

**PROCEEDING**

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# 3<sup>rd</sup> ICET

INTERNATIONAL CONFERENCE ON EDUCATION & TRAINING

**Themes :**  
**GLOBAL AND LOCAL BASED  
EDUCATION AND TRAINING**



**Faculty of Education  
State University of Malang  
30th September - 1st October, 2017**



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# PROCEEDINGS

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**THE 3<sup>RD</sup> INTERNATIONAL CONFERENCE ON  
EDUCATION AND TRAINING (ICET 2017)  
on “Global and Local Based Education and  
Training”**

**Malang, September 30th – October 1st 2017  
Royal Orchid Hotel Batu, Malang, East Java, Indonesia**



Themes :  
GLOBAL AND LOCAL BASED  
EDUCATION AND TRAINING

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## Welcoming Speech by Rector of State University of Malang

*Assalamu' alaikum warahmatullahi wabarakatuh.*

Good morning and greetings to all of us



Dear audiences, the honorable keynote speakers that are coming from several neighboring countries, the distinguished presenters and participants of the ICET conference.

First of all let us praise and thank the presence of Allah Almighty, for the abundance of grace and the joy of all of us can still gather in this opening ceremony of ICET 2017 which is held by faculty of education of State University of Malang without any barriers at all and in good health. Not forgetting the sholawat and greetings we pour out to the Prophet Muhammad who has brought us out of the dark ages to the era of bright light today.

On the behalf of the committee, I would like to personally welcome you all both presenters and participants of the third ICET conference today. I would also like to express my gratitude to the all member of committee who has worked hard to prepare and implement the ICET 2017 very well.

Global and local based education, and training theme in the third ICET 2017 is considered an interesting aspect to be studied comprehensively which are related to current economical and political issues nowadays, moreover on the development of Indonesia's education sector, nationally or globally. The 21st century as the beginning of the third millennium in the history of mankind, the world is doing a lot of changes in between countries relation policies. The decision indicates that every head of state is well aware that every country will not be able to address the needs and demands of its citizens, and each country must jointly manage the world for the citizens of the world.

Indonesia itself has participated in various affiliations, including the ASEAN Economic Community (MEA) agreement signed by ten countries in Bali in 2003. Indonesia also has joined the Asia-Pacific Economic Cooperation Agreement (APEC), involving 21 countries, including the United States, Canada, Australia, New Zealand, Russia, Papua New Guinea, Mexico, Chile and Peru. The rest are the countries of Asia; Japan, South Korea, China (RRC), Taiwan (PRC), Hong Kong (PRC). Meanwhile, from ASEAN countries that have participated in the agreement are Indonesia, Singapore, Malaysia, Thailand, Philippines, Brunei Darussalam and Vietnam.

The higher the dynamics of the global economy, the greater the demand in education sector to prepare their pupils to enter local, regional and even global markets. For that, education should be designed with a multiliteracy pedagogical planning and prepare learners to have various competencies, including:

1. Have competencies for cross-country, cross-cultural, religion and linguistic collaboration, and have good diversity competencies so that they can collaborate with anyone in the world.
2. Has competence in global communication, can use language that can be understood by the world community, both verbal and nonverbal communication.
3. Has a good access to technology; both information and communication. A good information delivery to the public and even to save the data needed to be opened every time, movable, and accessible anytime, anywhere. So it will be very helpful in the process of taking decision.



4. Have good critical thinking skills, able to turn problems into opportunities, creative innovative thinkers and even have good problem solving skills, all of which can be developed by training in the learning process, or special training outside the regular schedule of subjects that are usually science-based discipline.
5. Have the ability to explore local potential to be developed into a global potential with a very high competitiveness. Indonesia with BHINEKA TUNGGAL IKA in terms of language, culture, art, natural wealth, and potential in each region, should strive to become an advanced developed nation.

Education is one of the most important sectors implemented universally for human infestation. It has a role to enhance the quality of life of people. The development of education and trainings contributes to the level of individual performance, and has intervening effects on the success of the transformation processes for the nation building programs.

As rector of State University of Malang I would like to reaffirm few things that are part of the effort to achieve the vision and mission of State University of Malang to overcome the global issue and at the same time our efforts in helping the intellectual life of the nation. Based on data released by Director General of Higher Education, Ministry of Research, Technology and Higher Education, UM is ranked 14th from all universities in Indonesia. On the basis of this reality UM strives to continue to improve its ranking nationally with various strategies and concrete efforts, especially in the fields of scientific development, technology, art, and improvement of its human resources

UM targets optimistically increasing the number of funded research and published lecturers' articles in accredited journals both nationally and internationally reputations, as well as an increasing number of scientific papers that can be presented in various scientific activities such as seminars as well as at ICET conferences which we are currently going to carry out together. The ICET 2017 conference we are currently taking part in, is a form of scientific activity to accommodate a number of scientific articles from the research results of UM lecturers and students.

The report submitted by the Dean of FIP that for the year 2017 ICET committee has been working with Atlantis Press, DOAJ, and Thomson Reuters, as an indexer of international reputable scientific journals. For that I would like to express my gratitude and extraordinary appreciation for FIP UM academic community, and hopefully can be followed up with the provision of quality proceedings as well.

At the request of the committee, by reading Bismillah hirrahman nirrahim, I officially opened the third International Conference in Education and Training (ICET) in 2017.

