

The Teacher's EFL Practice in Implementing ELT Curriculum

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Abstract

This research is aimed at seeing how the ELT curriculum is implemented at Islamic Junior High School. This research employs a qualitative method: a case study. In collecting research data, observations, interviews, and document analysis become useful tools. This qualitative research used semi-structured interview questions and an observation checklist as the instruments, with an English teacher as the data source. One English teacher was involved in this study. To analyze the information gathered, the researchers used triangulated data. The information is then presented in a qualitative descriptive format. The findings show that while the concept of putting the 2013 curriculum into a document, such as syllabus and lesson plan has been well executed, teachers are having some difficulty putting it into practice in EFL classes. It could be indicated that the 2013 curriculum implementation in English subjects has been completed in written form, but the implementation in the process of teaching and learning in the classroom has not been completed perfectly because the teacher is experiencing issues during the process of teaching and learning and some of the challenges that an English teacher faces in implementing.

Keywords: Curriculum, EFL, Teacher' Practice

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Citation in APA style: Meldia, P. & Kardena, A. (2022). The Teacher's EFL Practice in Implementing ELT Curriculum. *JADEs: Journal of Academia in English Education*, Vol. 3 (1), P 19-34

Received June 15, 2022; Revised June 20, 2022; Accepted June 30th, 2022

DOI: <https://doi.org/10.32505/jades.v3i1.4269>

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1. INTRODUCTION

Curriculum development changes are common in all fields of teaching. Innovative companies and political issues, such as changes in policy systems, are often the catalysts for change. The authority, on the other hand, is working to revise the old curriculum and replace it with more adoption of innovative curricula. In general, the curriculum is regarded as the cornerstone of education, to develop and shape human resources, particularly students, to become more competent, talented, and cultured (Mulyani, 2018). According to (Graves, 2018), a curriculum is a plan for how to be taught that teachers implement through instruction, rather than a top-down process in a hierarchical approach.

Researchers intend to determine how well teachers comprehend ELT curricular elements in the classroom based on preliminary data from MTsS PP MTI Bayur. The researcher then observed the teacher's class, who performed as the study's informant, to better understand how students learn in the classroom. To integrate the ELT curriculum into English lessons, the researcher also spoke with English teachers. Moreover, the researchers enhanced the data by looking at teacher learning documents such as lesson plans, syllabus, teacher evaluations, and so on. because one of the most crucial factors in accomplishing learning objectives is the curriculum. This is in line with (Ornstein & Hunkins, 2017), who stated that a curriculum is a tool for achieving objectives. Curricula is a set of plans and arrangements for objectives, content, and learning materials, as well as a tool for guiding the implementation of learning activities to meet specific educational objectives (Law No 2003). Language teachers can use the curriculum as a springboard for developing creative work and teaching ideas. Planning, implementation, and evaluation are all part of the curriculum, according to (Graves, 2018). These three stages must be

completed to design the curriculum. In the development of new curricula, stakeholders such as the government, education experts, politicians, the press, local communities, parents, principals, teachers, and students must all be involved. In other words, a curriculum is a set of plans and arrangements that serve as guidelines for teaching and learning. Content, lesson materials, and methods are all included (Hamalik, 2014). A curriculum, in conclusion, is a set of plans and schemes that serve as guidelines for teaching and learning activities. Content, lesson materials, and methods are all included.

The types of the mainstream curriculum currently used in Indonesia are the 2013 curriculum and its revision edition. This curriculum is indeed a required system of education for all Indonesian schools, according to Permendikbud No. 24 of 2016. Nonetheless, some schools in some parts of Indonesia continue to use the 2013 curriculum, while others use the most recent revision, namely the 2013 curriculum revision edition revised in 2016 and 2017. Any curriculum change necessitated a significant amount of time and effort to implement in the classroom (Kardena, 2015). The difference between the 2013 curriculum and the curriculum revision edition revised in 2016 and 2017 depends on the technique in designing a lesson plan. If the lesson plans for the 2013 curriculum are examined, the name of the learning technique that was employed is specified on a separate assessment sheet from the learning material page. The educational method in the lesson plans is also designed to support a passion for reading, knowledge of varied readings, and written expression. Must employ a scientific learning strategy or a scientific approach with the five M stages of observation, testing, data collection, association, and presentation. The scientific approach with the 5M phases is not the sole approach for learning, and when employed, the arrangement need not be

