



Proceedings

LSCAC 2016

INTERNATIONAL CONFERENCE

The 4th International Conference

"Language, Society, and Culture in Asian Contexts" (LSCAC 2016)

on Cultivating and Casting Asian Diversities : Empowering the Asians

May 24-25, 2016 at Universitas Negeri Malang, Indonesia

Organized by:

- Universitas Negeri Malang, Indonesia
- Mahasarakham University, Thailand
- University of Hyderabad, India
- College of Education, Hue University, Vietnam



PROCEEDINGS

THE 4th INTERNATIONAL CONFERENCE
LANGUAGE, SOCIETY, AND CULTURE IN ASIAN
CONTEXTS (LSCAC 2016)
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Keynote Speakers

Dr. Apiradee Jansaeng, Mahasarakham University, Thailand
Dr. Soe Marlar Lwin, Nanyang Technological University, Singapore
Prof. A. Effendi Kadarisman, Universitas Negeri Malang, Indonesia
Dr Azhar Ibrahim Alwee, National University of Singapore, Singapore



Universitas Negeri Malang

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PROCEEDINGS

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Dang Van Chuong, College of Education, Hue University, Vietnam
Soe Marlar Lwin, Nanyang Technological University, Singapore

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WELCOME MESSAGES

STEERING AND ORGANIZING COMMITTEE



On behalf of the organizers and the committees, we are proud to welcome everyone to Malang and the 4th International Conference on *Language, Society and Culture in Asian Context* (LSCAC 2016) organized by Mahasarakham University, Thailand, University of Hyderabad, India, Hue University, Vietnam and hosted by Universitas Negeri Malang.

As has been widely known, these collaborating institutions successfully held the international conference on “Language, Society, and Culture in Asian Contexts: LSCAC” in 2010, 2012, and 2014. The conferences attempted to create a space where people could exchange academic knowledge and build up international collaboration so as to bring new body of knowledge into the development of the Asian society, as well as to strengthen network among scholars whose research interests lie in the Asian context.

The Language, Society and Culture in Asian Context International Conference Series continues to:

- provide a forum for the exchange of ideas and dissemination of information on good practices within language, society and culture in Asia;
- strengthen and broaden the network of researchers, practitioners, students, teachers, artists and all those involved in language, society and culture in Asia;
- increase the links between the language, social and cultural communities especially in Asian context among the people of Asia;
- showcase research in the field of language, social and culture in Asian context.

The theme for the 2016 conference is *Cultivating and Casting Asian Diversities: Empowering the Asians*. Our plenary and featured speakers have considered this topic and we look forward to hearing a variety of perspectives as a discourse to strengthen understanding and to foster creativity, growth and social innovation among Asians to be a better Asia.

Your presence at this conference is helping to further develop this meaningful and sustainable forum that we believe is contributing to strengthen the understanding due to the diverse cultural diversity of Asia as the biggest and most diverse continent on the globe.

LSCAC 2016 is made possible by the dedication and hard work of our community. We are indebted to many. The LSCAC track record of excellence continues this year. This would not have been possible without the advice and support of the previous conference chairs.

WELCOME MESSAGES

Special mention must be made of the fact that LSCAC 2016 is truly international. It is organized by a core team from Hyderabad University, India, Mahasarakham University, Thailand, Hue University, Vietnam and an organizing committee of Universitas Negeri Malang with members from three faculties; Faculty of Letters, Faculty of Social Science, and Faculty of Education. The diversity of our people is one of our core strengths that adds tremendous value to the conference organization. We thank all of them for volunteering their time and energy in service to our community.

In particular, we would like to express our gratitude to the Rector of Universitas Negeri Malang, Professor AH. Rofi'uddin for the guidance in managing this conference, Dean of Faculty of Education Professor Bambang Budi Wiyono, Dean Faculty of Social Science Professor Sumarmi as also the steering committee. We would like also to address special thanks to Mr. Reno Halsamer and Mrs. Elly Halsamer in accommodating us at Museum d'Topeng, to learn more about Indonesian culture and history through their collections.

Finally, we would like to thank all the presenters for the willingness to share the latest research and ideas and all the participants for their keen and active participation. Without your efforts, this conference would not be possible. Keep up the good work. We hope that you will have an enjoyable and productive time in Malang, and leave with fond memories of the multicultural experience at LSCAC 2016.

Professor Utami Widiati
Professor Bambang Budi Winarno
Professor Sumarmi
Steering Committee, LSCAC 2016

WELCOME MESSAGES

RECTOR, UNIVERSITAS NEGERI MALANG



Professor AHL Rofi'uddin



Malang, 9 May 2016

Dear LSCAC 2016 participants,

Welcome to the 4th biannual International Conference on *Language, Society, and Culture in Asian Contexts* 2016 (LSCAC 2016),

Universitas Negeri Malang, in collaboration with Mahasarakham University (Thailand), University of Hyderabad (India), and Hue University (Vietnam), is proud to host the 4th International Conference on *Language, Society and Culture in Asian Contexts* 2016. I warmly welcome the conference participants from Asian countries to Malang, Indonesia. This conference invites and is attended by national and international academics, researchers, practitioners, teachers, and students to extensively and intensively explore and discuss various aspects of languages, cultures, and societies in Asia.

Asian societies are not only unique in socio-economic structure, but also rich in linguistic and cultural diversities which warrant explorations. The explorations, imperative to our understanding of the multi-dimensional and multi-layered character of Asian societies, would bring people in the continent together, allowing them to be global citizens. Exploring and reflecting on the Asian diversities would enhance our knowledge of who we are and what we have. The deeper and better understanding of who we are leads to the cultivation of relevant strategies for the empowerment of the Asians. This aim is exactly reflected in the theme of this year's conference: "Cultivating and Casting Asian Diversities: Empowering the Asians."

Universitas Negeri Malang is committed to supporting and encouraging the establishment of forums to share ideas and insights on various topics to cultivate and cast Asian diversities. For this reason, we are delighted to see so many academics, researchers, practitioners, teachers, and students in Asian countries to actively participate in this conference. We strongly encourage all of you to take as much benefit as you can from this conference.

Regards,

Professor AHL Rofi'uddin
Rector, Universitas Negeri Malang



WELCOME MESSAGES

Message from the Vice-Chancellor

University of Hyderabad, INDIA.



Dear Participants,

Greetings to the participants of 4th Bi-annual conference of Language, Society and Culture in Asian contexts (LSCAC), 2016.

It gives me immense pleasure to note that the University of Hyderabad, India was one of the main initiator of this bi-annual event. The 2nd conference was organized in the University in 2010. The study of Asian languages, societies and cultures acquires special significance in the context of recent efforts of Asian countries to form Asian Economic Union. As a first step towards this goal has been formation of ASEAN. We strongly believe that formation of any such union should be based on the cultural unity of Asian societies. In this context, I am sure that deliberations of this conference will contribute towards indentifying commonalities in Asian cultures which in turn will become bases for Asian Union in future.

We in University of Hyderabad are very much interested in promoting academic collaboration with the Institutions of Higher Education in Asia. This will promote people-to-people contact and exchange of knowledge for further development of Asian societies.

I congratulate University of Universitas Negeri Malang, Indonesia for organizing this conference in collaboration with Mahasarakham University, Thailand, University of Hyderabad, India and Hue University, Vietnam. I also express my sincere thanks to the University for giving us opportunity to co-host the conference.

