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INSTRUCTIONAL MANAGEMENT IN INDONESIA: A CASE STUDY

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ABSTRACT

This study aims to determine: (1) the processes of instructional management based on Curriculum 2013; (2) the constraints faced; and (3) the efforts of its solution in Juniors High School in Malang City, Indonesia. This study used a qualitative approach. The research instrument is the researcher himself. Data collected by means interview, observation, and documentation. Informants in this research are teachers, principals, and supervisors. The findings of the research indicate: (1) the process of instructional management applied is from planning learning activities, the implementation of learning activities, and evaluation of learning activities; (2) the constraints faced by the teachers lesson plans are still not referring to the Curriculum 2013; application of learning the scientific approach by teachers less than optimal; teachers are less than optimal in applying the learning model; and teachers are not optimal assess student learning outcomes that cover three domains of learning that is the attitude, knowledge, and skills; and (3) an alternative solution of the problems faced is the need to organize assistance activities to teachers on the implementation of Curriculum 2013, which discusses the learning plan, scientific approach, models of learning, and assessment of student learning outcomes.

Keywords: instructional management, curriculum 2013.

INTRODUCTION:

Learning is the main core of the educational services provided by schools to students. Learning activities undertaken by teachers should be based on certain rules. Before teacher implement instructional activities, they had to prepare everything needed at the time of teaching in the classroom, so that learning activities can be conducted properly and achieve the desired learning objectives. Good learning is learning that is able to increase the competence of learners, in accordance with the formulation of learning outcomes that have been formulated previously. When implementing the learning activities, the teacher should be focus on the harmony of the learning materials, media, and learning methods which are going to implement in the classroom.

It is important for the teacher to apply instructional management. The learning activities will be meaningful when prepared properly by the teacher. The teacher should also considering the the prevailing Curriculum 2013, when developing the learning activities. Pros and cons of implementing the 2013 Curriculum is still happening today in the community, particularly the academic community (Arif, 2015). The Curriculum 2013, which is to create productive, creative, innovative, through strengthening affective attitudes, skills, and integrated knowledge for Indonesians (Ramadhan & Ramdani, 2015). Nevertheless, despite the complexity of the 2013 Curriculum, there are also some opportunities which can positively influence the teaching and learning practice (Nur & Madkur, 2014).

K-13 (2013 Curriculum) is in fact the extension of School-Based Curriculum (SBC) in several components; the main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ahmad, 2014). The 2013 Curriculum is proposed to produce Indonesians who have religious tolerance and mental health; it is based on the fact that recently, a lot of young generation or students do not have character, tolerance and empathy for others anymore (Ningsih, 2016). The 2013 Curriculum is greater emphasis on building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive abilities (Putra, 2014). The implementation of Curriculum 2013 is about the acceleration of implementation upon national development priority, one of the verses said that to accomplish and perfect the curriculum and active learning method are based on culture values of the nation to shape nation's competitiveness and character (Ilma & Pratama, 2015).

The curriculum is designed to provide guidance in managing the school curriculum and the learning undertaken by the school. Instructional management is the process of wielding all the resources that can be used by teachers in instructional activities to achieve learning objectives. School must implement curriculum management, because the curriculum is a reference to the learning process. Curriculum development requires the management to be able to produce a curriculum that fits the needs of society (Prastyo, 2012). The teacher should be ready in the implementation the Curriculum 2013 in the teaching and learning activities, because it gives a greater influence in supporting the process of the curriculum is implemented (Arbie, 2015).

Curriculum system that applied by the school will be used as a reference by teachers in implementing the learning process. The curriculum is a set of plans and arrangements concerning the purpose, content and learning materials and how to use as a guide for learning activities to achieve specific educational goals (Nugraheni, 2015). The implementation of 2013 Curriculum will run well with the support of teachers/teachers staff (Khasanah, 2015). The lesson will not run properly if there are none curriculum is used. Therefore, instructional management must be applied by the teachers in designing learning activities. Teachers would face obstacles in implementing instructional management. Curriculum 2013 in implementation cannot be separated from the problem (Gunawan I. , 2016). These constraints are affected by the implementation of the current curriculum, such as the readiness and teachers' understanding of the curriculum.