sequential, in contrast to the 2013 revised 2016, and 2017 versions of the curriculum. Strengthening Character Education (PPK), literacy, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and HOTS are developed through the RPP learning process (Higher Order Thinking Skill). In Indonesia, Several significant curriculum changes have occurred in the last thirty years, tend to range from an active learning style curriculum (CBSA-1984-1994) to a competency-based curriculum (KBK (2004), a school-based curriculum (KTSP (2006), to the 2013 curriculum (2014), and eventually the 2013 curriculum (2014). (2014). (2014). (Revisions from 2016, 2017, and 2018).

The 1984 curriculum had earlier been improved and implemented by Law No. 2 of 1989 concerning the National Education System, which used the *catur wulan* or trimester system to teach students. Then, in 2003, to government regulatory requirements, the National Education System, Number 20, KTSP was established, allowing it to succeed KBK. The development of the school-based curriculum took several years. The KBK was a top-down (hierarchical) model in which the authority built, controlled, and decided how the curriculum was implemented. In general, there were no significant differences between the KBK and KTSP English language curricula. The English curriculum in KTSP differs significantly from that in KBK because it is student-centered and incorporates authentic teaching materials and texts created in the context of the local community. By mastering four macro language skills: listening, reading, speaking, and writing, the KTSP English language curriculum for senior high school students teaches students how to comprehend and elicit discourse or text, whether spoken or written. All micro-skills are grouped as a competency standard, with each skill having its own set of objectives or "basic

competency" with different focuses. The syllabus and lesson plans will then be created using these two components.

The KTSP curriculum emphasizes the development and preparation of learners as knowledgeable, skilled, communicative, independent, active, and cultural individuals. In 2014, I was the first to use the 2013 curriculum. It tends to result in several issues, haste was the most serious of these (Permendikbud RI, 2016). The guidebooks were not prepared properly and documented, and they were inappropriate for teaching and learning instruction, as were the educators' preparations for the new curriculum.

The core competency and basic competency skills and knowledge are covered in the 2013 curriculum, which is a minor change. The basic competencies of the 2013 curriculum include the ability and learning material for each subject in each education unit that refers to core competencies. The goals of the 2013 curriculum are divided into four categories: 1) spiritual attitude competency, 2) social attitude competency, 3) knowledge, and 4) skills are all important (Permendikbud No. 24 the Year 2016). These skills and knowledge are acquired through an intrakurikuler (all subjects learned), ekstrakurikuler (field trips, outdoor learning, and so on), and extracurricular (scouts, sports, and the arts) process in which each competency of knowledge and skill has basic skills. In both KTSP and the 2013 curriculum, students are at the center of the learning process. The English language curriculum, which is part of the 2013 curriculum and its revision, has been updated to reflect the changes in the national curriculum's specific and broad goals.

There were a few major differences between the 2013 English language curriculum and the revised version, which only had a few minor changes. The significant distinction between the existing English

curriculum and the one in the curriculum 2013 is that attitudes competency is no longer included because it is covered by attitude competency, and the skill is renamed literacy. Furthermore, there is a hidden curriculum, such as saying prayers around each other, banner ceremony, national/local songs, environmental remediation, and so on, in addition to intracurricular, extracurricular, and extracurricular learning. Furthermore, the curriculum 2013 edition revision differs from the previous one in terms of terminology.

The current interconnected English language curriculum instruction for senior high school students has three general goals: (1) character, (2) competence, and (3) communication (3). Character refers to how students cope with change, as evidenced by their beliefs, and ability to adapt, activate, and give rise, among other characteristics. Competence is defined as the ability to overcome difficult challenges such as thinking creatively, solving problems, communicating, and so on. Meanwhile, literacy refers to the ability to read, write, and count (basic literacy), as well as literacy in science, culture, and nationality. To obtain all of these objectives, teachers must provide a variety of learning experiences ranging from simple to complex, as well as appropriate instructional instruction and evaluation.