I wish you a rewarding and enjoyable conference.

Yours sincerely,



Appa Rao Podile

WELCOME MESSAGES

Message from the Dean of Faculty of Humanities and Social sciences Mahasarakham University, Thailand



Dear LSCAC2016 participants,

It is my pleasure to welcome you to the 4th International Conference on Language, Society, and Culture in Asian Contexts, or LSCAC 2016, co-hosted by Mahasarakham University, Negeri Malang Universitas, Hue University and University of Hyderabad.

The purpose of this biennial conference is to serve as a forum for scholars who share mutual interests in the development challenges faced by Asian societies.

For this two-day conference, we are grateful to have Dr.J. Prabhakar Rao, professor of Linguistics in Centre for Applied Linguistics and Translation studies, university of Hyderabad, Hyderabad as our keynote speaker and Soe Marlar Lwin, Assistant professor in the English Language and Literature Academic group at the National Institute of Education and Nanyang Technological University, Singapore and A. Effendi Kadarisman, degree in Linguistics from the university of Hawaii at Manoa and Dr.Azhar Ibrahim Alwee, A lecturer at the Department of Malay studies, National University of Singapore(NUS) , as our panelists in a special panel session on “Academic Collaboration among Higher Education Institutions in Asia”

Last, but not least, LSCAC 2016 in Thailand would not have been possible without the efficient efforts of the conference coordinating team and of course the enthusiastic presenters and participants who have come to Negeri Malang Universitas from around the world in order to take part in LSCAC 2016.

I sincerely hope that your experience in attending this conference will be fruitful one, that is thought-provoking in an academic, social and cultural dimensions.

A handwritten signature in black ink, consisting of a stylized 'K' followed by a series of loops and a long horizontal stroke.

Asst. Prof. Dr. Kanokporn Rattanasuteerakul
Dean of Faculty of Humanities and Social Sciences
Mahasarakham University

Message from Hue University of Education, Hue City, Vietnam



**Hue University
of Education**

Assoc. Prof. Dr. Nguyen Tham
Rector of the University

Dear LSCAC participants,

Welcome to the 5th International Conference on “Language, Society, and Culture in Asian Contexts” (LSCAC 2018).

With about 100 participants from over 10 countries of the ASEAN and all over the world, LSCAC is one of the crucial conferences of its kind in the region and plays an important role as at this time, the ASEAN integration specifically and international integration generally opens doors for people and Asia is also an indispensable part of our intricate global civilization. Hence, various dimensions of Asian societies began attracting the attention of scholars. With increasing role, there is a need to study in-depth the mutual influence of different aspects that contribute to the dynamism of Asian societies. This conference focuses on aspects like language, society, culture and education.

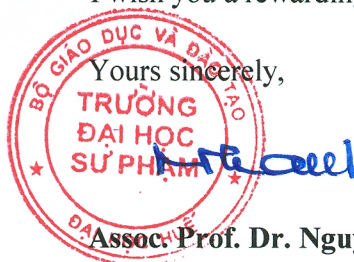
Hue University of Education therefore with honor offers to host the LSCAC 2018 Conference and commits our best to organize a wonderful unforgettable conference to the linguists, cultural experts and educators all around the world. Additionally, Hue University of Education, located at Hue in Central Vietnam, which is one of ASEAN cultural cities with stunning sightseeing landscapes and famous for its peace and quietness, will certainly provide all of you with nice memories about the local food and culture.

I warmly welcome the participation of the ASEAN and all over the world academics and institutions in this conference, and I am also pleased that a significant number of international experienced experts and academics will attend the conference.

The LSCAC 2018 Conference provides a wonderful opportunity to analyze various dimensions and factors that are pivotal for the functioning and development of Asian societies. I encourage you to make the most of the two-day conference to build your knowledge, exchange ideas and strengthen your friendships.

I wish you a rewarding and enjoyable conference.

Yours sincerely,



Assoc. Prof. Dr. Nguyen Tham

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TABLE OF CONTENTS

Welcome Messages	vii
Opening Speech; Rector Universitas Negeri Malang, Indonesia	ix
Message from Hyderabad University, India	xi
Message from Mahasarakham University, Thailand	xiii
Message from Hue University of Education, Vietnam	xv
Organizers	xvii
Table of Contents	xix

Keynote Speakers

KS 1	Promoting Language Learners' Cross-cultural Awareness through Comparative Analyses of Asian Folktales Soe Marlar Lwin	01 – 01
KS 2	Local Wisdom with Universal Appeal: Dynamics of Indonesian Culture in Asian Context A. Effendi Kadarisman	02 – 02
KS 4	Asian Intellectuals for Cultural Resistance: Departures and Disruptions Azhar Ibrahim Alwee	03 – 03

Theme 1

Foreign Language Teaching in Asian Contexts

FLT 9	Integrating Extensive Reading in Connecting EFL Students to Culturally Relevant Texts in Indonesia Dani Safitri & Leo Candra Wahyu Utami	4 – 8
FLT 10	Lesekiste Mit Übergangsstufe (Reading Box) in German Language Learning Desti Nur Aini	9 – 15
FLT 11	Foreign Students' Understanding towards Indonesian Cultural Terms in BIPA Program Dian Febrianti, Girindra Wardhana & Timotius Ari Candra Aprilianto	16 – 22
FLT 12	The Importance of Cross Cultural Understanding in Foreign Language Teaching in Asian Contexts Dian Ratnasari, Erfan Mokhammad Wijaya & Ryan Nuansa Dirga	23 – 30
FLT 14	Core Features of Activities Undertaken by Professional EFL Teachers to Develop their Pedagogical Competence in Teaching Preparation Dini Kurnia Irmawati & Utami Widiati	31 – 37
FLT 16	Javanese Speakers in Intersection: Competing Language Ideology Dzulfikri Mawardi	38 – 44
FLT 18	Prewriting and Drafting Strategies of Graduate Students in Writing Term Papers in English Enny Irawati	45 – 55
FLT 19	Evidence-based Language Learning Strategies across Nationalities: A Comparison of Indonesian and Japanese Students Fathor Rasyid	56 – 66
FLT 21	An Analysis on the Grammatical Errors in Students' Writing at English Program STKIP Taman Siswa Bima Fitri Ningsi	67 – 73