*Wallahu muwafiq ila aqwamit thoriq.*  
*Wassalamu'alaikum Warahmatullahi Wabarokatuh.*

Malang, 29 September 2017  
Rector,

**Prof. Dr. Ahmad Rofiuddin**  
**NIP 196203031985031002**

## Welcoming Speech by Dean of Faculty of Education State University of Malang



Education, as the foundation of a nation, needs to be improved on an on-going basis. Various steps have been taken to achieve a better quality of education that can align with developed countries around the world. Improving the process of education, research development, expansion of community service, the improvement of scientific activities, including scientific conferences, are the efforts to improve the quality of education.

This third International Conference on Education and Training (ICET) is one step in disseminating knowledge that is set at a scientific meeting in the field of education and training. The conference provides a channel for lecturers, researchers, teachers, principals, students, education and training practitioners to share knowledge in order to improve the quality of education. This conference is a continuation of the first conference in 2015 and the second conference in 2016, organized by the Faculty of Education Universitas Negeri Malang

This year, the 3rd ICET 2017 theme is GLOBAL AND LOCAL BASED EDUCATION and TRAINING which is conducted 2 days from September 30, 2017, to 1 October 2017 at the Royal Orchid Hotel Batu-Malang Indonesia. This conference features keynote speakers from various countries including Malaysia, South Korea, Canada, and Indonesia. For this conference, as many as 69 articles have been sent to the committee and 57 articles are selected and published in the proceedings of this conference.

This conference involves various institutions including Faculty of Education Universitas Negeri Malang, Ministry of Research, Technology, and Higher Education of The Republic of Indonesia, Universiti Putra Malaysia, UNESCO, Hankuk University of Foreign Studies - Seoul, Korea, International Indonesia Forum, Canada. Henceforth, we thank you for the cooperation that has been given in this conference. Hopefully, this conference can contribute to improving the quality of education in Indonesia in particular and global education in general.

On behalf of the Organizing Committee,  
Dean of Faculty of Education,

**Prof. Dr. Bambang Budi Wiyono, M.Pd**  
**NIP 196403121990011001**

## Invited Speaker

### Prof. Intan Ahmad, Ph.D

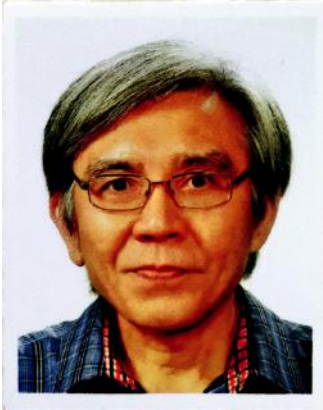


Prof. Intan Ahmad, Ph.D. since 30 June 2015-now serves as Director General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education. Previously he was the Chairman of the Academic Senate Institut Teknologi Bandung (2012-2015), Chairman of Senate School of Biological Science and Technology ITB (2011-2015), Dean School of Life Sciences and Technology ITB (2006-2010), Dean of Faculty of Mathematics and Natural Sciences ITB (2004-2005), Head of ITB Information Center (2003-2004), Assistant Director III of Postgraduate Program of ITB (1999-2003), Head of Department of Biology ITB (1998-1999), and Vice Dean III of FMIPA ITB (1993-1998) , Coordinator of the Asian Internet Interconnection Initiatives (AIII) [1996-2005), Asst. Research Biologist at Illinois Natural History Survey, USA (1989-1991), and Sr. Marketing Executive, The Wellcome Foundation

Ltd (1982-1986). Since 1994, many have been involved in various task forces in the Directorate General of Higher Education (various grant programs of competition / development), and have been members of the Council of Higher Education (2002-2007), often invited to speak about Higher Education abroad. He has also been a World Bank consultant / reviewer: Improving Relevance and Quality of Undergraduate Education (IRQUE, World Bank), Ministry of Education's Democratic Socialist Republic of Sri Lanka (2004-2006). Since 2008, he has been actively involved in the International Deans' Course (IDC) as a committee and international expert program. Intan Ahmad obtained a bachelor's degree in Biology from ITB (1982) and Ph.D. in the field of Entomology from the University of Illinois at Urbana-Champaign, USA in 1992. For the field of Entomology, he is known as the authority for urban pest management in Indonesia. During this time he has written more than 40 scientific papers, including 16 published in international journals. As a Karate athlete representing West Java, he obtained the Gold Medal (PON X, 1981) and Silver (PON XI, 1985).

## **LIM Kim Hui**

Hankuk University of Foreign Studies, Seoul



Lim Kim Hui received his PhD from University of Hamburg, Germany in 2002 under the full scholarship of *Deutscher Akademischer Austausch Dienst* (DAAD). He worked as a lecturer and research fellow at National University of Malaysia from 1994 to 2010. His interest in the beauty of different cultures, languages and philosophy led him to travel and work in Germany, Japan and South Korea. Lim was a Visiting Japan Foundation Japanese Studies Fellow 2007/2008. He is currently a Professor at the Department of Malay-Indonesian Studies, Hankuk University of Foreign Studies, Seoul, Korea. He is also a fellow of the Alexander von Humboldt-Foundation and an associate fellow at the Department of Southeast Asian Studies, Goethe University of Frankfurt, Germany. His research interests are in Malay-Indonesian rhetoric, Malay philosophical thought and cultural philosophy.

## Miroslava Matjanova



Lecturer Ms.