METHOD:

This research used a qualitative approach. Qualitative design was mainly located within constructivism paradigm, which was also used interchangeably with interpretivism (Bogdan & Biklen, 2003); (Guba & Lincoln, 2005); (Mertens, 1998). The presence of researchers as a key instrument research and also in search of information to obtain valid data, so that data obtained compiled into a report that can be accounted for. This study is a multi-site studies and one case. This research was conducted in four Junior High School Malang.

The research instrument is the researcher himself. Data were collected through interviews, observation, and documentation. Informants in this research were teachers, principals, and supervisors. When referring to the nature of the data source, then the source of the data in the study is divided into two, namely human and nonhuman. Sources of human data to produce words or actions through interviews and observations. While the

data source is a nonhuman written source in the form of documents, archives, photographs, and information that support the data from the research informants. Documents analyzed included Schools Curriculum 2013 Annual Program, the semester program, syllabus, lesson plans and assessment instruments.

Data analysis was performed after the researchers get the data from the research subject, by selecting the appropriate data to the research focus. Data analysis was performed through three steps as proposed by (Miles & Huberman, 2014), namely: (1) data reduction; (2) data display; and (3) conclusion drawing / verifying. Qualitative data analysis carried out simultaneously with the process of data collection takes place, meaning that these activities do well during and after data collection (Gunawan I. , 2014). Triangulation of data used in this study and is a process of establishing the degree of confidence (credibility / validity) and consistency (reliability) of data, as well as beneficial as well as data analysis tools in the field. Triangulation is used to establish consistency method of cross-linking, for example, observations and interviews or use the same methods, such as interviews with informants (Mantja, 2007). Credibility (validity) field analysis can also be improved through triangulation. Triangulation is a technique of checking the validity of the data.

RESULTS:

The curriculum used by the four schools as a subject of this study is Curriculum 2013. Implementation of the learning curriculum be adapted to the condition of the school. In accordance with the objectives of this study, which is to determine: (1) the process of instructional management based Curriculum 2013; (2) constraints encountered; and (3) an attempt to resolve these challenges, the research findings described the findings into three parts.

Process Management Based Learning Curriculum 2013:

The first findings, the management process applied learning is the learning of planning activities, implementation of learning activities, and evaluation of learning activities (Figure 1). Teachers in the lesson plan considering the characteristics of Curriculum 2013, especially in junior high school. Characteristics of Curriculum 2013 in Junior High School Malang are: (1) the balance of spiritual and social attitudes, knowledge, and skills, and to apply them in various situations in schools and communities; (2) competence is expressed in the form of core competencies that are detailed further in the subject’s basic competencies; (3) learners produce work (products) through project-based learning; (4) the life based learning; (5) scientific approach; (6) mastery learning; (7) a student-centered learning; (8) the teacher as a facilitator; and (9) an authentic assessment. In addition there are also teachers who make little notes about the condition of the class they teach. The records used as an opinion in preparing lesson plans in the future. The notes are set forth in the daily work plan.

In preparing lesson plans, teacher form a small groups according to subject area they teach. In the group, teacher give each other suggestions and constructive criticism to the design of the instruction that will be apply by a teacher in one semester. In addition, there are also some discussion among the teachers about the effectiveness of certain methods and media in learning activities. Suggestions, criticisms, and also a teacher's question is about the development of materials, media, and the method performed by a teacher. Without a teacher lesson plans, the creative and meaningful learning activities will not run properly. Teachers need to know about what is contained in the teaching Curriculum 2013 when preparing learning activities.

