

Actualization of the Psychological Foundation as a Curriculum Renewal Management Taxation in the Education Unit

Hasan Argadinata ^{1, *}, Mustiningsih ¹, Agus Timan ¹, Anisa Mega Nur Safitri ¹, Dwi Kurnianing Ratri ¹, Ghasa Faraasyatul 'Alam ¹, Ahmad Khoirur Rijal Fahmi ¹

¹ *Department of Education Administration, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*
 *Corresponding author. Email: hasanargadinata@gmail.com

ABSTRACT

The curriculum is a description of the goals of national education which form the basis of the learning program, the basic elements of psychology become an important reference in an effort to encourage the maximum implementation of the curriculum. The method used by the author is literature review with data analysis using the N-Vivo R1 platform by generating a word frequency query. The results taken from the foundation of psychology in curriculum renewal management are the importance of a development in the curriculum for the advancement of the development of the quality of human resources and it is also important for an academic to understand how the curriculum should be developed.

Keywords: foundation of psychology, renewal management, curriculum

1. INTRODUCTION

Education is an aspect of life that is very basic for the development of the nation of a country. In the implementation of education in schools that involves teachers as educators and students as learners, it is manifested by the interaction of teaching and learning or the learning process. In the context of this implementation, teachers or educators consciously plan their teaching activities systematically and are guided by a set of rules and plans for education which are packaged in the form of a curriculum (Sunardi & Fajri, 2019).

The curriculum is a description of the goals of national education on which the learning program is based. The learning process is an effort to achieve the competencies formulated in the curriculum. The curriculum really requires the implementation of education as a whole or as a whole. This means that the implementation and development of the curriculum formulates student competencies. Competence can be defined as the ability of students which includes knowledge, skills and attitudes, or in other words the achievement of cognitive, psychomotor and affective aspects (Nasional, 2003). The foundation of curriculum development is not only needed for curriculum compilers or written curriculum which is often referred to as the ideal curriculum, but especially it must be understood and

used as a basis for consideration by curriculum implementers, namely education supervisors and teachers and other parties related to the task. - the task of managing education, as material to be used as an instrument in providing guidance to the implementation of the curriculum at every level of education. The curriculum is also considered as an educational design that has a strategic position in all aspects of educational activities. Given the importance of the role of the curriculum in education and in the development of human life, curriculum preparation cannot be done without using a solid and strong foundation (Hamalik, 2019).

Education is always associated with human behavior, the educational process of interaction between students and the environment, both the physical environment and the social environment. Through education, the expected changes in students' attitudes towards adults, adults in terms of physical, mental, emotional, moral, intellectual and social. Remember that if education and learning are attempts to change human behavior, not all human / absolute behavior changes students as a result of educational program interventions. Change in student behavior, this is obtained by a process of maturity or influence from outside the educational program. The program as a tool to achieve goals / programs, this is of course related to students processing behavior change.

The program must form new behaviors or skills, actual and potential abilities of each student, and have only been held for a relatively long time. Given that this program is an educational program that serves as a tool to change the behavior of students (students) to wait for education, of course in curriculum development, assumptions or assumptions from the basis of scientific studies in psychology must be used (Kholik & Hamami, 2019).

Piaget argued that the child was actively building his own mind through activities in his physical and social environment. Furthermore, Piaget argued that children are not the same as adults, nor are they small adults, between them there are qualitative differences. At every level of cognitive development in children, there are certain procedures and their own uniqueness (Piaget, 2003).

Curriculum preparation and development cannot be done carelessly. Various strong foundations are needed so that they can be used as a basis for carrying out the process of implementing education, so that it can facilitate the achievement of educational and learning goals more effectively and efficiently.

2. METHOD

This paper uses research method literature review or literature review. According to (Marzali, 2016; Nasution, 2017) literature review (literature review) is a scientific work by means of research and study tracing by reading published literature sources which then produce one article regarding a certain issue as the subject matter. In this scientific paper the author uses book sources and journals related to the topics to be discussed by the author as a source of information that supports solving the problems studied by the author (Wekke, 2019).

A literature review is a comprehensive summary of previous research on a topic. Literature reviews survey scientific articles, books, and other sources relevant to a specific research field (Hart, 2018; Petty & Guthrie, 2000; Rowley & Slack, 2004). Reviews must calculate, describe, summarize, evaluate objectively and clarify this previous research (Hamari et al., 2014; Randolph, 2009). This should provide a theoretical basis for research and help you (the author) determine the nature of your research. The literature review acknowledges the researcher's previous work, and thus, assures the reader that your work is well understood (Kirriemuir & McFarlane, 2004). It is assumed that by mentioning previous works in the field of study, the author has read, evaluated, and assimilated the work into the work that is currently being worked on (Kitchenham et al., 2009).