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Year of Appointment: 2008

Working Experience (As Academician): 10 years

### Administrative Position (If Any)

- Coordinator of Student Exchange Program for German Language

### Qualifications

- M. A. German studies (with the focus on German Literature; Linguistics and Didactics within the scope of teaching German as a foreign language); State examination in
- Pedagogy; Constantine the Philosopher University, Nitra, Slovakia

### Professional Affiliation(s)

- Member of Society For Cinema and Media Studies
- Specialisation(s)
- Sociolinguistics
- German as a Foreign Language

### Expertise

- Identity (theoretical framework as well as the actual perceptions and validations of identity in society)
- Teacher Training (teaching German as a foreign language)

## Christopher Allen Woodrich



Christopher Allen Woodrich born at 15 March 1989 from Windsor, Ontario, Canada.

### Educational history

High School : J. L. Forster Secondary School (2002–06)  
Bachelours' : Sanata Dharma University (2008–12)  
Masters : Gadjah Mada University (2012–14)  
Doctorate : Gadjah Mada University (2015–present)

### Work history

1. Chief Administrative Coordinator, International Indonesia Forum (2013–present)
2. Guest Lecturer (English), Darussalam Institute of Islamic Studies (2013)
3. School teacher (English), Hagios School of Life (2012–present)
4. School teacher (English), SMP Budi Utama (2012–2013)
5. Freelance translator (2011–present)
6. Wikipedia trainer, Lontar Foundation, Jakarta (2011)
7. Wikipedia editor (2005–present) and administrator (2012–present); member of Wikimedia Indonesia (2015–present)

### Publications and presentations:

1. Baryadi, I. Praptomo and Chris Woodrich (trans.). 2011. *General Morphology: An Indonesian-language Perspective*. Yogyakarta: Sanata Dharma University Press.
2. Woodrich, Christopher. 2012. “Pengaruh Kerusuhan Mei 1998 dalam Novel Putri Cina Karya Sindhunata”. Sanata Dharma University (undergraduate thesis).
3. Udasmoro, Wening, Philippe Grangé, and Chris Woodrich (eds.). 2013. *Teenager from the Perspectives of Literature, Linguistics, and Culture*. French Department, Faculty of Cultural Sciences, Universitas Gadjah Mada in Collaboration with Université de la Rochelle, France: Yogyakarta.
4. Woodrich, Christopher. 2014. «*Ekranisasi Awal: Adapting Films to the Silver Screen in the Dutch East Indies*». Universitas Gadjah Mada (graduate thesis).

## **Gunawan Zakki**

National Professional Officer, UNESCO Jakarta



Gunawan Zakki, serves as National Professional Officer, UNESCO Jakarta since 2016. Mr. Zakki has the responsibility to provide technical assistance for the implementation of SDG4-Quality Education in Indonesia, the Philippines, Brunei Darussalam, Malaysia and Timor-Leste, as the Cluster Countries of UNESCO Jakarta. Mr. Zakki expertise in the area of Education Policy, Peace Education, Inclusive Education and Education for Sustainable Development. Mr. Zakki persued his degree from the School of Internasional Development, University of East Anglia, United Kingdom. He has ranged working experience in some Internasional Organisations such as UN Women, UNICEF, UNDP, GIZ, Oxfam GB, and many others.

**Conference Schedule**  
**3rd International Conference on Education and Training (ICET)**  
**Faculty of Education, Universitas Negeri Malang**  
**Royal Orchid Garden Hotel and Condominium-Kota Batu**  
**September 30th – October 1st 2017**

NO	TIME SCHEDULE	DETAIL	PIC
<b>DAY 1</b>			
		Registration and check in	Committee
		Announcement to participants	MC
	09.00 – 10.15	OPENING CEREMONY	Committee
1	09.00 – 09.05	Formal Opening	MC
2	09.05 – 09.10	Singing out National Anthem “Indonesia Raya” Mars UM	Dirigent – Choir (Paduan Suara FIP)
3	09.10 – 09.20	Welcome Dance - Traditional Art Performance from students of State University of Malang	
4	09.20– 09.30	Welcome Speech by Dean (Opening remarks from the Dean of Faculty of Education)	Prof. Dr. Bambang Budi Wiyono, M.Pd.
5	09.30 – 09.45	Opening speech from The Rector of State University of Malang, and ceremonial opening	Prof. Dr. Ahmad Roffi’udin, M.Pd.
6	09.45 – 09.55	Pray	Committee
	09.55 – 10.00	CLOSING CEREMONY	
7	10.00– 10.25	Morning coffee break	Committee
8	10.25 – 10.30	Transition Time to Plenary / Conference Session	Committee
9	10.30 – 11.00	Photo session	Committee
<b>PLENARY/CONFERENCE SESSION</b>			
10	11.00 – 12.00	Plenary session 1 Keynote Speaker: Menristek Dikti	Moderator Dr. Dany MH., MA
11	12.00 – 13.00	Lunch Break & Pray	Committee



12	13.00 – 15.00	Plenary session 2 Keynote Speaker:  Prof. Lim Kim Hui Dr. Miroslava Majtanova	Moderator Dr. Miriam Anugerahwati, MA.
13	15.00 – 15.30	Coffee Break	Committee
14	15.30 – 17.30	Plenary session 3 Keynote Speaker:  Christopher Allen Woodrich  Gunawan Zakki – National Professional Officer for Education, UNESCO –Indonesia	Moderator Nunung Suryati, M.Ed., Ph.D
15	17.30 – 19.00	Dinner Break & Pray	Committee
16	19.00 – 21.00	Cultural Night Pembagian Sertifikat Peserta	Committee
<b>DAY 2</b>			
17	07.30 – 11.00	Parallel Seminar	Parallel Seminar Team (4)
<b>18</b>	<b>11.30 – 12.00</b>	<b>CLOSING CEREMONY: The Dean Doorprize</b>	<b>MC Committee</b>
19	12.00 – end	Lunch Break	Committee

3rd ICET will be held in **Royal Orchid Garden Hotel and Condominium** in a beautiful city of Batu, East Java, Indonesia. The conference will be delivered on two days, from September 30th to October 1st, 2017.