TABLE OF CONTENTS

FLT 22	Introducing the Material Development Project for Future Teachers of English for Young Learners Gita Mutiara Hati	74 – 79
FLT 23	Indonesian Vocabulary Learning Model for Foreign Speakers at the Beginner Level Hariratul Jannah & Sjahriah Madjid	80 – 86
FLT 25	Increasing Vocabulary Comprehension through the Bingo Game for 3rd Graders of Lab School, Jakarta Herlina Usman	87 – 95
FLT 26	Promoting the Ability of EFL Students in Producing English Orally through Created Case Study (CCS) Khadijah Maming	96 – 108
FLT 27	Creative Activities (ICA) and Reading Text Higher Order Thinking Skills (ReadTHOTS) Application in English Language Teaching (ELT) Khairunnisa Hatta & Amaluddin	109 – 119
FLT 28	Friendly Atmosphere to Promote Young Children Emergent Literacy Kristi Nuraini	120 – 125
FLT 29	Cultural Integration with Scientific Approach in Teaching Indonesian to Speakers of Other Languages (TISOL) In Indonesia Kundharu Saddhono	126 – 134
FLT 31	Self-Efficacy and English Language Anxiety among Vocational Students of SMKN 10 Malang Lufiana Harnany Utami & Tutut Chusniah	135 – 141
FLT 32	Enhancing Students' Self-Directed Learning through Posters in Speaking Lulus Irawati	142 – 147
FLT 33	A Preliminary Study on EFL Learners' Pragmatic Competence Mei Hardiah	148 – 153
FLT 35	Discourse Analysis of EFL Teachers' Request Muhammad Arif Al Hakim	154 – 160
FLT 36	The Development of An Integrative Model for Indonesian Language Teaching Materials in ICT Based Socio Culture Studies for Intermediate Non Native Speakers Muhammad Badrus Siroj	164 – 167
FLT 37	Improving the Students' Reading Skill by Using Cooperative Model Teams Assisted Individualization at Vocational School Muhammad Dwi Farhan	168 – 172
FLT 38	Providing Effective Feedback to Students' L2 Writing Errors Muhari	173 – 179
FLT 39	Students' Learning Strategies on Speaking English at Pondok Pesantren Darul Hijrah Martapura, South Kalimantan Nida Mufidah	180 – 189
FLT 41	Assessment of Exposition Text to Develop Critical Thinking Skills for Junior High School Students	190 – 198

TABLE OF CONTENTS

	Nur Khoiri, Imam Agus Basuki & Endah Tri Priyatni	
FLT 42	Encouraging Multimodal Learning and Collaborative Teaching to Develop Clinical Communication Skills	199 – 208
	Paulus Widiatmoko	
FLT 43	The Effectiveness of Movie Scripts in Teaching Listening	209 – 214
	Rengganis Siwi Amumpuni	
FLT 44	Teacher Talk: Corrective Feedback Used by the Lecturer on University Students' Grammatical Errors in Speaking Class	215 – 222
	Ridha Uyun Arundina	
FLT 45	Corrective Feedback to Minimise Plagiarism in Students' Academic Writing	223 – 228
	Rina Agustina & Listiani	
FLT 47	Knowledge about Writing as a Predictor of Writing Performance	229 – 236
	Rofiqoh	
FLT 48	Logical Flaws in Indonesian Students' Argumentative Essays	237 – 242
	Rohmani Nur Indah	
FLT 49	The Use of Indonesian Cultural Traditions in Teaching Reading for Indonesian Students	243 – 250
	Santi Andriyani	
FLT 50	CLIL and English Teachers' Competencies Improvement	251 – 258
	Sawitri Agustrianti	
FLT 51	Polite Interaction as Socio-Cultural Manifestation inside the Classroom: A Study on Students' Perception	259 – 266
	Sheila Agustina	
FLT 53	Social Construction on Cultural Multiculturalism	267 – 272
	Sukanto & I Nyoman Ruja	
FLT 58	Power in Cross-Cultural Encounters: Problems in Comprehending Bahasa Indonesia Lectures by Foreign Students	273 – 280
	A. Syukur Ghozali	
FLT 60	Does Support Make a Difference? Investigating the Possibility of Teachers' Educational Culture Change in a Supportive Indonesian Classroom Environment	281 – 286
	Yuniar Dwi Ansari Siregar	
FLT 65	Improving EFL Students' Speaking Skills by Using Discourse Completion Task at English Center UIN Malang	287 – 292
	Septia Dwi Jayanti	
FLT 66	The Debate of Written Corrective Feedback: What to Do and Where to Go	293 – 298
	Suhartawan Budianto, Nur Mukminatien & M. Adnan Latief	
FLT 67	The Use of Authentic Materials in Improving Writing Skill of the Eight Graders of MTs Negeri Model Palu	299 – 308
	Sriati Usman & Sitti Muzdalifah	
FLT 68	The Teaching of Semantic Field in Improving Buginese Learners' English Vocabulary: An Experimental Study	309 – 317
	Patahuddin Hakim & Syawal Awal	

TABLE OF CONTENTS

FLT 69	Strategies to Overcome Problems and Difficulties in Teaching and Learning English Listening Comprehension Noor Maulidia	318 – 324
FLT 75	Communicative Language Teaching and Its Achievements: A Study of In-Country Program in Indonesia from 2013 – 2015 Gatut Susanto	324 – 334
FLT 79	Problem Identification of Genre-Based Teaching of Writing using Monomodal Teaching Materials Sri Mulatsih ; Muhammad Rifqi & Muslih	335 – 341
FLT 63	Making their Voices Heard: Introducing the Joy of Poetry Writing in Foreign Language Classroom Niamika El Khor	342 – 346
FLT 81	Learning the Language or the Substance?: A Case in Research Statistics Course Nurul Chojimah	347 – 350
FLT 86	In Lieu of That: Multiple Stay – Stray Presentations for More Intensive Learning Furaidah	351 – 356
FLT 92	Immersion Program In Teaching Indonesian Language and Culture for Thailand Students At Sanggar Kampung Indonesia Tulungagung Mohamad Jazeri	357 – 362
FLT 93	The Influence of L1 and L2 in English Stress Shift Production of the EFL Learners in Indonesia Dhinar Arienintya	363 – 368
FLT 98	Designing Arabic by Newspaper: Congratulations, Condolences and Advertisements for the Study Program of Arabic Teaching, State University of Malang Nurul Murtadho	369 – 377
FLT 99	Problem Solving Based Assessment Suyono, Endah Tri Priyatni, Titik Harsiati & Imam Agus Basuki	378 – 383
FLT 101	To Develop Comprehension in Reading through Self Questioning Pudiyono	384 – 389

Theme 2 Dynamics in Asian Societies

DyAS 2	Gender Orientation in a Number of Indonesian Newspaper Short Stories: A Structural and Sociological Study with an Emancipatory Perspective Bambang Suwarno & Suriyam	390 – 395
DyAS 3	Defining The Power of New Rich in Indonesian Popular Culture Harifa Siregar	396 – 401
DyAS 5	Underwater Cultural Heritage Management: Case Study Sites in Karimunjawa St. Prabawa Dwi	402 – 408
DyAS 6	Child Marriage Prevention Based on Integrated Plan of Policy and Action to Reduce The Index of Case and Practice of Child Marriage in Remote Areas Yusuf Hanafi	409 – 417

TABLE OF CONTENTS

DyAS 7	The Cultural Perception of Using Ethnic in the Vocabulary of Banyuwangi Folk Songs Imam Suyitno	418 – 425
DyAS 8	The Principal Supervision to Improve Teacher Competency in Indonesia Zahrotun Ni'mah Afif	426 – 436
DyAS 10	Chakri Dynasty's "Open Door" Policy in Nineteenth Century: The Background of International Integration of the Modern Thailand" Dang Van Chuong	437 – 442
DyAS 11	Proposing the Solutions for Sustainable Exploitation of the Region's Natural Coastal Resources in Thua Thien Hue Province, Vietnam Nguyen Hoang Son, Tran Thi Tuyet Mai, Le Van Tin & Le Phuc Chi Lang	443 – 450
DyAS 13	The United States Factor in Vietnam's Thirty Years of Renovation Process (1986-2016) Bui Thi Thao	451 – 458
DyAS 14	The British Presence in the Malay Peninsula from the Second Half of the 18th Century to the 19th Century: The Causes and the Roles Le Thi Qui Duc	459 – 464
DyAS 18	The Impact of Global Advertising on the Language and Culture of India Priyanka Rachabattuni	465 – 473