Literary findings contain not only concepts but also evidence found in structured discursive chunks of prose. Concepts and evidence are synthesized in a way that provides context and background for the research / writing (Nasution, 2017). In accordance with the

purpose, the background serves to lead to the formulation of the problem, which is then decomposed into several pieces. In order for the target results to be in accordance with the objective method, an appropriate or appropriate approach is needed, and finally formulated in a conclusion This all cannot be separated from the role of literary research papers. Therefore, literature research processes papers ranging from information retrieval, information retrieval, evaluation, examining, analyzing, and synthesizing the past. The part of the researcher's expertise in every important part is always stated in the research methodology course (Ginting, 2020).

As for the steps in the application of writing scientific papers with techniques literature review, first the writer determines the problem or topic of discussion to be raised, the second writer looks for relevant sources of study (literature) with the problem to be raised by the author, the three authors analyze the data. existing, and finally the authors draw conclusions in the discussion raised. Through the sources of literature collected by the author, the author also enriches as much information as possible related to implementation in efforts to improve student school educational institutions.

Data analysis was carried out in stages, namely first departing from the results of data analysis from a collection of journal articles and proceedings, then in-depth data tracking was carried out on important findings for interactive analysis. Analysis of journal article documents and proceedings is carried out by making categories for each discussion topic on problems that arise at this time. Meanwhile, interactive analysis is carried out to further deepen important findings in relation to the aspects studied. Detailed data analysis was assisted by the device NVivo.

NVivo is intended to help users organize and analyze non-numeric structured data (Wiltshier, 2011). This software allows users to classify, sort, and organize information; checking relationships in data; and combining analysis with linking between analytical data, shaping, tracing, and modelling (Feng & Behar-Horenstein, 2019). Researchers or analysts can identify trends and cross-check information in various ways using search engines and query functions (Kumar et al., 2011; Zhang et al., 2010). They can take notes in the software using memos and build a collection of evidence to support their case or project. NVivo accommodates a wide range of research methods, including network and organizational analysis, action or evidence-based research, discourse analysis, basic theory, conversational analysis, ethnography, literature review, phenomenology, mixed methods research and framework methodology (Bazeley & Jackson, 2013). NVivo supports data formats such as audio files, video, digital photos, Word, PDF, spreadsheets, rich text, plain text and web and social media data (Castleberry, 2014).

The data collected is coded, then reduced, summarized, the main things are selected so that the pattern of relationships between aspects can be found (Bazeley & Jackson, 2013; Leech & Onwuegbuzie, 2011). Coding by grouping one meaning and topic of discussion in journal articles and proceedings (Castleberry, 2014). The selection effectiveness of the findings can be assisted because they are carried out with the help of information technology devices, namely N-Vivo (Edlund & McDougall, 2019; Welsh, 2002). All data that has been reduced are then performed data displays to make it easier for researchers to see a description of the phenomena that occur in the form of word frequency queries (Castleberry, 2014; Hilal & Alabri, 2013).

3. RESULT

In line with the rapid development of science, technology and art in today's global era, curriculum development is a necessity. curriculum development is a complex process that includes all interrelated components and supports from one component to another. Curricular dynamic nature, always held development, to track the progress and challenges of the times. curriculum development must be carried out systematically and focused, must have a clear vision and mission, will be transferred to the national level with curriculum development. Curricular development in 2013 should be able to provide students with a wide range of skills. (Mulyasa, 2013) explains that competencies are needed in the future; communication ability, ability to think clearly and critically, ability to consider the moral aspects of a problem, ability to be a responsible citizen, ability to try to understand and be tolerant of different views, ability to live in a globalizing society, have broad interests in life, have a willingness to work, intelligence according to talents/interests, and have a sense of responsibility towards the environment.

3.1. Principles of Curriculum Development

The curriculum is developed according to its relevance by each group or education unit under the coordination and supervision of the district / city education office for basic education, while the province for secondary education. So that the curriculum is basically developed based on the following principles (Shofiyah, 2018).

3.1.1. Centered on the Potential, Development, Needs, and Interests of Students and Their Environment

The curriculum is developed based on the principle that students have a central position to develop their competences to become human who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and

become democratic and responsible citizens. To support the achievement of these goals, the competency development of students is adjusted to the potential, development, needs and interests of students as well as environmental demands. So that students have a central position in learning activities.