## Presentation Schedule

### Room 1

No	Author 1	Paper Title
1	Alfaiz	Condition and Shaping of Student Personality in Educational Process Through Transpersonal Psychology Perspective
2	Augusto da Costa	Impacted Factors of Academic Achievement of the Timor Leste Student are Studying in Indonesia
3	Bakhrudin All Habsy	A Literature Review of Indonesian Life Concept Linuwih Based on the Teachings of Adiluhung Raden Mas Panji Sosrokartono
4	Asep Agung Judistira	The Role of Self-Control and Self-Adjustment on Academic Achievement Among Junior High School Students
5	Jainal Ilmi	Self-Hypnosis Training to Improve Self Confidence Students to Speaking in Front of Public
6	Sebastião Pereira	He Influence of Famliy Socio-Economic Condition on Learning Motivation in Ensino Basico Central Daisoli Aileu District Timor Leste
7	Heavy Evasari	The Effectiveness of Labyrinth Game in Improving Interpersonal Intelligence of Children with Autism
8	Pramono	Analysis of Learning Process in Early Childhood Age 4-5 Years Old
9	Yudha Adrian	Exotica Pagatan Weaving as A Learning Source in Establishing Values and Local Wisdom
10	Arbin Janu Setiyowati	Emotion Focussed Cognitive Behavioral Therapy: An Attempt to Resolve Emotional Deficiency and Strengthen Cognitive Behavioral Therapy Efficacy
11	Eddy Sutadji	Influential Variables in Learning Assessment to the Vocational Competency Enhancement, Character Education and Formation of Student Creativity
12	Eny Nur Aisyah	Character Building on Earlychildhood Through Traditional Games
13	Nur Hidayah	Need of Cognitive-Behavior Counseling Model Based on Local Wisdom to Improve Meaning of Life of Madurese Culture Junior High School Students
14	Yuzarion Zubir	Correlation Between A Self-Regulated Learning to Student Workers Academic Achievement

**Presentation Schedule  
Room 2**

No	Author 1	Paper Title
1	Sa'dun Akbar	Value and Character Learning Through Playing Egrang: Qualitative Study at Tonaker Playground Ledokombo Jember Indonesia
2	Sunarni	Need Analysis Mapping of Entrepreneurship Training of University Student
3	Tanti Kustiari	Destination Management of Religious Tourism in Cirebon Indonesia
4	Zulkarnain	Potential Analysis of Building Child Friendly Regency in Accelerating the Implementation of the Convention on the Rights of the Child in Informal Education (Case Study in Nganjuk, East Java, Indonesia)
5	Durrotunnisa	Measurement Model of Student Well-Being
6	Achmad Supriyanto	New Culture Integration Process of Successful Educational Organizations in Merger
7	Evania Yafie	The Effect of Rich Motoric Development of Agression of Children Which Social Classes of Parents as Intervening Variables
8	Antonius Denny	Local Wisdom as Integration of the Cosmic and the Metacosmic Perspectives in Indonesian Philosophy of Education
9	Jamiludin	The Use of SQ3R Method in Improving Quality and Result of Social Sciences Learning in XI Grade SMAN 3 Kendari Southeast Sulawesi Indonesia
10	Siti Zaenab	Fulfilling Teacher Education Early Children Early can Improve the Moral Quality of the People in the Dompu, West Nusa Tenggara, Indonesia
11	Taufik Ikhsan Slamet	Building A Community of Inquiry (CoI) Through the Implementation of Lesson Study in Higher Education Level
12	Asep Sunandar	Management of Special Education: Study of Effectiveness on Inclusion Education Service
13	Budi Setyo Margono	Implementation Model Assure to Utiliize Local Wisdom for Learning Science at Pesantren Sabilil Muttaqien Kediri East Java Indonesia
14	Ellyn Sugeng Desyanty	Parenting Efficacy Married Moms Working with Early Childhood