Theme 3 Fine Arts in Asia

FiAA 1	Batik as a Surface Technique for Contemporary Artwork in Digital Era Desy Nur Cahyanti	474 – 477
FiAA 3	Aesthetics of Baratan and Batik as Indonesian Cultural Heritage in Poem "The Lore Of Life" Taufiqurrohman	478 – 484
FiAA 4	Portraying the Divine: Murals In India Rajeev Vasudevan	485 – 491
FiAA 5	The Empowerment of Asian Cinema through Melodrama Nandi Chinni Kumar	492 – 497

Theme 4 Modern Asian Literatures

MALi 2	The Relationship Between Parents and Children in the Kamil Kilani's Text Entitled "Umarah" Eva Farhah	498 – 505
MALi 3	Anti-Homophobic Discourse in "Delailah Tak Ingin Pulang Dari Pesta" Kholidatul Imaniyah & Qurrota A'yunin	506 – 511
MALi 4	Postcolonial Home in Seribu Kunang-Kunang Di Manhattan Work of Umar Kayam Maharani Intan Andalas	512 – 516
MALi 5	Characters Identity Quest on <i>Hujan Bulan Juni</i> Novel by Sapardi Djoko Damono Muhammad Rosyid Husnul Waro'i	517 – 523

TABLE OF CONTENTS

MALi 6	Globalizing Indonesian Literature: Mapping the Attempts Suryo Tri Saksono	524 – 529
MALi 7	Indonesian Women's Role, Characteristics, and Conflict in Contemporary Literary Works Zakiyatul Mufidah Achmad	530 – 535
MALi 14	The Writing Style of Female Authors in Japanese Contemporary Feminine Literature Hoang Xuan Vinh & Hoang Huu Phuoc	536 – 540
MALi 15	Character Ambivalence in Facing Social Changes in <i>Shifu Becomes Dumb and Dumber</i> by Mo Yan Arkan Tanriwa & Nurni W. Wuryandari	541 – 549

Theme 5 Pop and Digital Culture in Asia

PDCu 1	Power of Advertisement: A Comparison Study between Indonesia and Thailand Cigarettes Advertising Dian Purwitasari	550 – 556
PDCu 2	Local Children Stories in Visual Media: A Content Analysis Nopita Trihastutie	557 – 563
PDCu 3	Cultural Cognition of "Selfies" as Pop Culture in Indonesia: A Rationale Shinta Amalia	564 – 569
PDCu 4	Karaoke on Youths' Perspectives: What are Their Motives? Umi Halimah & Titis Agung Tyas	570 – 575

Theme 6 Indigenous Languages in Asia

InLA 3	The Reflection of Proto Melayu Polinesia (PMP) to Dayak Ngaju Language- Kalimantan Tengah: Historical Comparative Linguistics Nur Lailatul Aqromi; Ayunda Riska Puspita	576 – 589
InLA 5	Dialect and Its Implication on Translation Yuli Kuswardani	590 – 595
InLA 6	Why Do We Need to Preserve Asian Languages? - A Case of Lambada Language Kishore Vadthya	596 – 601
InLA 8	The Bugis' Living Principles in Paseng as a Form of Local Wisdom in South Sulawesi Abdul Kadir; Aziz Thaba	602 – 611

Theme 7 Socio-cultural-based Education in Asia

SoEA 1	Comprehending the Learning Process of Peer Feedback Activity of EFL Students with Autism in Different Settings Alam Aji Putera; M. Adnan Latief; Ali Saukah & Sri Rachmajanti	612 – 618
SoEA 4	Enhancing EFL Students' Sociocultural Awareness through the Use of Multimedia	619 – 623

TABLE OF CONTENTS

	Dwi Fita Heriyawati	
SoEA 6	Javanese Etiquette: Developing Preschool Students' Affective Domain	624 – 631
	Hayu Dian Yulistianti	
SoEA 7	Analysis of Students' Attitude toward Product Attributes in College (A Case Study In UPN "Veteran" East Java)	632 – 637
	Ika Korika Swasti	
SoEA 9	Education – based Culture	638 – 643
	Lilik Indrawati	
SoEA 10	Vocational High School Development to Support Creative Industry Based on Local Potentials in Eastern Indonesia	644 – 653
	Nugrahardi Ramadhani; Rabendra Yudistira Alamin; Denny Indrayana; Waluyo Hadi	
SoEA 11	Reog Ponorogo Performing Arts in the Context of Cultural – based Education	654 – 661
	Trisakti	
SoEA 12	Preserving Local Culture through Grebeg Maulud Festival	662 – 672
	Vita Vendityaningtyas	
SoEA 15	Hoi An World Heritage (Vietnam): A Progress of Cultural Interference and Acculturation	673 – 678
	Dang Van Chuong & Nguyen Thi Vinh Linh	
SoEA 16	The Indigenous Meaning of Pencak Silat Martial Art	679 – 684
	Suryo Ediyono	
SoEA 17	Ki Hajar Dewantara and Socio-Cultural Movement in Establishing Education in Indonesia: A Review on History	685 – 691
	Arif Bulan & Nandar Sujono	
SoEA 21	The National Heritage of Ki Hadjar Dewantara in Taman Siswa about Culture-based Education and Learning	692 – 706
	Siti Malikhah Thowaf	
SoEA 23	Preventing Disengagement Of Santri In Islamic Boarding School	707 – 712
	Alimul Muniroh; Arif Mansyuri	

Theme 8 Multicultural Education in Asia

MuEA 1	Children Literature as Beneficial Media for Multiculturalism Learning	713 – 719
	Abdurrahman Zulfadhli; Yenni Hayati & Asri Yasnur	
MuEA 2	Multicultural Education in Asia: Raising Students' Intercultural Awareness and Celebrating Cultural Diversities	720 – 726
	Andreas Winardi	
MuEA 3	Integrating Local Culture in Foreign Language Learning	727 – 734
	Dian Ratna; Erfan Mokhammad Wijaya & Ryan Nuansa Dirga	
MuEA 4	The Role of Multicultural Education in Building the Quality of Democracy in Indonesia	735 – 742
	Eko Handoyo; Martin Herna Susanti	
MuEA 6	Reconstruction of the Pela Concept as the Contribution to Multicultural Education in Moluccan Context	743 – 749

TABLE OF CONTENTS

MuEA 8	Flavius Floris Andries How Cross Cultural Understanding Course Can Enhance Students' Critical Thinking Skills	750 – 756
MuEA 9	Mirjam Anugerahwati Ethics Education in Language Learning Intercultural Communicative in a Multicultural Context	757 – 764
MuEA 10	Rusdhianti Wuriyaningrum & Suparno Students' Learning Styles in a Multi-Ethnicity School: A Case Study in SMAN 7 Samarinda	765 – 773
MuEA 12	Iya Setyasih Multicultural Education Values in Literature	774 – 784
	Muliadi	

Theme 9

Environment and Sustainable Development in Asia

ESDA 1	The Meaning of River for Banjarmasin Community, South Kalimantan	785 – 790
	Parida Angriani; Sumarmi; I Nyoman Ruja & Syamsul Bachri	
ESDA 2	Penanggungan Sites, Reserved the Sacred Mountain: Reflecting the Harmony between Human and Environment	791 – 800
	Reza Hudiyanto & Ismail Lutfi	
ESDA 4	The Position of Moluccas in Commercial Rivalry Between Spain and Netherlands in East Asia in Seventeenth Century	801 – 808
	Tran Thi Que Chau	
ESDA 7	Indigenous Knowledge Management in Ebony Fruits Dyeing at Bann HauSapan Group Phutthaisong district in Buriram	809 – 816
	Tassanee Buarapha	