3.1.2. Diverse and Integrated Curricula

Diverse and Integrated Curricula are developed by taking into account the diversity of student characteristics, regional conditions, and levels and types of education, regardless of religion, ethnicity, culture and customs, as well as socioeconomic status and gender. The curriculum includes the substance of the compulsory curriculum content components, local content, and self-development in an integrated manner, and is arranged in meaningful and precise linkages and continuity between substances.

3.1.3. Responsiveness to the Development of Science, Technology, and Arts

The curriculum is developed on the basis of the awareness that science, technology and art are developing dynamically, and therefore the spirit and content of the curriculum encourages students to follow and make proper use of scientific developments. technology, and art.

3.1.4. Relevant to the Life Needs Curriculum

Relevant to the Life Needs Curriculum development is done by involving stakeholders(stakeholders)to ensure the relevance of education to the needs of life, including social life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity.

3.1.5. Comprehensive and Continuous

The substance of the curriculum includes all dimensions of competence, fields of scientific study and subjects that are planned and presented on an ongoing basis between all levels of education.

3.1.6. Lifelong Learning

The curriculum is directed to the lifelong process of developing, cultivating and empowering students. The curriculum reflects the linkages between elements of formal, non-formal and informal education, by taking into account the conditions and demands of the ever-developing environment and the direction of human development as a whole.

3.1.7. Balanced between National and Regional Interests

The curriculum is developed by taking into account national and regional interests in developing the life of the community, nation and state. National and regional

interests must complement and empower each other in line with the motto of *Bhineka Tunggal Ika* within the framework of the Unitary State of the Republic of Indonesia.

3.2. Psychological Foundation

This foundation refers to the psychology of individuals who are the center of attention, students' subjects, and educational goals. According to Nana Sudjana, there are several characteristics of behavior that are obtained as a result of education or learning outcomes, namely: (a) the formation of behavior in the form of actual abilities and potential abilities, (b) new abilities apply for a relatively long time, and (c) this ability is only obtained through effort. So that the content of the curriculum must be packaged, managed, formulated and guided as best as possible so that when studied is in accordance with individual development, especially their personality.

The characteristic behavior of individuals at different levels of development is the study of developmental psychology, and therefore in developing a curriculum that is always related to educational programs for the benefit of students, the absolute basis of psychology must be the basis of their developmental efforts. The growth experienced by students is generally obtained through the learning process. Teachers or educators always try to be children to learn. Learning and teaching how to provide optimal results, of course, requires deep reflection, namely, in terms of evaluation of learning psychology (Nurhayati, 2018).

The discussion of the foundations of psychology provides educational information, among others, five kinds of developmental psychology, namely general developmental psychology, developmental learning ability psychology, affection development psychology, cognitive moral developmental psychology, and conative development psychology. These five types of developmental psychology can be used by educators, especially to organize learning materials to suit the level of development of students. Similar to developmental psychology, learning psychology can also be grouped. In outline there are three groups of learning theories.

The classical learning theory called Mental Discipline Theory is useful for memorizing the multiplication under 100 and also for practicing problems. Behaviorist learning theory with conditioning, instrumental and operational conditioning and reinforcement and associations are useful for shaping tangible behaviors, such as willingness to donate, study hard, and love to sing. Cognitive learning theory is suitable for studying more complex subject matter that requires understanding, to solve problems, and to create new forms or ideas. This learning psychology is used by educators, especially in improving the teaching and learning process (Kholik & Hamami, 2019).

3.3. Management of Curriculum Renewal

Ideas for School Curriculum Renewal The ideas of the school curriculum that will be described here are contained in a curriculum design that contains objectives, content/material, program organization/strategy, and evaluation.

School Education Objectives and Orientation In fact, quite a few schools have formulated their goals in writing. However, it does not mean that schools have no goals, usually the orientation of education in schools is identical to the goals and expectations of the principal. Therefore, this typology of objectives can be seen how the Principal is concerned and the choice of education that is carried out.

Curriculum content/material. In this case, the curriculum material is described in the form of intra-curricular and extra-curricular. What is meant by intra material is material that must be accepted by students. Meanwhile, extra-curricular material is additional material that may or may not be followed by every student. This intra-curricular curriculum material is divided into two forms, namely school curriculum material and formal school curriculum material for schools that provide formal education.