## Presentation Schedule

### Room 3

No	Author 1	Paper Title
1	Dedi Kuswandi	Synectics Learning and “Tringo” Model for Blended Learning System Application
2	Devi Afriyuni	Improvement of Social Science Learning Result Using Index Card Match Learning Model
3	Margarita C. Paghasian	Awareness and Practices on Solid Waste Management among College Students in Mindanao State University Maigo School of Arts and Trades
4	Komarudin	Portfolio Assessment to Enhance Students’ Achievement in Learning Physical Education
5	Krisna Anggraeni	The Use of Story Calendar Media to Increase Reading Comprehension Skill in Elementary School
6	Sujito	Reusing the Product Oriented Writing to Enhance the First Year EFL Undergraduate Field Independent Students’ Writing Achievement
7	Astuti Muh. Amin	The Critical Thinking Skills Profile of Preservice Biology Teachers in Animal Physiology
8	Ence Surahman	Developing Adaptive Mobile Learning with the Principle of Coherence Mayer on Biology Subjects of High School to Support the Open and Distance Education
9	Yuyun Dwi Haryanti	Application of PAKEM Approach Assisted Beads to Increase Interest and Learning Achievement of Fourth Grade Students
10	Hesti Fibriasari	The Development of Learning Media Réception Écrite Élémentaire WEB-Based
11	Rita Suswati	The Development of Written Language Skills (Reading and Writing) Material Based KKNi Curriculum
12	Shadi Emad. A. Alhaleh	Understanding the Different Educational and Teaching Systems at Schools in Palestine
13	Henry Praherdhiono	Constructing Learning Results as Learning Object Through Open Learning System
14	Dwi Kartikasari	Market Segmentation of Industry-Education Partnership Classes

## Presentation Schedule

### Room 4

No	Author 1	Paper Title
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- Please send all digital files (.ppt or .pptx) needed for your presentation to the email address ..... by September 27. The subject line of your email should be: ICET 2017 Oral Presentation
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- Moderator will open the session with brief introductions
- Each session consist of 3 panel members
- Speaker should finish his/her presentation in 10 minutes. There are signs indicating “5 minute” and “time’s up” which will be notified by the session staffs
- The Q & A will be after all speakers have presented their paper in each session with the duration is 10 minutes

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## **Indonesian Curriculum 2013: Instructional Management, Obstacles Faced by Teachers in Implementation and the Way Forward**

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**Abstract:** This research 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 Elementary School in Malang City, Indonesia. This research used a qualitative approach. The research instrument is the researcher himself. Data collected by means interview, observation, and documentation. Informants in this research are supervisors, principals, and teachers. The findings of the research indicate: (1) the process of instructional management applied is from lesson activities plan, the implementation of learning activities, and learning evaluation; (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 lesson plan, teaching models, scientific approach, and assessment of student learning outcomes.

**Keywords:** curriculum 2013, instructional management

### **I. INTRODUCTION**

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 focus on the harmony of the learning materials, media, and learning methods which are going to be in the classroom [19]. Learning is the main core educational services provided by schools to students [19]. Learning activities undertaken by teachers should be based on certain rules. Before teacher implement instructional activities, they 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. Teacher must prepare the programs of learning, if they are to be implemented in class [7]. Teachers need of the lesson plan and teaching materials which integrated with education [59]. Teachers have to consider what kind of good learning for their students ([49], [19]).

Instructional materials which developed by the teacher will assist the learning process and can be used as the examination tool for student learning in classrooms [44]. It is important for the teacher to practice instructional management while conducting a class [19]. The learning activities will be meaningful when prepared properly by the teacher. The teacher should also be considering the prevailing Curriculum 2013, when developing learning activities. There are still pros and cons found in implementing the Curriculum 2013 particularly in the academic community [3]. The objective of Curriculum 2013 is creating productive, creative, innovative, through strengthening affective attitudes, skills, and integrated knowledge for Indonesians [48]. Nevertheless, despite the complexity of the Curriculum 2013, there are also some opportunities which can positively influence the teaching and learning practice [43].

Curriculum 2013 is proposed to produce Indonesians citizen with religious tolerance and mental health; it is based on the fact that recently, a lot of

young generation citizens lack such character, no more tolerance and empathy for others [41]. Curriculum 2013 emphasize greatly in building students' characters, developing relevant skills based on students' interests and needs, and developing a thematic approach that benefits students' cognitive abilities ([45], [14], [15]). One of the verses said in Curriculum 2013 is to accomplish the curriculum, the learning method are based on cultures value of the province, so that the competitiveness and character are build [27]. The development characteristic of Curriculum 2013 emphasize on the equality of spiritual, social, curiosity, creativity, and knowledge and psychomotor collaboration [37].

Instructional management is the process of wielding all the resources that can be used by teachers during instruction to achieve learning objectives [19]. The curriculum is designed to provide guidance in managing the school curriculum and the learning to be undertaken by the school [19]. Schools must implement curriculum management, because the curriculum is a reference to the learning process. Curriculum development requires the management to produce a curriculum that meets the societal needs [46]. The teacher should be ready in implementing the Curriculum 2013 in teaching and learning activities, because it has greater influence in supporting the process of the curriculum when implemented [2]. The implementation of Curriculum 2013 will run well with the support of teachers/teaching staff ([29], [19]).

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 [42]. The lessons will not be properly taught if there is no curriculum. Therefore, instructional management must be applied by the teachers when designing learning activities. Teachers would face obstacles in implementing instructional management. Curriculum 2013 in implementation cannot be separated from the problem [8]. These constraints are affected by the implementation of the current curriculum, such as the



readiness and teachers' understanding of the curriculum. The research questions of this study, is: (1) how the process of instructional management based Curriculum 2013? (2) What is the constraints that encountered by the teacher? and (3) What is the attempt to resolve these challenges?