The majority of the teaching instructions allow students to progress in a step-by-step process from a low to a high level of critical thinking skills (or so-called HOTS). There are also some competency scopes for teaching English to senior high school students: 1) trying to write short and simple payment oral and written texts; 2) writing short and simple oral and written interactions; and 3) continuing to support skills and knowledge such as linguistic (grammar, vocabulary, phonology, and literacy),

sociocultural (using appropriate utterances), and strategic (using appropriate utterances) competency (problem-solving).

It is critical to evaluate educational curricula, particularly English language curricula. The national curriculum, which appears to be too legalistic and overburdened with content, appears to require innovation. This concept was born out of a desire to improve the educational system and prepare students for global life in the twenty-first century. There are some elements to consider when developing an innovative curriculum, such as educational goals, learning objectives, evaluation, and so on.

Language teachers are encouraged to create language curricula and lesson plans based on the curriculum developed by the government as policymakers in collaboration with principals to meet the needs of students. Teachers' understanding of a curriculum is a major factor influencing their authority to achieve a core curriculum (Kardena, 2015). At this point, the current curriculum is neither a top-down nor a bottom-up approach because it ignores the voices of teachers. Instead, It is a blended method that integrates top-down and bottom-up approaches to curriculum planning, implementation, and evaluation in which education policymakers, researchers, innovation designers, principals, teachers, the local community, and students collaborate.

One issue that arises when a teacher implements the 2013 curriculum in the classroom is she only designs lesson plans that are guided by the work unit's provided syllabus, rather than designing her own syllabus that is in line with the circumstances in the field. According to the characteristics of the 2013 curriculum, which states that students are not objects of learning but rather subjects of learning and that the teacher acts as a facilitator during the learning process, the teacher is also still more

dominant in the classroom compared to students who actively participate in the class. The implementation of learning has not followed the RPP because the teacher encounters several challenges while imparting knowledge.

2. LITERATURE REVIEW

There have been several interesting developments in the research that investigates the implementation curriculum in EFL classrooms. Several studies have already indicated the application of the curriculum in learning English in junior high schools and the challenges faced by teachers (Siregar & Utami, 2021). There is a need to arrange support actions for teacher on the implementation of the curriculum for 2013 is the subject of the study about an alternative solution to the problems encountered (Gunawan, 2017). Another study that is in line with this research is to select the most effective and effective teaching and learning instruction in the classroom, An assessment of the curriculum that is part of the 2013 curriculum is critical (Mulyani, 2018). (Kardena, 2015) conducted a study to serve as a reminder of the value of developing suitable adaptation strategies for curricula that may be in the future in addition to the overall instruction. The implementation of the EFL curriculum in Islamic Junior High School is the main topic of this study.

3. METHODS

This research utilizes a qualitative research methodology. This study is being conducted in one Islamic Junior high school. The data was gathered through interviews, observations, and documentation. In this study, English teachers were used as informants. Data was gathered through interview and observation, with the annual curriculum, academic session scheme, syllabus, lesson plans, and assessment instruments among the documents analyzed. According to (Miles & Huberman, 2014), the data

was analyzed in three stages: (1) regression analysis, (2) data presentation, and (3) conclusion. The qualitative data analysis was carried out in parallel with the data collection process, i.e, since data collection. Observations, documentary evidence, and interviews were all triangulated to ensure consistency. The researcher reads the entire data set before grouping it into three categories based on specific study objectives.

4. RESULTS

The school's curriculum is used as a Curriculum 2013 is the focus of this study. The first discovery is that the learning management process consists of planning for learning activities, implementing learning activities, and evaluating learning. In elementary schools, teachers plan lessons based on the characteristics of the 2013 Curriculum. 2013 (1) Competence is represented in the form of core strengths (skills), which have also been described in detail in the subject's basic competencies (basic competencies); (2) competence is expressed in the form of core competencies (core competencies), which are further detailed in the subject's basic competencies (basic competencies); (3) competence is represented in the form of core strengths (skills), being further detailed (3) life-based learning; (4) scientific approach; (5) project-based learning in which children construct projects (product lines); (6) complete learning; (7) a student-centered learning environment; (8) authentic assessment; and (9) the teaching profession as a mediator.