Theme 10

ICT-based Education in the Asian Contexts

ICTAC 1	Utilizing Whatsapp Group as Supplementary Speaking Media in EFL Context	817 – 826
	Abdullah Gusti Efendy & Azhizha Nilawardani	
ICTAC 4	ICT – Based Education in the Asian Context: An Indonesian – Class Phenomenon	827 – 832
	Eka Wahjuningsih	
ICTAC 6	Media Television as the Mass Media and Cultural Industries	833 – 840
	Gunawan Susilo	
ICTAC 7	Tourism as a Magnet to Learn Foreign Language	841 – 845
	Khoi Riyah & Moch. Arif Bina Mandra	
ICTAC 8	ICT – Based Teaching and Learning in FLL SWCU: A Study of Students' Points of View	846 – 853
	Maria Christina Eko Setyorini	
ICTAC 10	Challenges and Opportunities for Applying E-Learning (Learning Management System) at IAIN Antasari	854 – 861
	Raida Asfihana	
ICTAC 11	Design and Development of Online Teaching and Learning (OTL) Using	862 – 868

TABLE OF CONTENTS

	Moodle Learning Management System (LMS) Based on Information Technology (IT)	
	Siyamta; Punaji Setyosari; Waras Kamdi & Saida Ulfa	
ICTAC 12	ICT in the EFL Speaking Classroom	869 – 874
	Teguh Sulistiyo	
ICTAC 13	Strategy for Discovery Learning Ability to Increase Understanding and Application of the Concept of Science in Primary School	875 – 881
	Marzoan; Punaji Setyosari; Saida Ulfa & Dedi Kuswandi	
ICTAC 14	Old Software, New Purpose: Exploring PPT for Interactive Language Learning	882 – 891
	Francisca Maria Ivone	
ICTAC 15	Cloud Computing Framework for Provisioning of Educational Resources	892 – 899
	Narottam Das Patel; Rajeev Wankar	
ICTAC 21	Students' Views On The Use Of Book And Web-Based Materials For Their Elt Classes: A Study On ICT-Based Education In Indonesian Context	900 – 910
	Ida Isnawati	

Theme 11 Early Childhood Education in Asia

ECEA 1	Parents' Involvement as the Basis of Early Childhood Education: A Case Study in Malang, East Java	911 – 915
	Agus Dermawan & Satrio Binusa Suryadi	
ECEA 2	The Importance of Home School for the Early Childhood Physical Development	916 – 923
	Agustinus Takaredase	
ECEA 4	Nursery Rhymes: The Alternative for Developing Cognitive, Affective, and Psychomotoric Realms for Preschool Children Education in ASEAN	924 – 934
	Arti Prihatini; Giati Anisah; Elfira Sonia Soli	
ECEA 6	Bilingualism in Foreign Language Learning Development: The Use of Early Childhood Students' Mother Tongue in EFL Learning	935 – 940
	Hany Novya; Nafisya Alfiani Aisyah	
ECEA 7	Age's Effect on ELT: Considering Early School Age for Language Learning	941 – 954
	Marzuki & Moch. Noor	
ECEA 9	Appreciation and Creation in Learning the Art of Ceramics as a Form of Cultural Preservation for Kindergarten Students in Surakarta	955 – 961
	Novita Wahyuningsih & Joko Lulut Amboro	
ECEA 10	Strategies in Foreign Language Teaching in Early Childhood	962 – 968
	Retno Indah Rahayu	
ECEA 11	Early Childhood Sex Education from Gender Perspective	969 – 976
	Ria Angin & Endang Djatmikowati	
ECEA 12	A Literature Review: The Importance of Psychological Well-Being in Early Childhood Education (Indonesian Case)	977 – 983
	Riza Amaliya	
ECEA 13	Aesthetic Experience through Decorative Drawing to Stimulate Children's	984 – 990

TABLE OF CONTENTS

	Imagination	
	Ruth Ardianti	
ECEA 14	Syllabic-Based Approach for Learning to Read in Bahasa Indonesia for Early Graders	991 – 999
	Sony Sukmawan & Lestari Setyowati	
ECEA 16	Innovation of Traditional Game Media “Engklek” In Helping Language and Culture Learning	1000 – 1004
	Ruliani Adzima; Aiga Ventivani & Sri Wahyuningsih	
ECEA 17	An Outlook of Pre Schooling in Andhra Pradesh and Telangana States Of India	1005 – 1011
	Upender Gundala	

Theme 12 Asian Culture and Heritage

ACH 1	The Traditions of “Queue” and “Antru” of the Communities of Downstream Watershed Solo River in East Java when Faced with Flood	1012 – 1023
	Ach Fatchan	
ACH 3	Comparing Indonesian and Western Culture in Salah Asuhan Novel: A Literary Criticism Approach	1024 – 1031
	Aliva Rosdiana	
ACH 4	Javanese Mind-Set in the Account of Thomas Stamford Raffles	1032 – 1039
	Daya Wijaya	
ACH 6	The Traditional Culture of Mutual Cooperation in Bahuma Activity by Banjarese Farmers in South Kalimantan	1040 – 1048
	Karunia Puji Hastuti	
ACH 7	ASEAN- China Relations in Hikayat Merong Mahawangsa	1049 – 1056
	Kasma F Amin	
ACH 8	Chicken and its Perspective in Javanese Society: The Study of Anthropological Linguistics	1057 – 1063
	Latif Amrullah	
ACH 10	Verbal Tradition as a Cultural Power in Building Civilization	1064 – 1069
	Nur Hadi	
ACH 12	Food Metaphor and Diasporic Identity in Bharati Mukherjee’s Wife and Jasmine	1070 – 1075
	Retno Wulandari	
ACH 13	The Javanese Local Wisdom Described in Murwakala Performed in the Oral Tradition of Ruwatan	1076 – 1081
	Siti Masitoh	
ACH 15	The Impact of Tourism on Indian Culture	1082 – 1089
	P.S Pratheep	
ACH 17	Female Liberation in Javanese Legend “ Jaka Tarub”	1090 – 1096
	Inayatul Fariha & Nabhan Fuad Choiron	

Theme 13 Educational Governance in the Asian Contexts

TABLE OF CONTENTS

EdGA 1	The Role of Peers, Mastery Motivation and Self-Efficacy in Academic Cheating Andrian Pramadi; Marthen Pali, Fattah Hanurawan & Adi Atmoko	1097 – 1101
EdGA 2	Students' Voice: What Makes Teachers Ideal? Daniel Ginting	1102 – 1108
EdGA 4	Model of Educational Leadership in the Implementation of Curriculum 2013 Imam Gunawan	1109 – 1118
EdGA 7	The Development of Anti-Corruption Education: An Evaluative Study about the Effectiveness of Literature Study in the Study of Anti-Corruption Education Ninik Indawati	1119 – 1124
EdGA 8	The Issue of the Implementation of 2013 Curriculum in Teaching English at Junior High School Level Nuri Ati Ningsih	1125 – 1130
EdGA 6	Pre-Service Teachers' Self-Reflection on their Profession Development upon Joining the SM-3T Progtam: Indonesian Context Perspectives Nina Amalia Nurichsania	1131 – 1139
FLT 82	Language Experience in Foreign Language Learning: Effects of Psycholinguistics and Sociocultural Factors Niesia Novarina	1140 – 1145
FLT 83	Teaching of English in Indonesia: Globalization vs Identity Rininta Triwuri Cahyaningpuspita	1146 – 1150
LSCAC 2016 Profile		
Concluding Remarks		
Universitas Negeri Malang Profile		
Hyderabad University Profile		
Mahasarakham University Profile		
Hue University of Education Profile		
D'Topeng Kingdom Museum Profile		