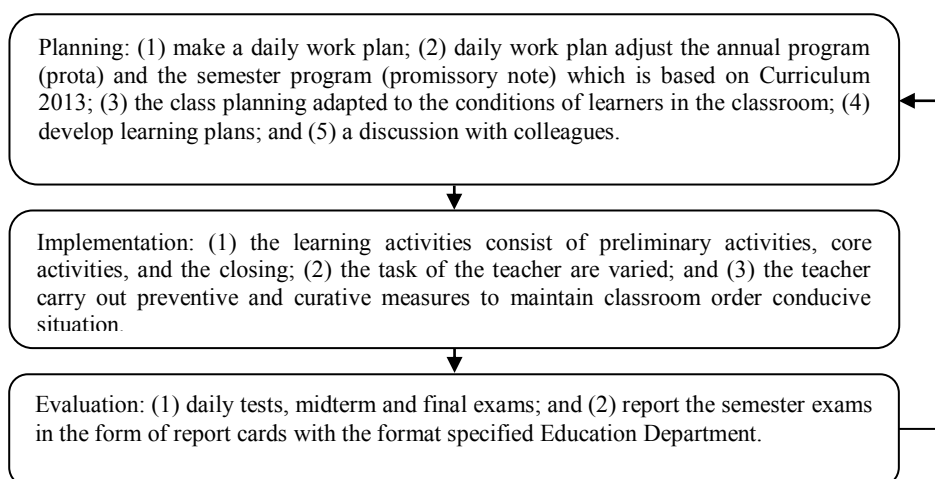


Figure 1: Instructional Management Based Curriculum 2013

Teachers Constraints in the Implementation of Curriculum 2013:

The second discovery, the constraints faced by teachers in the implementation of Curriculum 2013 were: (1) lesson plans are still not referring to the Curriculum 2013; (2) the application of learning the scientific approach by the teacher is not optimal; (3) the teacher is less than optimal in applying the learning model; and (4) the teacher is not optimal in assessing student learning outcomes that cover three domains of learning, i.e., attitudes, knowledge, and skills. The lesson plan is not fully referring to the Curriculum 2013, because its content and format are still referring to the Curriculum 2006. Core Competences not written in the lesson plan. Teachers is still not referring to the taxonomy of learning such as Bloom’s Taxonomy in describing the basic competence. Application of learning the scientific approach by the teacher is less than optimal, because teachers do not fully understand the scientific learning process, which is commonly abbreviated with the acronym 5M, are *mengamati* (observe), *menanya* (ask), *mengumpulkan informasi* (gather information), *mengasosiasi* (associates), and *mengkomunikasikan* (communicate). Teachers believe that the scientific approach can only be implemented on the subjects of natural sciences, while other subjects are less precise. The assumption of such teachers is due to name the approach is scientific approach. Another cause is the assumption that teachers have less right on one of the scientific approach to the process in step observed. Teachers assume that the observed is only done with the sense of sight only. Therefore, although the teacher has designed learning, but they tend to use conventional teaching methods that use a lot of lectures. This was the cause of learning was not oriented to the learner which is the breath of Curriculum 2013.

Teachers also less than optimal in applying the learning model. This is due to the teachers also do not know the creative and innovative model and learning methods. Teachers still tend to apply the lecture method. Teachers are still unfamiliar with the model of learning, such as cooperative learning model. Cooperative learning model commonly used only by students who are doing Practice Teaching Experience. While the teachers are still not optimal. There are only a few teachers at all times implement cooperative learning model. However, the teacher is still less than optimal in managing the allocation of time. So sometimes when the lesson is over, learning is still unfinished, and finally the allocation of subject teachers next time reduced.

Teachers are not optimal assess student learning outcomes that cover three domains of learning, i.e., attitudes, knowledge, and skills. Teachers in their assessments of learning to students still tend to prioritize the realm of mere knowledge. It can be seen from the evaluation techniques and evaluation instruments used by teachers to measure student learning outcomes. Instruments that the teacher’s use the most is the test instrument in the form of a matter of the questions students during exams. However, there are teachers who pay attention to the attitude of the students as well. This is consistent with the school culture, which prioritizes religious values. Schools designing learning characterized by religion, which is planting a good attitude to the students.