Evaluation of schools that do not carry out formal education generally also does not evaluate learning outcomes formally. Evaluation is carried out in the form of learning progress based on the measure of mastery of the learning material / book being studied. The main aspects that measure such as memory ability and reading ability (books without Haraka) explain their content, for example progress is determined entirely by the principal or teacher concerned (Katuuk, 2014).

3.4. Data Analysis through N-Vivo

Output NVivo above (Figure 1) in a model of word frequency queries from data collected proves researchers mostly friendly words and the subject of education curriculum and learning psychological development in children. In this study, the renewal of a study must be in-depth on the topics discussed. The need for curriculum renewal is based on children's development so that the suitability of learning topics adjusts to the level of thinking and personality of students.

4. DISCUSSION

Psychology is the study of human behavior in relation to the environment, while the curriculum is an attempt to determine educational programs to change human behavior. Therefore, developing the curriculum must be guided by psychology as a reference in determining what and how student behavior should be developed (Marbun et al., 2018). Students are people who are in the process of development, such as physical, intellectual, social, emotional, moral, and so on.

object of research carried out by Havighurst was American children, so the truth must be carefully investigated and evaluated according to Indonesian children having different environmental conditions.

The view of children as unique creatures greatly influences the development of the educational curriculum. Every child is a separate person, has differences in addition to similarities. The implications of this for curriculum development are: (a) every child is given the opportunity to develop according to their talents, interests and needs; (b) in addition to providing general subjects (core programs) which are compulsory for every child to learn in school, there are also elective subjects that are suitable for children's interests; (c) besides providing vocational teaching materials, the curriculum also provides academic teaching materials. For children who are talented in academics are given the opportunity to continue their studies to the next level of education; (d) The curriculum contains goals that contain knowledge, values / attitudes, and skills that describe the whole person who is physically and mentally intact.

Other implications of knowledge about children on the learning process (actual curriculum) can be described as follows: (a) the learning objectives that are formulated operationally always center on changes in student behavior; (b) the materials provided must be in accordance with the needs, interests and concerns of the child, the material is easily accepted by the child; (c) teaching and learning strategies used must be appropriate to the child's level of development; (d) the media used can always attract children's attention and interest; and (e) the evaluation system is integrated in one unit that is comprehensive and continuous from one stage to another and is carried out continuously.

4.2. Learning Psychology and Curriculum

Learning psychology is a branch of science that examines how individuals learn. Learning can be defined as a change in behavior that occurs through experience. All changes in behavior in the form of cognitive, affective, and psychomotor and occur because of the experience process can be categorized as learning behavior (Sukirman, 2012). Changes in behavior that occur instinctively or come about due to maturity, or behavior that occur by chance, do not include learning. Understanding the psychology / learning theory is a provision for teachers in their main task, namely teaching children.

Psychology or learning theory that develops can basically be grouped into three groups, namely: Mental Discipline Theory or Power theory (Faculty Theory), Behaviorism, and Organismic or Cognitive Gestalt Field. According to the theory of the Power (mental discipline) from birth (heredities), the child / individual has certain potentials or faculties, each of which has a specific

function, such as the potential / power to remember, the power to think, the power to devote. opinion, discernment, problem solving power, and other forces. These forces can be trained to function properly. The thinking power of children is often trained with arithmetic / mathematics, for example, memory power is trained by memorizing something. The trained forces can be transferred to the formation of other forces. Transfer (transfer) is absolutely done through training (drill), because the meaning of teaching according to this theory is to train students in these forces, how to learn generally through memorization and practice.

The second family of learning theory is Behaviorism. This theory family includes three theories, namely Connectionism theory or Association theory, Conditioning theory, and Reinforcement (theory Operant Conditioning). The theory of Behaviorism departs from the assumption that individuals do not carry potential from birth. Individual development is determined by the environment (family, school, community). This theory family does not admit anything that is mental in nature, the development of the child involves real things that can be seen and observed.

Connectionism theory or association theory is the earliest theory from the family of Behaviorism. According to this theory, life is subject to the law of stimulus-response or action-reaction. Learning is basically a stimulus-response relationship. Learning is an attempt to form as many stimulus-response relationships as possible. The main character of this theory is Edward L. Thorndike who brought up three learning theories, namely: "Law of Readiness, Law of Exercise, and Law of Effect". According to the law of readiness (Readiness), the relationship between stimulus and response will be formed or easily formed when there is readiness in the individual nervous system. The law of exercise or repetition (exercise / repetition), the relationship between stimulus and response will be formed if it is often trained or repeated. The law of effect (effect), the relationship between stimulus and response will occur if there are pleasant consequences.