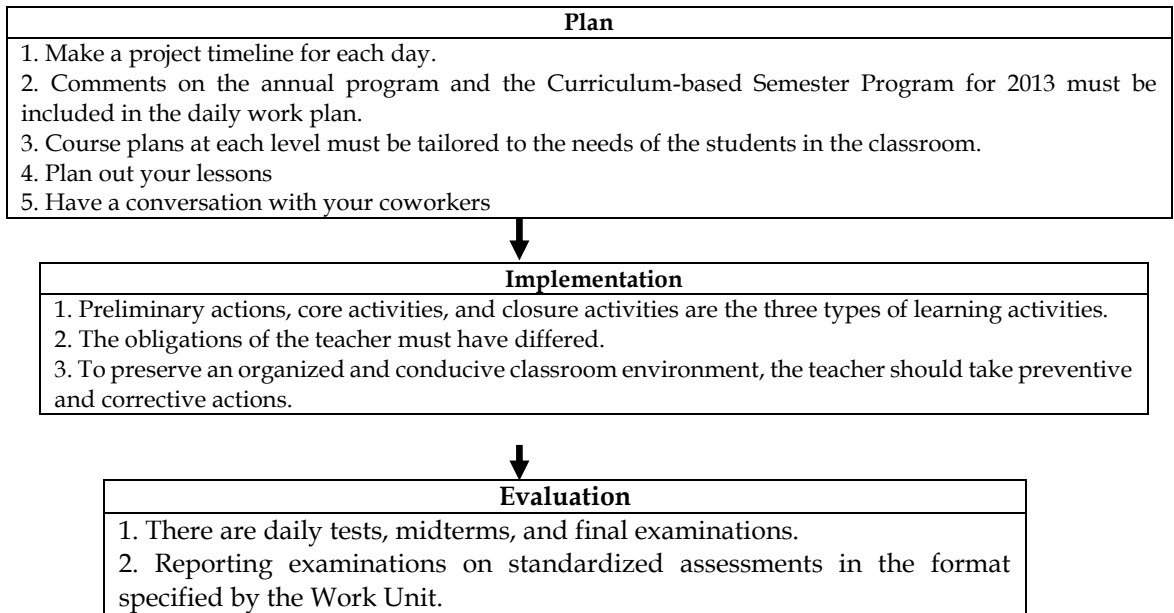


Figure 1: Curriculum 2013 Based on Instructional Management

Furthermore, as a daily journal for the teacher in the field of research, this teacher takes notes on the situation of the class being taught. These notes were taken into account when creating the next lesson plan. These notes are part of the daily planning process. This is a series of interviews with English research teachers and researchers:

Researcher	:	What are the teacher's thoughts on the features of the 2013 Curriculum?
English Teacher	:	The 2013 curriculum is an evolution of the 2006 curriculum, known as the Education Unit Level Curriculum or KTSP. In the implementation of the 2013 curriculum, also has characteristics, such as students being expected to be able to highlight spiritual and affective values, and its implementation also uses the scientific approach, which I usually use in the teaching and learning process, and the learning steps must use the 4C (critical thinking, creativity, collaboration, and communication) on 21st-century competence. After all sort, its application must be based on this as well. That is exactly what we planned and implemented.
Researcher	:	What is the status of the 2013 curriculum in terms of teaching and learning? in particular in English classes?

English Teacher	:	Aside from what I mentioned earlier, teachers must be skilled at encouraging students to be more active in their learning. The teacher cannot directly provide learning material in class but must allow students to find the material on their own. For example, the teacher may assign homework about the current week's material. The teacher only serves as a facilitator, confirming what the students have learned and explaining and clarifying the concepts they are learning.
Researcher	:	What strategies do you tend to implement in class? encourage students to engage in class?
English Teacher	:	Students are required to complete some projects, such as creating presentation materials that they will demonstrate in groups. Attach a photo of their own family, for example, when introducing the family in front of the class. Well, the project was completed by These students who are intimately familiar with their own lives. This type of learning is based on your own experiences.