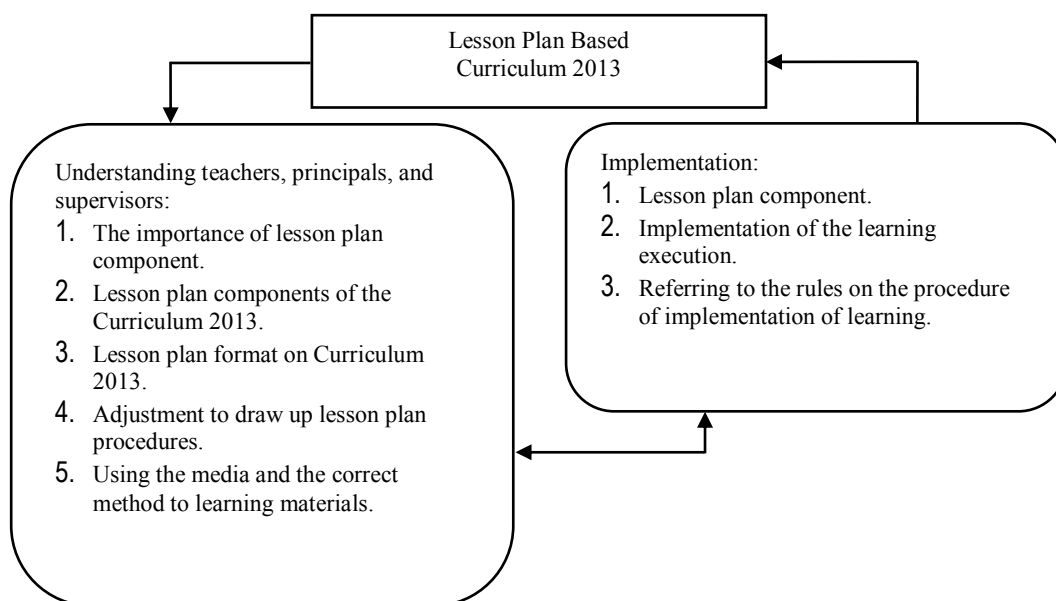


Figure 2 and Figure 3 is an illustration instructional management (the first finding) and the constraints faced by teachers in the implementation of Curriculum 2013 (the second finding).

Figure 2 the Findings Framework of Lesson Plan

Based on Figure 2 can be seen teachers, principals, and supervisors have the same perception-based learning curriculum that 2013 should be prepared by preparing a lesson plan that takes into account components of the lesson plan; lesson plan format; procedures used to plan learning; and using media and methods appropriate to the learning materials. Based on Figure 3 can be seen the implementation of learning must be based on the lesson plan, but not yet implemented all activities optimally. Results and also not optimal learning goals achieved, i.e. touching the three domains of learning, such as knowledge, attitudes, and skills. The need for comprehensive and integrated effort among teachers, principals, and supervisors to implement Curriculum 2013 with an optimal.

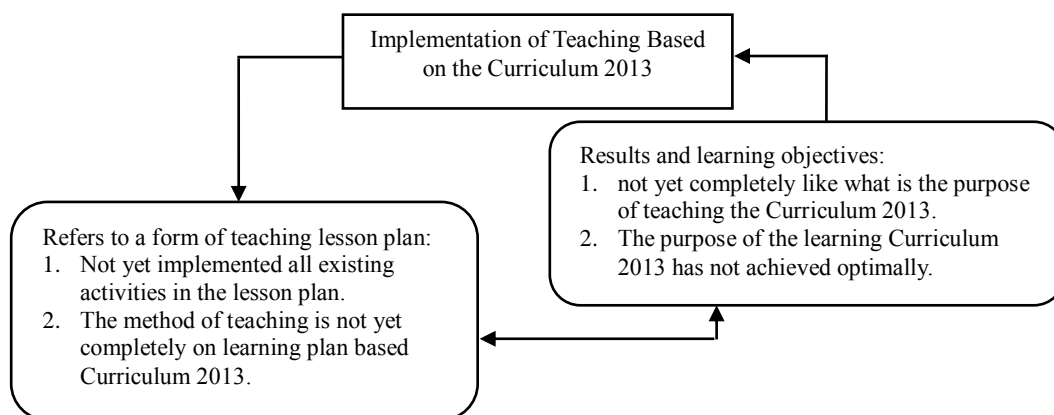


Figure 3: The Findings Framework of Learning Implementation

Alternative Dispute Resolution:

In harmony with the findings of the first and second, the solution implemented by the school to resolve the constraints in the implementation of Curriculum 2013 is to provide mentoring teachers, particularly related to the development of devices based learning of Curriculum 2013, the scientific approach, models of learning, and assessment of student learning outcomes. The third finding is still sporadic implemented by schools, the assistance given from supervisors and the school teachers in designing learning. However this is still less than optimal, because the intensity of the superintendent or the principal to meet with the teacher and the teacher discusses the learning device is also lacking. Supervisors, principals, and teachers are busy with administrative tasks, so the time to do the work of educational (teaching) to be reduced.