**II. METHODS**

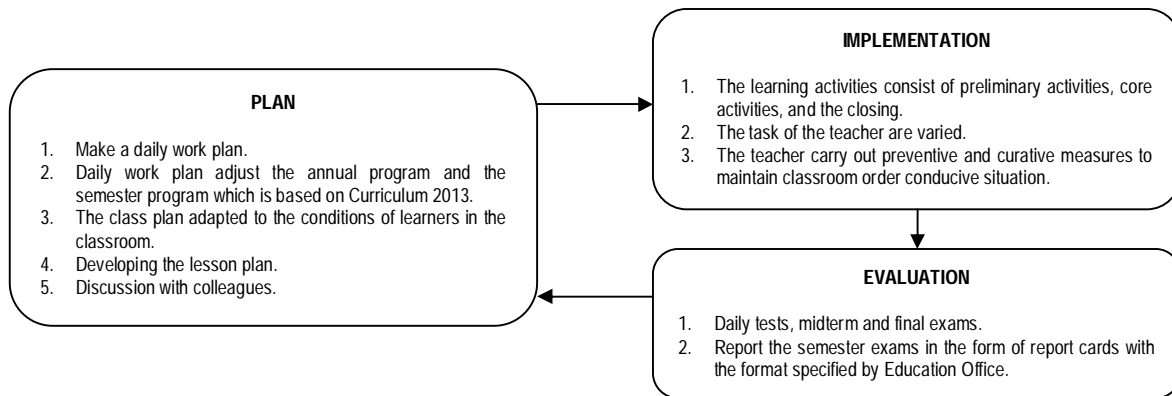
This research used a qualitative approach. The design of qualitative research was mainly located within constructivism paradigm, which was also used interchangeably with interpretivism ([9], [5], [35]). The presence of researchers as a key instrument research and also in search of information to obtain valid data, so that the data obtained is compiled into a report that can be accounted for ([19], [34]). This research was conducted in seven Elementary School in Malang City, East Java Province, Indonesia. The research instrument is the researcher himself. Data was collected through interviews, observation, and documentation. Informants in this research were teachers, principals, and supervisors. When referring to its nature, the data source is divided into two, namely human and nonhuman. The human data sources contain words or actions through interviews and observations, while nonhuman data sources were written source in the form of documents, archives, photographs, and information that support the data from the research informants. The documents analyzed included schools annual program, the semester program, syllabus, lesson plans, and assessment instruments.

The analysis of data was performed with the data collected from the research subject, using purposive sampling technique. Data analysis was performed through three steps as proposed by Miles

and Huberman [36], are: (1) data reduction; (2) data display; and (3) conclusion. Qualitative data analysis carried out simultaneously with the process of data collection, meaning that these activities held during and after data collection [16]. Observation, documentation, and interview triangulated to ensure the same data. Researcher engaged in a domain analysis [53] of the file documentation, interview transcripts, and the field notes. First, researcher read through the entire data set, and then organized our data set around three topics based on specific research questions.

**III. RESULTS**

The curriculum used by the four schools as a subject of this study is Curriculum 2013 and put forth by the Government at 2013 according to Permendikbud Number 81A Year 2013 about Curriculum Implementation [38]. The first findings, the process the management in the learning is lesson activities plan, the implementation of learning activities, and learning evaluation (Figure 1). Teachers in the lesson plan consider the characteristics of Curriculum 2013, especially in elementary school. The characteristics of Curriculum 2013 is: (1) competence is expressed in the form of core competencies (*kompetensi inti*) that are detailed further in the subject's basic competencies (*kompetensi dasar*); (2) the balance of spiritual and social attitudes, knowledge, and skills, and to apply them during various situations in schools and communities; (3) the life-based learning; (4) scientific approach; (5) learners produce work (products) through project-based learning; (6) mastery learning; (7) a student-centered learning; (8) authentic assessment; and (9) the teacher as a facilitator.



**Figure 1**  
**Instructional Management Based Curriculum 2013**

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. The following conversation between the researcher and the teacher are:

Researcher : How the teacher view about the characteristic of Curriculum 2013?

Teacher : Curriculum 2013 is a development from Curriculum 2006 (*Kurikulum Tingkat Satuan*

*Pendidikan, KTSP*). Curriculum 2013 in the implementation has a charateristic: giving priority to spiritual and affective values of the students, dan the learning process implement scientific methods.

Researcher : What processes implemented by the teacher in Curriculum 2013?

Teacher : Beside using scientific methods, curriculum ask the students to be active in learning processes. The teacher can not directly give the learning material, but has to give the students

opportunity to seek the material on their own. Teacher are just a fasilitator and confirm the the students about what they have learnt, it mean confirm that are the concept they learn are the correct one.

Researcher : What are the strategies develop by the teacher to makes the students active in the class?

Teacher : Students ask to do some project, for example, in the science class, they are asked to recycle the garbage in a group. The project done by the students in recycling are reported in writing report. Such learning activities are the core of life based learning.

In preparing lesson plan, the teacher form small groups according to subject area that they teach. In every group, teacher give each other suggestions and constructive criticism to the design of the instruction that will be applied by a teacher in one semester. In addition, there are also some discussions 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 teacher lesson plan, the creative and meaningful learning activities do not run properly. Teachers need to know about what is contained in the teaching Curriculum 2013 when preparing learning activities. The following is the part of interview trancribe beetween the researcher and the teacher about the processes of developing the learning media for Curriculum 2013.

Researcher : How the teacher arrange the instrument for learning (perangkat pembelajaran) in Curriculum 2013?

Teacher : We develop the sillabus has been arrange by the Ministry of Education and Cultures, because the teacher are free to develop or arrange by itself their instrument for learning. Through the "Kelompok Kerja Guru" (Teacher Forum in Elementary School), the teacher from the same subject arrange the instrument for learning. Start from the annual program, semester program, syllabus, lesson plan, until the test instrument.