MODEL OF EDUCATIONAL LEADERSHIP IN THE IMPLEMENTATION OF CURRICULUM 2013

Imam Gunawan

Universitas Negeri Malang, Indonesia

Imam.gunawan.fip@um.ac.id

Abstract: The purpose of this research is to develop a model of educational leadership in the implementation of Curriculum 2013. Leadership is the key of education at schools. This research is a development research. The research subject is Junior High School principals in the District of Kras, Kediri. Data are collected through questionnaires, interviews, and focus group discussion. The data analysis technique is descriptive analysis. The results showed that effective leadership in the implementation of Curriculum 2013 is a leadership which focuses on aspects of learning (learning leadership).

Keywords: *educational leadership, curriculum 2013*

INTRODUCTION

Educational leadership is implemented at educational institutions, with the aim to encourage all citizens of school to do their work and duties properly and correctly in accordance with their respective responsibilities, which ultimately aims to develop all the potential of the learners. Kusmintardjo (1989) stated that educational leadership is leadership that takes place in the educational environment or situation, which means that educational leadership should display the characteristics of leadership that are educational. Leaders at the level of school education are the principal. The person holding the post of principal is the educational leader (Soetopo, 1982). Nevertheless, it is important to know that leadership itself is not a job title.

The tasks of the principal in the management of curriculum and learning according to Soetopo (2003, p. 32) are: (1) as school leaders: to manage learning activities, including the preparation of school calendar, annual program, and timetable; and (2) as a leader in driving school teachers in preparing and implementing learning instruments, including the annual program, the semester program, lesson plans and learning evaluation. The school calendar is the effective translation of the number of school days in a school year along with vacation time. Based on the school calendar, the principal draws up an annual program for the school.

The preparation of the school timetable is done in three stages, namely: (1) inventory phase of subjects, number of hours for each subject, teachers that teach the subjects, number of lesson hours for each teacher, and the number of classes; (2) tool preparation stage, namely, a board of subject schedule containing the names of subjects and teachers; and (3) the establishment of the timetable. Richardson, McLeod, & Dikkers (2011) state that the field of educational administration and educational leadership concerns the effectiveness and quality of leadership preparation programs. Adams and Jean-Marie (2011)



state that collective leadership is defined by the degree to which control of teaching and learning is based on collective responsibility and shared influence among school role groups.

A leadership model is implemented by school principals to achieve school goals. Salfi (2011), based on his research, concluded that the majority of the head teachers of successful schools develop a common and shared school vision and promote a culture of collaboration, support, and trust. Hollingworth (2012) concluded that the principal served as a catalyst in building teacher knowledge and implementing formative assessment practices. The success of any change initiative relies on the relationship between teachers and school leaders. Instructional leadership becomes crucial in the implementation of the curriculum. Hallinger (2011, p. 125) states four specific dimensions of leading for learning: (1) values and beliefs; (2) leadership focus; (3) contexts for leadership; and (4) sharing leadership.

Teachers would face obstacles in implementing learning management. These constraints are affected by the implementation of the current curriculum, such as the readiness and teachers' understanding of the curriculum. Curriculum 2013 in implementation cannot be separated from the problem. The headmaster as an educational leader at the school has a duty to assist teachers in solving those problems. This is confirmed by Maisyaroh, Zulkarnain, Setyowati, and Mahanal (2014) who state that the principal as an educational leader has a primary responsibility for conducting supervision at school, acting also as a superintendent. Educational leadership shown by principals are the deciding factor in the implementation of Curriculum 2013. The model of school leadership is affected by issues arising in the school. The headmaster is required to adjust the model of leadership to the problems faced by his subordinates. Principals should know the problems faced by teachers, so that a model of leadership that is applied can help teachers resolve the problem. Sanzo, Sherman, and Clayton (2011) conclude that the common themes of practices enabling the principals to serve effectively in their schools emerged from the conversations and were grouped in the following categories: sharing leadership; facilitating professional development; leading with an instructional orientation; and acting openly and honestly.

Ningrum and Sobri (2015) concluded based on their research that too much administrative work must be completed by the teacher, and developing lesson plans should list the three approaches; the lesson plan is used for one meeting or one subject; learning is 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. Maisyaroh, et al. (2014) concluded that the problems of teachers in the implementation of Curriculum 2013 are in achieving content standards, process standards, competency standards and assessment standards. The 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. This was confirmed by Gunawan (2015) who states that the principal has a duty to help teachers understand, choose, and formulating educational objectives to achieve.



METHOD

The design of this study is research and development. Borg and Gall (1989) states that the purpose of research and development is to bridge the gap that frequently exists between educational research and educational practice. The steps of development implemented in the study take into account Borg and Gall's proposed stages (1989, pp. 784-785), namely: (1) research and collecting information; (2) planning; (3) develop a preliminary form of the product; (4) preliminary field testing; (5) the main product revision; (6) playing field testing; (7) operational product revision; (8) operational field testing; (9) the final product revision; and (10) dissemination and distribution. The study modified Borg and Gall's and reduced it to six steps: (1) a preliminary study; (2) planning; (3) developing products; (4) expert validation; (5) field trials; and (6) try out of the final product.

The subjects of the study were a number of teachers and principals Junior High School in the District of Kras Kediri. The study began with a survey using instruments in the form of an open questionnaire to solicit the problems of teachers in implementing Curriculum 2013. Having in mind the problems faced by the teachers, the researchers developed the right educational leadership model. The design of conceptual model of educational leadership developed underwent validation and limited testing processes.

Once it is done, experimental research included in the latter stages of the development of Borg and Gall (1989), which is a major field test, was administered. Teachers and principals were included at this stage, namely in the implementation of educational leadership model developed. The instruments used were in the form of questionnaires and focus group discussion guidelines, as well as record sheets used to record the number of responses of the related research subjects. Data were analyzed using descriptive analysis.

FINDINGS AND DISCUSSION

The results of this study is the identification of problems faced by teachers in the implementation of Curriculum 2013, as well as the discovery of an effective educational leadership model to resolve the problems faced by teachers in the implementation of Curriculum 2013. The first findings, the problems faced by teachers in the implementation of Curriculum 2013, include: (1) lesson plan still refers to the 2013 Curriculum; (2) the application of learning the scientific approach by the teacher is not optimal; (3) the teacher's application of the learning model is less than optimal; and (4) the teacher's assessment of student learning outcomes that cover three domains of learning, i.e., attitudes, knowledge, and skills is not optimal.

The lesson plan is drawn up yet fully referring to the Curriculum 2013, because it is based on lesson plan documents prepared by teachers; content and format still refer to the 2006 Curriculum. Core competences are not written in the lesson plan. Teachers in describing the basic competence still do not refer to the taxonomy of learning such as Bloom's Taxonomy. 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, namely, *mengamati* (observe),



menanya (ask), *mengumpulkan informasi* (gather information), *mengasosiasi* (associate), and *mengkomunikasikan* (communicate).