When creating lesson plans, the teacher divides the students into small groups based on the subjects being taught. Each group's teacher provides feedback and guidance on the lesson plan which can be used by a teacher for one semester. There were also debates among teachers about the efficacy of different methods and media in educational activities. Suggestions, criticisms, and questions from teachers about the production of materials, media, and teaching methods are all welcome. Without the teacher's lesson plans, purposeful and collaborative learning activities will not be possible. When planning learning activities, teachers must be aware of what is in the 2013 Curriculum. The following is an excerpt from a transcript among researchers and teachers about the process of creating learning media for the 2013 Curriculum.

Researcher	:	How do teachers organize learning tools in the 2013 Curriculum?
English Teacher	:	Because teachers are free to develop or develop their learning instruments, we develop a syllabus that has

		been regulated by the work unit. Teachers from the same subject collaborate to create learning tools through the "MGMP" (Subject Teacher Forum). The course materials, lesson plans, and evaluation instruments are all included in the annual and semester programs.
Researcher	:	Is there any forum for teachers to discuss how to implement effective learning?
English Teacher	:	Yeah sure, teachers give each other advice on how to implement effective learning. Teachers can also discuss how to select learning strategies for the learning process. Furthermore, at school, there is a term known as principal supervision; after being supervised, the teacher is given input, suggestions, or reinforcement of the way teachers teach, condition the class, or even make the class more interesting; additionally, if in class, the teacher must use media when learning good use infocus, PPT, video on the internet, and so on.

In its application, the teacher only adjusts lesson plans that are derivatives of the curriculum and syllabus, which are determined by the school. Teachers are expected to develop lesson plans that are relevant to the subjects taught as well as the types of assessment instruments used. The researcher also discovered that the teacher did not create the syllabus or determine the fundamental competencies and indicators, but that the syllabus can be obtained from colleagues or even forums in which the teacher participates. That is, the teacher only creates lesson plans and assessment tools. The teacher has not fully utilized Bloom's taxonomy even when establishing learning objectives.

The following is a discussion between teachers and researchers about the challenges teacher face when implementing the 2013 Curriculum in English classes.

Researcher	:	What challenges do teachers typically face when implementing the 2013 Curriculum for English Learning?
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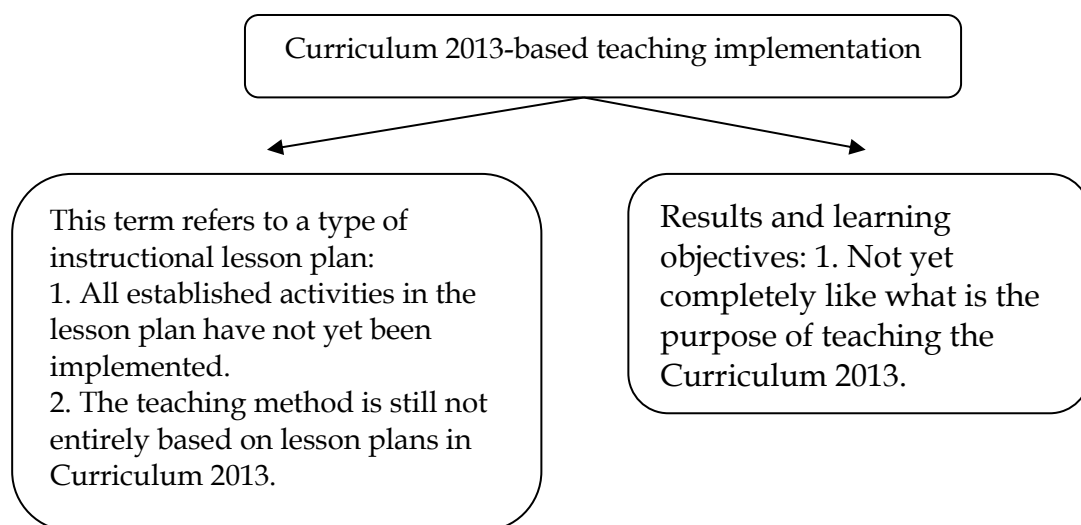
English Teacher	:	We encountered some difficulties. It can be difficult for us to compile the RPP at times due to revisions to the format or form of the RPP that are adapted to current conditions. The major challenge will be implementing what was planned in the lesson plans in class later. That is the most difficult challenge.
Researcher	:	So, you're not used to design your indicators, are you?
English Teacher	:	Developing learning indicators can be difficult at times. We sometimes do not use the scientific approach in the learning process because it takes a long time. Even if we plan for timing in our lesson plans, it is inadequate when used in class.