Researcher : Are there a discussion forum between the teacher, about how to implement an effective learning?

Teacher : Yes, the teacher give an advice each other how to implement an effective learning. How to choose a learning strategy for the learning processes are also the disscusion topic for the teachers.

The second result obtained was the constraints faced by teachers in the implementation of Curriculum 2013 which are: (1) lesson plan are still not referring to the Curriculum 2013; (2) the teacher is less than optimal in applying the learning model; (3) the application of learning the scientific approach by the teacher is not optimal; 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 (*kompentensi inti*) were not covered in the lesson plan. Teachers are still not referring to the taxonomy of learning such as Bloom's Taxonomy in describing the basic competence (*kompentensi dasar*).

The following are the interview transcribe between the teacher and the researcher about the obstacle encountered in implementing Curriculum 2013.

Researcher : What are the obstacle encountered by the teacher in implementing Curriculum 2013?

Teacher : We have many obstacle. Sometimes are difficult for us to arange the leson plan because we have some difficulties in describe the core competense and based competence become the indicators, which have to be parrallel with the revised Bloom Taxonomy. Our lesson also not fully scientific.

Researcher : What do you mean?

Teacher : Some times we are confuse when formulating the learning indicator. In the lesson processes, sometimes we not implementing the scientific approach for it cost many time allocation. Eventhough we design the time allocation in our lesson plan, it not enough when we implement it in class.

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 such as: *mengamati* (observe), *mengumpulkan informasi* (gather information), *menanya* (ask), *mengkomunikasikan* (communicate), and *mengasosiasi* (associate). 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 as 'scientific approach'. Another cause is the teacher has uncorrect view about one step of scientific processes, espescially in observing step. Teachers assume that the observation can be done only through eye sight. 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 that added to the non-orientation of the learner to follow Curriculum 2013.

Teachers also less than optimal in applying the learning model. This is due to the teachers who 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 is commonly used only by students who are doing Practice Teaching Experience. While the teachers are still not optimal, there are only few teachers at all times implement cooperative learning model. However, the teachers are still less than optimal in time management. So sometimes when the lesson gets over in spite of the unfinished learning, the allocation of subject teachers next time reduced.

Teachers did not assess the student learning outcomes in an optimum manner 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. The teachers use test instruments to evaluate the students through few questions 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. The following are interview trancribe between the principal and the researcher about the obstacles face by the teachers in implementing Curriculum 2013.

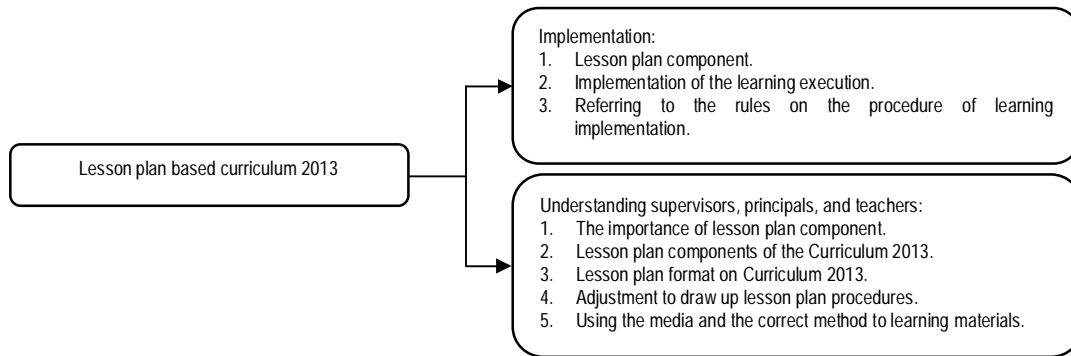
Principal : The teacher are still dominant in assessing cognitive domain when evaluate their students,

not fully touch the affective domain as expected by the Curriculum 2013.

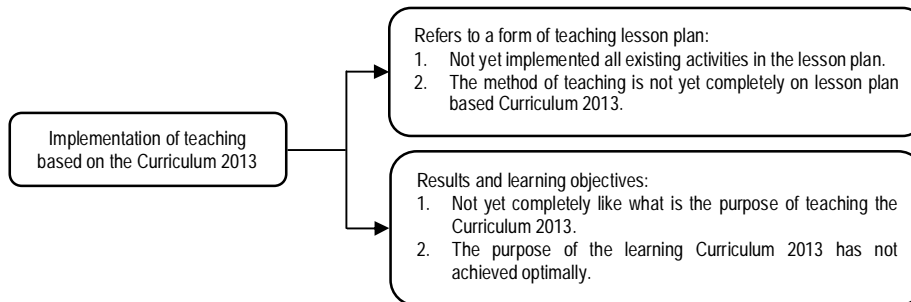
Researcher : Why is that happen?

Principal : The obsacle face by the teachers in arrange the assessment rubric are the can not formulate the assesment indicator for affective domain. Beside that, the teacher are still oriented in the material aspect. Lesson plan are important issues to discuss for the teacher before it implemented.

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**



**Figure 3**  
**The Findings Framework of Learning Implementation**

Based on Figure 2, it can be seen that supervisors, principals, and teachers have the same perception-based learning Curriculum 2013 should be prepared by preparing a lesson plan that takes into components of the lesson plan; the format of lesson plan; procedures used to lesson plan; and using media and methods appropriate to the learning materials.