In addition, based on interviews with teachers, in order to resolve problems in the implementation of Curriculum 2013, there are some teachers who took the initiative to form a lesson study club at school. Teachers with lesson study activities can be studied along with other teachers, such as learning how to plan, manage classes, organize student interaction, the application of learning methods, and set the time allocation. Teachers in lesson study activities brainstorm how you can do that in accordance with the essence of the learning Curriculum 2013.

DISCUSSION:

Process Management Based Learning Curriculum 2013:

Applied instructional management process is of instructional planning activities, implementation of learning activities, and evaluation of learning activities. Based on these findings concluded that the management of applied learning is good, because it refers to the management process. Learning should be prepared in advance, because it's unlikely that this will affect student achievement (Rosalina, 2012). Implementation of learning should be prepared well to improve learning effectiveness in achieving the learning objectives. The integrative topics in some subjects in learning process as one of the main point in new Curriculum 2013 (Sahiruddin., 2013).

Instructional management in order to develop the multiple intelligences of learners includes the planning, implementation, and evaluation (Rahayu, 2015). Instructional management is the process of cooperation in order to achieve the learning objectives effectively and efficiently. The process in question is: (1) before the learning, the stage reached before the start of the learning process; (2) the learning phase, the phase of the provision of learning materials that can be identified with some of the activities; and (3) the evaluation phase or follow-up phase of learning (Sudjana, 2012).

The 2013 Curriculum (K-13) is supposedly meant to minimize the SBC's drawbacks by: (1) refining it with relevant competency; (2) organizing it with essential learning materials; (3) implementing students' active learning; (4) providing contextual learning paradigm; (5) designing textbooks which contain content and process of learning; and

(6) administering authentic assessment to learning process and outcome (Tantra, 2015). In the implementation of 2013 curriculum, there are three related dimensions, they cannot be separated, they are planning, teaching learning process, and learning evaluation (Khasanah, 2015). The frequency or duration of principals' classroom walkthroughs relates to the instructional climate of the school or student achievement (Ing, 2008).

Instructional management is the heart of activities in the school. The learning activities that are managed properly will have a positive impact on the mastery of competencies learners. So it takes a learning leadership of the principal. Leadership learning is a factor that affects the performance of teachers to teach. Performance will influence the teacher's teaching on the development of competence of learners. Instructional leaders also influence the quality of school outcomes through the alignment of school structures (academic standards, time allocation, and curriculum) and culture with the school mission (Hallinger & Heck, 1996); (Southworth, 2002). A different view of instructional leadership emphasizes organizational management for instructional improvement rather than day-to-day teaching and learning (Loeb & Horng, 2010).

Teachers Constraints in the Implementation of Curriculum 2013:

Constraints faced by teachers in the implementation of Curriculum 2013 were: (1) learning plans are still not referring to the curriculum in 2013; (2) the application of learning the scientific approach by the teacher is not optimal; (3) the teacher is less than optimal in applying the learning model; and (4) the teacher is not optimal assess student learning outcomes that cover three domains of learning, ie, attitudes, knowledge, and skills. Constraints faced by teachers in the implementation of Curriculum 2013 were: too many administrations that must be completed by the teacher; the development of the lesson plan should include three approaches; one lesson plan used for one meeting or one subject; learning are not always completed in one meeting, but one subject must be completed in one day; teachers find it difficult to split time between the implementation of learning and administration; and the difficulty in assessing teacher because enough votes (Ningrum & Sobri, 2015).

Problems of teachers in the implementation of Curriculum 2013 in achieving content standards, process standards, competency standards and assessment standards (Maisyaroh, Zulkarnain, Setyowati, & Mahanal, 2014). The school principal has an important role to help teachers resolve the constraints faced in the implementation of Curriculum 2013. The applied learning leadership by principals becomes important. Leadership learning is a model of school leadership that prioritizes learning in leadership. The school principal has a duty to help teachers understand, choose, and formulating educational goals to be achieved (Gunawan I. , 2015).