Because the teacher does not fully understand the scientific learning process, popularly known by the acronym 5M such as: observing (observing), collecting information (gathering information), asking (asking), communicating (communicate), and associating, the application of learning using a scientific approach has not been applied optimally (colleague). Furthermore, the needs of students after a pandemic will differ from those of students during a pandemic or through online learning. Learning must now be based on the four Cs: communication, collaboration, critical thinking and problem solving, and creativity and innovation. The teacher must revisit this concept to meet the expected learning objectives.

Teachers are also less than ideal at implementing the learning model. This is because teachers are aware of various learning models but are unsure how to apply them effectively. The teacher is frequently the focal point of learning. Inaccurate training images, such as cooperative learning models, are still being used by teachers. Students who participate in Teaching Experience Practice are more likely to use collaborative learning models. While teachers are still not at their best, only a few teachers always use the cooperative learning model. However, the teacher's time management is still subpar. As a result, poor class management can

have an impact on learning outcomes that should be achieved effectively and efficiently.

The researcher discovered the findings related to the design of the lesson plans and their implementation in the classroom.



The implementation of learning must be based on planned lessons, as shown in the diagram above, but not all activities have been carried out optimally. Failure to achieve optimal learning outcomes in three learning domains: attitudes, knowledge, and skills. The importance of a well-coordinated and integrated effort between supervisors, principals, teachers, and curriculum implementers to get the most out of the 2013 Curriculum. The implementation of learning must be based on planned lessons, as shown in the diagram above, but not all activities have been carried out optimally. Failure to achieve optimal learning outcomes in three learning domains: attitudes, knowledge, and skills. The importance of a well-coordinated and integrated effort between supervisors, principals, teachers, and curriculum implementers to get the most out of the 2013 Curriculum.

Furthermore, the English teacher initiative invited fellow language teachers to create a language teacher forum in schools, based on interviews with teachers, to overcome problems in the implementation of the 2013 Curriculum. Lesson planning activities such as learning how to plan, managing classes, managing student interaction, implementing learning methods, and managing time allocations should be able to communicate and collaborate among teachers.

5. DISCUSSION

In education, the curriculum plays a critical role. Curriculum, in reality, is crucial in learning because it determines the orientation, material, and teaching-learning process (Tukinem & Widodo, 2019). Classroom instruction in determining the amount and quality of learning that takes place. To increase learning opportunities for students and improve teaching quality, teachers must carefully consider and plan lesson plans. Because the teacher serves as a learning manager and facilitator, the teacher strives to improve students' ability to listen to lessons and master learning objectives to improve the quality of education (Erwinsyah, 2017). The process of collaboration to accomplish having to learn desired objectives is known as classroom management (Gunawan, 2017). Teaching planning, application, and evaluation are the three steps in the learning management process. Based on these findings, it can be concluded that learning management is well implemented. This is demonstrated by the teacher's due process implementation of the learning process and reference to the management process.

To improve learning effectiveness in achieving learning objectives, the implementation of learning should be well prepared. (Kusumaningrum, et al, 2016). The processes in question are: (1) before

learning, the stage reached before the start of the learning process; (2) learning phase, the phase of providing learning materials that can be associated with the some of the operations; and (3) testing phase or acquiring knowledge follow-up phase (Sudjana, 2012). Strategic plan, application, and evaluation are all aspects of instructional management that help learners develop their multiple intelligences (Ramadhan & Ramdani, 2015). One of the main points in the new Curriculum 2013 is the integration of topics in some subjects in the learning process. Preparation, teaching-learning process, and learning evaluation are three related dimensions that cannot be separated in the implementation of Curriculum 2013 (Khasanah, 2015).

