (SMK) in Central Java, Central Java Province, Indonesia. The successful application of the teaching model at SMK in Jaw involves school management, human resources, marketing promotion, workshops, laboratories, learning patterns, and business and industry. Jail's research shows that this teaching model can develop graduate competencies following business and industrial needs in the industrial era. Wahjusaputri and Banyamin's Research contributed to this Research because it has an output that becomes a vocational school that has an impact on school culture on the productive competence of SMK students through increasing work habits to connect the growth of the spirit of togetherness in schools (Wahjusaputri & Bunyamin, 2022).

Tenth, JournalJournal on behalf of Hendro Prasetyono, Agus Abdillah, Tjipto Djuhartono, Ira Pratiwi Ramdayana, and Laila Desnaranti with the title Improvement of teacher's professional competency in strengthening learning methods to maximize curriculum implementation in the JournalJournal International Journal of Evaluation and Research in Education (IJERE). This Research was used to examine the problems in applying the 2013 curriculum. The problem found in the form of implementing the 2013 curriculum is a challenge for teachers to implicate their knowledge following the concept of a student learning centre. The results showed that the concept of a student learning centre could develop teachers' professional competencies, especially in applying learning methods. Research by Hendro Prasetyono, Agus Abdillah, Tjipto Djuhartono, Ira Pratiwi Ramdayana, and Laila Desnaranti contributed to this Research because it has outputs to improve teacher competence in applying learning methods so that changes to the curriculum can be applied following the development of time (Prasetyono et al., 2021).

Eleventh, Research on behalf of Tuatul Mahfud, Nuraly Masum Aprily, Ida Nugroho Saputro, Ibnu Siswanto, and Suyitno in the JournalJournal International Journal of Evaluation and Research in Education (IJERE). This Research is based on industry commitment games that play an essential role in vocational education programs, primarily vocational high schools. Industrial participation is needed in organizing vocational education. The results showed that industry commits are measured based on career opportunities, performance appraisals, participation, and empowerment. Research by Tuatul Mahfud, Nuraly Masum Aprily, Ida Nugroho Saputro, Ibnu Siswanto, and Suyitno contributed to this Research because it has an output to fill the gap in the assessment of industry commitment to involvement in vocational education programs so that educational practitioners can provide evaluations in making industry commitments to vocational education programs ((Mahfud et al., 2022).

Conclusion

Based on the literature review, the results of this study show that the development of national and local curricula at SMK Kesehatan can benefit students. The benefit in question is implementing local content integrated through the national curriculum. In addition, the concept of an integrative health vocational curriculum model includes the formulation of potential curricula and their implementation. The formulation of a potential curriculum is in the form of (1) the formulation of sociological, philosophical, and psychological foundations; (2) the determination of the structure of the curriculum; and (3) the description of subjects. Meanwhile, the implementation of the curriculum has work steps in the form of 1) formulation of a learning implementation plan (RPP) and 2) the learning process.

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