For the newly implemented curriculum, K-13 is perceived by the teachers in six broad perspectives, namely: (1) the view of practicality; (2) the students' acceptance; (3) learning activities; (4) learning materials; (5) scientific approach; and (6) authentic assessment (Ahmad, 2014:5). The new curriculum will focus on character development for elementary school students, skill development for junior high school and knowledge building for senior high school (The Jakarta Post, 2012). The principal's role becomes very important in the implementation of Curriculum 2013. The principal is the key person in the management of curriculum and learning. Leadership learning becomes an alternative model of leadership that is applied by the principal. Leadership learning is a leadership that focuses on efforts to influence the school head teachers in developing effective and efficient learning.

Successful instructional leaders work with other stakeholders to shape the purposes to fit the needs of the school and its environment (Hallinger P. , 2005). The underlying conceptualization assumed that school would improve if principals were able to create clear academic goals, motivate teachers, and students to work towards those goals, monitor progress, and align teaching and learning activities to achieve the desired academic outcomes (Hallinger & Heck, 2002). Instructional leaders both lead through building a mission and manage through activities that increase alignment of activities with those purposes (Hallinger P. , 2005).

Alternative Dispute Resolution:

The right solution applied in resolving the constraints mainly faced by teachers in the implementation of Curriculum 2013 is to mentor teachers (mainly related to the development of devices based learning Curriculum 2013, the scientific approach, models of learning, and assessment of student learning outcomes); and implementation of lesson study. The third finding is still sporadic implemented by schools, the assistance given from supervisors and the school teachers in designing learning. When referring to the turn of the curriculum are accompanied by the emergence of problems, such as lack of understanding of the teacher as the spearhead of implementing the curriculum, the need for mentoring activities for teachers related to the implementation of Curriculum 2013 in schools or educational units (Kusumaningrum, Soetopo, Arifin, & Gunawan, 2015).

One aspect in the implementation of Curriculum 2013 is the development of learning tools that refers to the

policy of Curriculum 2013. The development of devices based learning of Curriculum 2013 is often the complaints and problems faced by teachers in the field. Mentoring the development of devices based learning of Curriculum 2013 became urgent matters are implemented. Learning device that made teachers will affect the successful implementation of the curriculum at the level of the class. Learning tools is an attempt to determine the activities to be done in achieving the expected competencies and should be owned by learners.

Lesson study is a staff development program, as the implementation leaves a significant impact on the quality of teachers and teaching, this concept has been adopted by other countries and has become a model to improve the quality of education and teaching (Copriady, 2013). Lesson study is defined as a model of professional development for educators by studying teaching and learning collaboratively and continually, based on the principles of collegiality and mutual learning to develop a learning community among educators (Hendayana, et al., 2007). Lesson study has gained momentum with the government's commitment to increase teacher competencies and professional careers (Hendayana, et al., 2007) and to develop the capacity and synergy of all stakeholders involved (Firman, 2007) through collaboration between teachers and school members in improving teaching practices. It indicates the beginning of a learning community among educators, where they learn from each other and obtain additional value in professional development (Suratno, 2012).

Lesson study activities are: (1) identifying a lesson study goal to focus on; (2) conducting a small number of "study lessons" that explore this goal; and (3) reflecting about the process, including producing written reports (Yoshida & Fernandez, 2016). Lesson study cycle can be done through a series of activities: Plan-Do-See (Saito, Harun, Kuboki, & Tachibana, 2006). Plan, teachers think about their students and identify important gaps between the aspirations they have for them and the results that they are actually achieving with these students (Yoshida & Fernandez, 2016). The implementation stage (do) lesson study aims to implement the learning design. The implementation stage (do), the model teacher in charge to deliver the material in accordance with the lesson plan, while teachers observer observing to learning. See, the group comes together to discuss the instruction witnessed and what it taught them about the goal they set out to explore (Yoshida & Fernandez, 2016).

CONCLUSION:

Based on the results of this study we can concluded that: (1) the management process applied learning is the learning of planning activities, implementation of learning activities, and evaluation of learning activities; (2) the constraints faced by the teachers' lesson plans are still not referring to the Curriculum 2013; application of learning with a scientific approach by the teacher is not optimal; teachers less than optimal in applying the learning model; and teachers are not optimal assess student learning outcomes that cover three domains of learning, namely the attitude, knowledge and skills; and (3) alternative solutions to resolve the problems faced is the need to make mentoring to teachers on the implementation of Curriculum 2013 (which deals with lesson plans, scientific approach, models of learning, and assessment of student learning outcomes) and conducting lesson study club.

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