The core of school activities is instructional planning (Gunawan, 2017). Learning activities that are properly managed will also have a favorable influence on pupils' mastery of competencies. As a result, the principal's instructional leadership is required. Classroom management is a factor that influences teachers' ability to teach. The teacher's teaching will have an impact on the success of learners' competence. The alignment of education systems (importance of school, schedule, and curriculum) and culture with the school mission is another way instructional leaders influence the quality of school outcomes (Hallinger, 2005).

The school principal plays an important role in assisting teachers in overcoming obstacles to Curriculum 2013 application (Gunawan, 2017). School heads' classroom management becomes increasingly important. Instructional supervision is a school leadership model that places a strong emphasis on learning. The school principal has a responsibility to assist teachers in understanding, selecting, and formulating educational goals (Gunawan, 2015). Problems encountered by teachers in implementing

Curriculum 2013 in terms of meeting content, process, competency, and assessment standards (Arbainah, 2020).

In the implementation of Curriculum 2013, the principal's role becomes extremely important. The principal is the most important person in terms of curriculum and learning management. The principal can use instructional leadership as an alternative to traditional leadership. Instructional leadership focuses on efforts to influence school principals in developing effective and efficient learning environments (Gunawan, 2017).

The underlying assumption was that if principals could set clear educational objectives, motivate and inspire teachers and students to work toward those goals, monitor performance, and integrate learning and teaching activities to reach the desired academic outcomes, schools would improve. Educational leaders both supervise by establishing a task and promote cooperation that aligns activities with those goals (Hallinger, 2015).

When talking about the curriculum essence, issues like a lack of knowledge of the teacher as the standard-bearer of curriculum design and the need for teacher mentoring activities related to the implementation of Curriculum 2013 in schools or instructional units come up (Mursidik et al., n.d.). Mentoring teachers (primarily relevant to the growth of equipment having to learn Curriculum 2013, the scientific approach, learning models, and assessment of student learning outcomes); and lesson study implementation are the best solutions for resolving the constraints primarily faced by teachers in the implementation of Curriculum 2013. The third finding, the assistance provided by supervisors and school teachers in designing learning, is still sporadic in its implementation by schools. The

goal of lesson analysis is to improve instructional quality in the classroom (Gunawan, 2017).

It denotes the start of a learning community among educators, in which they can learn from one another and gain additional professional learning benefits. Lesson study is a service training program that has been embraced by other countries and has become a model for improving the quality of education and teaching because its implementation has a significant impact on the quality of teachers and teaching (Copriady, 2013).

The goal of lesson analysis is to improve instruction. (1) determining a lesson study goal to focus on; (2) currently undertaking a small number of "study lessons" that discover this objective; and (3) reflecting on the process, including writing reports. A series of activities can be used to complete the lesson study cycle: Plan-Do-See. Plan, teachers consider their students and identify substantial differences between their ambitions for them and the real outcomes they are accomplishing with them (Lewis, 2014).

The goal of the implementation stage (do) lesson study is to put the cognitive behavior into action. The model teacher is in charge of delivering the material in conformance with the lesson plan during the implementation (do), while teachers analyze learning. See, the group gets together to talk about the instruction they just saw and what it taught them about the goal they were pursuing (Gunawan, 2017).

6. CONCLUSION

The results of this study allow us to conclude that the teacher's integrated learning process, which includes lesson preparations, learning implementation, and the learning activity evaluation, is successful. Second, the teacher's RPP still does not refer to the 2013 Curriculum; learning with

appropriate approaches, methods, and techniques; teachers are less than optimal in applying the learning model; and teachers have not optimally assessed student learning outcomes, which include three domains of learning, namely attitudes, knowledge, and skills. Finally, assisting teachers in the implementation of the 2013 Curriculum is an alternative solution to the problems that have arisen (related to lesson plans, syllabus, learning models, and assessment of student learning outcomes).

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