Teachers believe that the scientific approach can only be implemented in the subjects of Natural Sciences alone, while other subjects contain less precise subject matter. The assumption of such teachers is due to the name of the approach, that is, scientific approach. Another cause is the assumption that teachers have less right over one of the elements of scientific approach, that is, *mengamati* (observe). Teachers assume that the observation is only done with the sense of sight only. Therefore, although the teacher has designed learning, they tend to use conventional teaching methods that use a lot of lectures. This made learning not oriented to the learner (student centered learning) which is the breath of the 2013 Curriculum.

Teachers' application of learning model is also less than optimal. This is because the teachers also do not know the model and learning methods that are creative and innovative. Teachers tend to apply the lecture method. Teachers are still unfamiliar with models of learning, such as, cooperative learning model. Cooperative learning model is commonly used only by students who are doing Practice Teaching Experience while among teachers, its application is still not optimal. There are only a few teachers that implement cooperative learning model. However, the management of time allocation is still lacking, so sometimes when the lesson is over, learning is still unfinished, and the time allocation for the next subject in the timetable was consequently reduced.

Teachers' assessment of student learning outcomes that cover three domains of learning, i.e., attitudes, knowledge, and skills is not optimal. Teachers 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 teachers use the most is the test instrument with questions related to subject matter. However, there are teachers who pay attention to the attitude of the students as well. This is consistent with the spirit of Curriculum 2013, which prioritizes the affective values of students.

The second discovery of the study is a model outline of effective educational leadership to help teachers solve problems encountered in the implementation of Curriculum 2013. The model was developed starting from the policy implementation of Curriculum 2013, the application of direct model of instructional leadership, then teachers face special problems applied to models of indirect instructional leadership. The visual frame of educational leadership model is illustrated in Figure 1 and Figure 2.

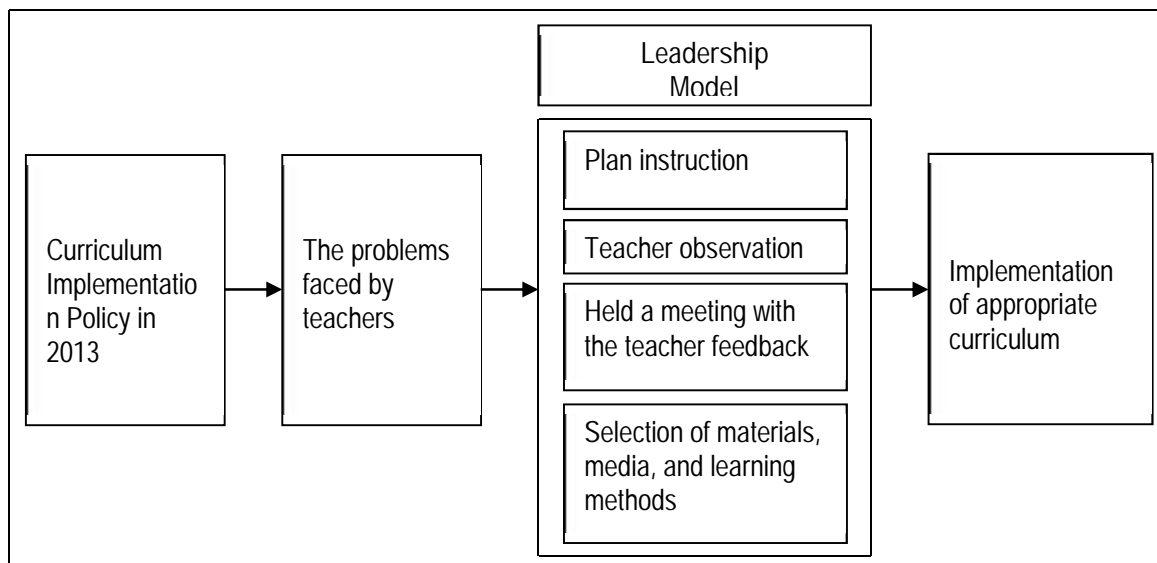


Figure 1. Model of Direct Instructional Leadership Framework (Before Going to the Fields)

The role of the principal as educational leader in the model of direct instructional leadership is giving guidance related to the learning activities undertaken by teachers in the classroom. The principals provide teachers with knowledge and understanding on the implementation of Curriculum 2013 in the classroom level. The principal observe when teachers teach in the classroom. After that, the principals evaluate teachers in the teaching views during a meeting with the teacher's feedback. School head teacher provides guidance in selecting materials, media, and teaching methods to be applied in the classroom. Implementation of the framework of educational leadership model as illustrated in Figure 1, has not showed job satisfaction of teachers, because teachers still feel educational leadership applied by the principal directive. Therefore, it is developed into a model of indirect instructional leadership (Figure 2).

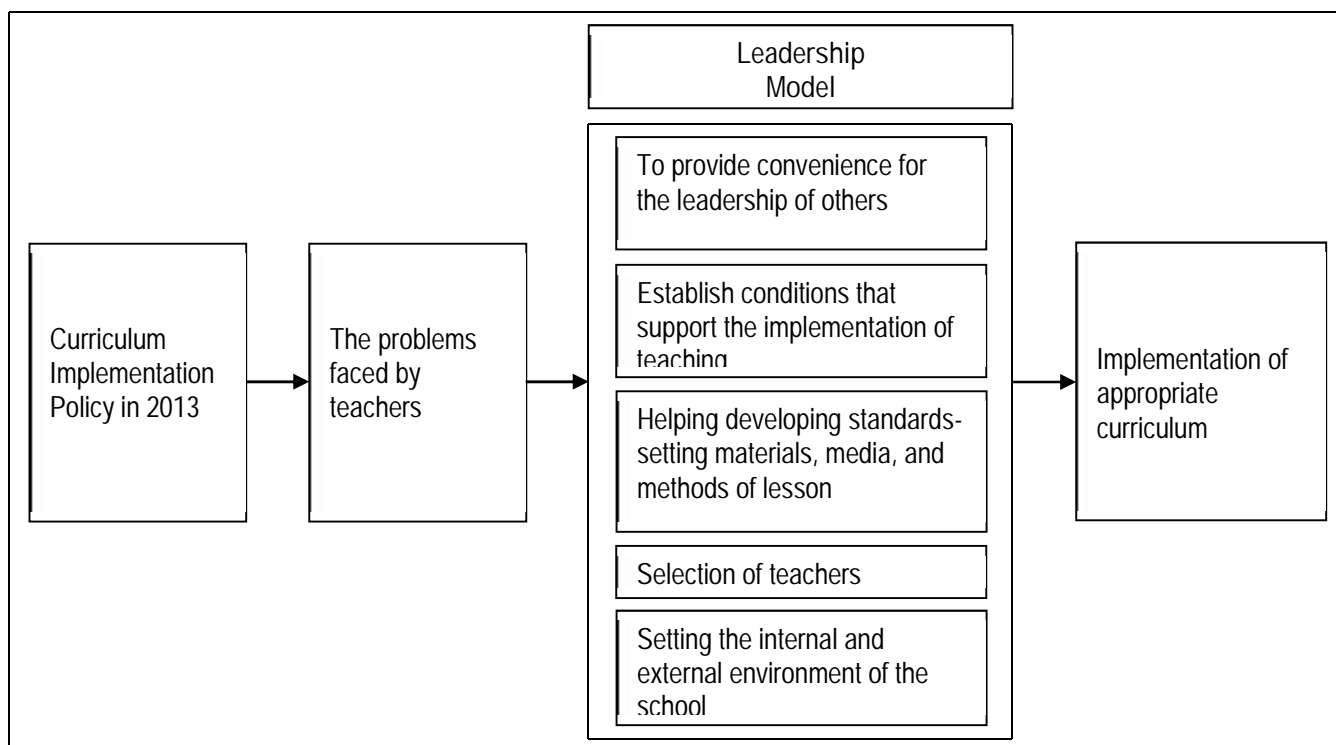


Figure 2. Model of Indirect Instructional Leadership Framework (After Going to the Fields)