Based on Figure 3, it can be seen that the implementation of learning must be based on the lesson plan, but not yet implemented all activities optimally. The optimal learning results are not achieved i.e. touching the three domains of learning, such as attitudes, knowledge, and skills. The need for comprehensive and integrated effort among supervisors, principals, teachers, and to implement Curriculum 2013 with an optimal.

In harmony with the findings of the first and the second, the solution implemented by the school to resolve the constraints in the implementation of Curriculum 2013 is to mentor 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 sporadically 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.

The following are interview transcribe between the supervisor, principal, and teacher about the solution to accomplish the obstacles when implemented Curriculum 2013.

- Teacher : Eventhough we face many obstacles, we will commit to implement Curriculum 2013. We attend the trainings, for example the training conducted by Universitas Negeri Malang, which is a lesson study training. The result of the training are implemented in school.
- Researcher : How about the obstacles faces by the teacher for implementing the scientific approach which is the characteristic of Curriculum 2013?
- Principal : The teacher from the same subject made a small group, discuss how the effective ways to implement scientific learning. Lesson study is the first alternative, because it made the teacher learn from the teacher of model, how to implement scientific methods.
- Teacher : Through lesson study, we revisited our lesson plan.
- Supervisor : We fully support our school program which priorities the effort of the school to raise the learning qualities. We will try to help the teacher by implementing clinical supervision.
- Teacher : The supervision did by the supervisor are really help us, especially in how we manage our learning, arrange the interaction of the students, and implement the effective learning models.

In addition, based on interviews with teachers, in order to resolve problems in the implementation of Curriculum 2013, there are some teachers who took initiatives to form a lesson study club at school. Teachers with lesson study activities can study 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 can brainstorm how you can do that in accordance with the essence of the learning Curriculum 2013.

#### IV. DISCUSSION

Instructional management is the process of cooperation in order to achieve the learning objectives effectively and efficiently. Applied instructional management process is of instructional plan, the implementation of learning, and learning evaluation [19]. Based on these findings, it can be 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 ([50], [25]).

Implementation of learning should be prepared well to improve learning effectiveness in achieving the learning objectives ([19], [31]). 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 [55]. Instructional management in order to develop the multiple intelligences of learners includes the planning, implementation, and evaluation [47]. The integrative topics in some subjects in learning process as one of

the main point in new Curriculum 2013 [51]. In the implementation of Curriculum 2013, there are three related dimensions, they cannot be separated, they are planning, teaching learning process, and learning evaluation [29].

The frequency or duration of principals' classroom walkthroughs relates to the instructional climate of the school or student achievement [28]. The Curriculum 2013 is supposedly meant to minimize the school based curriculum 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 [57].

Instructional management is the heart of activities in the school [19]. The learning activities that are managed properly will have a positive impact on the mastery of competencies learners. So it takes a instructional leadership of the principal. Instructional leadership 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 ([22], [54]). A different view of instructional leadership emphasizes organizational management for instructional improvement rather than day-to-day teaching and learning [32].

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 ([40], [19]).

Constraints faced by teachers in the implementation of Curriculum 2013 were: (1) lesson plan 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 models; and (4) the teacher is not optimal assess student learning outcomes that cover three domains of learning, ie, attitudes, knowledge, and skills [19].

The school principal has an important role to help teachers resolve the constraints faced in the implementation of Curriculum 2013 [19]. The applied instructional leadership by principals becomes important. Instructional leadership is a model of school leadership that prioritizes learning in leadership [19]. The school principal has a duty to help teachers understand, choose, and formulating educational goals to be achieved ([17], [19]). Problems of teachers in the implementation of Curriculum 2013 in achieving

content standards, process standards, competency standards and assessment standards [33]. For the newly implemented curriculum, Curriculum 2013 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 [1].

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. Instructional leadership becomes an alternative model of leadership that is applied by the principal. Instructional leadership is a leadership that focuses on efforts to influence the school head teachers in developing effective and efficient learning [19].

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 [23]. Instructional leaders both lead through building a mission and manage through activities that increase alignment of activities with those purposes [21]. Instructional leaders require knowledge and frameworks to guide their schools in the use of accountability data and structures that result in systematic improvements in student learning ([24], [13], [19]).

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 [30]. 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, the 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. The aim of lesson study is the development of instructional quality in the class ([39], [19]).

The one of aspect in the implementation of Curriculum 2013 is the development of learning tools that refers to the policy of Curriculum 2013 [19]. 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 [19].

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 ([19], [20]; [10]). Lesson study is the teachers coaching models for the developing instruction. The implementation of lesson study in the school is very relevance with the implementation of Curriculum

2013. Whereas most studies of lesson study in teacher education seem to report on success stories [4].

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 [26]. Lesson study has gained momentum with the government's commitment to increase teacher competencies and professional careers [26] and to develop the capacity and synergy of all stakeholders involved [8] 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 ([56], [12], [19]). 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 ([6], [11], [19]).

The aim of lesson study is the development of instruction. 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 ([58], [39], [19]). Lesson study cycle can be done through a series of activities: Plan-Do-See [52]. 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 ([58], [39], [19]).

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 ([58], [39], [19]).

## V. CONCLUSION

Based on the results of this research we concluded that: *the first*, the management process applied learning is the learning of planning activities, implementation of learning activities, and evaluation of learning activities.

*The second*, 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 *the third*, 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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