The role of the principal as educational leader in the model of indirect instructional leadership is to provide convenience or opportunity to every individual to become leaders of learning. The principals are in charge of establishing conditions at school that support the implementation of effective learning. The headmaster gives recommendation to the Department of Education related to the selection of teachers, so the teachers who get accepted are in accordance with the culture of the school. The principal has a duty to regulate the internal and external environment of the school, so the school community can work in a conducive situation with high spirit and dedication.

When referring to the findings of the study, the effective leadership in the implementation of Curriculum 2013 is a leadership which focuses on aspects of learning (learning leadership). The 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.

Leadership model implemented by the principal should be appropriate to the circumstances they face, such as the problems facing teachers. There is no effective leadership model for all situations. Implementation of Curriculum 2013 affects leadership model implemented by the principal. This is because the demands of school performance are also different, so the leadership behaviors applied by the principal will also be different. Different situations require different styles of leadership. Hersey and Blanchard (1995) stated that leadership is the process of influencing the activities of an individual or group in the efforts toward goal achievement in a given situation. The effectiveness of leadership styles depending on the match between leaders, followers, and situation. These three elements are interrelated and interact proficiency level.

When referring to the findings of research related to the problems of teachers in the implementation of Curriculum 2013, the effective leadership is a model of educational leadership continuum that moves from direct towards indirect instructional leadership instructional leadership. Kleine-Kracht (1993) states leadership learning can take place directly (direct instructional leadership) and indirectly (indirect instructional leadership). Leadership learning is a multidimensional construct with regard to how principals can organize and coordinate the work life (the work life) in schools that shapes not only the experiences of learning and student achievement, but also the environment in which the work is performed (Heck, Larsen, & Marcoulides, 1990).

The principals act as direct instructional leaders when they work with teachers and other staff to develop student learning (Kusmintardjo, 2014). Actions include the planned teaching, teacher observation, feedback meeting with the teacher, or the selection of learning materials. The principal can also act as an indirect instructional leaders (Kusmintardjo, 2014), by providing easiness for the leadership of others to establish the conditions that support the implementation of teaching, helping to set standards of the subject matter, the selection of teachers, and setting the internal and external environment of the school.

Direct instructional leadership model emphasizes the authority of the principal as manager of the school curriculum. The principal with authority as the manager of the school curriculum, directing teachers in preparing and implementing learning devices, including the annual program, the semester program, lesson plans and learning evaluation (Soetopo, 2003). Özüahin, Zehir, and Acar (2011) based on the



results of their research concluded that the commitment to learning and shared vision and open-mindedness mediates the effects of task oriented leadership and relations oriented leadership behavior on firm performance. Principal leadership influence the effectiveness of school teaching organization (Chairunnisa, 2013). The practices of transformational leadership principals have a direct positive effect on teacher empowerment (Hadi, 2010).

Changes in learning that lead to the development of teaching and teachers' learning starts from the leadership of the principal. "As leaders of change in university contexts where initial teacher education takes place, deans of education have considerable capacity to inform and enhance the discourse on teacher education change" (Elliott-Johns, 2015, p. 2). Teachers' motivation is important to upgrade. Teachers have higher work motivation when principals apply transformational leadership (Wiyono, 2007). Principals' leadership style contributes significantly to the performance of teachers in teaching, so that eventually it improves teacher performance, and increases student achievement (Suwarni, 2011). Principal in the implementation of Curriculum 2013 has the role of providing support and motivation, monitoring and delivering the knowledge obtained when following dissemination programs, in addition to the principal's supervision of teaching, in which they discuss teachers' difficulties in conducting teaching and learning process based on the 2013 Curriculum (Ningrum and Sobri, 2015).

The principal has the task of providing supervision services to teachers to improve the quality of their teaching. Sobri (2013), based on his research, concluded that the principal's role as a supervisor is to increase the overall success of school learning program to help teachers solve problems in the classroom. Gunawan (2014) concluded that there is significant influence of teaching supervision and teachers' ability to manage the classroom on students' motivation. Supervision of teaching as a service to reform education, especially in the realignment of effective learning process, thus providing opportunities for teachers to enhance the professional capabilities of teachers in the learning process. Classroom management activities refer to activities that create and maintain optimal conditions for the students' learning process. Motivation has a role and a very important benefit in the continuity and success of learning by each student.

Indirect instructional leadership model emphasizes on principals' facilitating the leadership of others to establish the conditions that support the implementation of teaching, helping to set standards of the subject matter and the selection of teachers, and organize internal and external environment of the school. Leadership requires effective learning with synergic relationship between the external factor and the principal's instructional leadership behavior, especially the behavior of principals in directing the internal dimensions of the school towards improving teacher performance and student learning outcomes (Ubben & Hughes, 1992). Dobrescu and Grosu (2014) state that teacher has a flexible teaching style, mostly democratic, combining successfully the command leadership (necessary in certain moments), with self-leading. Hollins (2008) affirms it is important for classroom teachers to construct an operational definition of culture that makes explicit its centrality and systemic nature in the realities of human existence.

Most teachers combine authority, autonomy, and collaboration in their attempts to help students succeed and enjoy learning (Dierking & Fox, 2012). The principal has a duty to create a conducive school



organization and environments that support learning activities. School should become a place for learning that is convenient for all citizens of the school. School needs to be a vehicle for all its members to learn science. Razak (2006) affirms the need for school atmosphere that is quiet and comfortable to support teaching and learning process, with good impression on the students. Waworuntu (2003) concluded based on his research that there are 16 variables that have a positive impact on the leadership: career changes, communication, leadership in the work, networking, development of others, influence, teamwork, diversity, the use of local languages, commitment, discipline, exemplary models, volunteers in working, optimism, act of mutual love, and consistency.

CONCLUSIONS AND SUGGESTIONS

The results of the study showed that effective leadership in the implementation of Curriculum 2013 is a leadership which focuses on aspects of learning (learning leadership). Leadership learning is a principal leadership that prioritizes learning in leadership. Framework for effective educational leadership model to help teachers solve the problems they encounter in the implementation of Curriculum 2013 is a model of educational leadership continuum that moves from direct towards indirect instructional leadership.

Based on the research results, the suggestion proposed to teachers is to follow the 2013 curriculum assistance activities to improve their competency. For principals, it is suggested that they implement educational leadership model that moves out of the continuum of direct instructional leadership towards indirect instructional leadership, from directive towards non-directive. For supervisors, it is recommended that they carry out supervision of teaching by integrating various educational supervision approaches (scientific, artistic, and clinical).

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