The third learning theory is the Organismic or Gestalt theory. This theory refers to the notion that the whole is more meaningful than parts, the whole is not a collection of parts. Humans are considered to be organisms that make reciprocal relationships with the environment as a whole, this relationship is woven by stimuli and responses. According to this theory, the stimulus that is present is selected according to its purpose, then the individual interacts with it and so there is an act of learning. Contrary to the connectionism / association theory, the teacher's role is as a guide, not a conveyor of knowledge, and students act as managers of learning materials. Learning takes place based on experience, namely interaction activities between individuals and their environment. Learning according to this theory is

not memorizing but solving problems, and the learning method used is a scientific method in which children are faced with various problems, formulate hypotheses or presumptions, collect data needed to solve problems, test hypotheses that have been formulated, and in the end, students are guided to draw conclusions.

This theory influences the practice of teaching in schools a lot because this theory has the following principles.

Learning based on the whole. In learning, students learn the subject matter as a whole, the material is broken down into parts that are then studied as a whole, linked to one another. others in an integrated manner. In reacting to substances which he considers stimulant, he studies by his mind, feelings, mentally, spiritually and by all aspects of his behavior. Lessons given to students stem from a broad problem or subject that must be solved by students. It is students who process the lesson material, students react to the whole lesson by their whole soul.

Learning is the formation of the child's personality as seen as a whole, the child is guided to gain knowledge, attitudes and skills in a balanced manner. He is nurtured to become a whole human being, that is, one who has a physical and mental balance between knowledge and attitude and between attitude and skills. All of his personalities are expected to be intact through an integrated teaching program.

Learning thanks to understanding According to the Gestalt school that learning is a process of understanding. Understanding implies mastery of knowledge, it can harmonize with attitudes and skills. It can also be interpreted that understanding is the ease of finding something, solving problems. The skill of connecting parts of knowledge to obtain a conclusion is one form of understanding.

Learning based on experience. As state that learning is experience, the learning process is working, reacting, understanding and experiencing. In learning, students are active. Students process learning materials through discussion, question and answer, group work, demonstrations, field surveys, field trips or learning to read in the library.

Learning is a developmental process. In this connection, there are three theories that the teacher needs to know, namely: child development is the result of nature, child development is the result of the environment, and child development is the result of both. The combination of these two views gave birth to theory of developmental tasks Havighurst's.

Learning is a continuous process. Learning is a lifelong process. Humans never stop learning even though they are old, so they always carry out the learning process. This was done because of necessity. Learning is a process of interaction between himself and his

environment that is carried out from birth to death, therefore learning is a continuous process. To maintain this principle, the curriculum recommends carrying out teaching and learning activities not limited to the available curriculum, but also the extra curriculum to meet the needs of students. Learning will be more successful if it is linked to students' interests, concerns and needs. Learning success is not entirely determined by students' abilities, but also by their interests, concerns, and needs. In this regard, the motivational factor is very decisive.

5. CONCLUSION

Conclusion that can be drawn from the foundation of psychology in curriculum renewal management is the importance of a development in the curriculum for the advancement of the development of the quality of human resources and it is also important for an academic to understand how the curriculum should be developed. The curriculum both at the stage of the curriculum as an idea, a plan, experience and curriculum as a result of the development should refer to or use a strong foundation and robust, so that the curriculum can function and act in accordance with the demands of education you want generated and has been listed in the formulation of national education goals.

The actualization of the foundation of psychology becomes an interesting topic to be studied in depth by the next researcher. The context that has not been explored in depth is the specific management functions and processes.

REFERENCES

- [1] Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with NVivo*. SAGE publications limited.
- [2] br Ginting, N. (2020). High-Flow Nasal Cannula Pada Anak (Literatur Review). *Jurnal Endurance: Kajian Ilmiah Problema Kesehatan*, 5(2), 383–394.
- [3] Castleberry, A. (2014). NVivo 10 [software program]. Version 10. QSR International; 2012. *American Journal of Pharmaceutical Education*, 78(1).
- [4] Edhlund, B., & McDougall, A. (2019). *NVivo 12 essentials*. Lulu. com.
- [5] Feng, X., & Behar-Horenstein, L. (2019). Maximizing NVivo utilities to analyze open-ended responses. *The Qualitative Report*, 24(3), 563–571.
- [6] Hamalik, O. (2019). *Dasar-dasar pengembangan kurikulum*.
- [7] Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. 2014 47th Hawaii International Conference on System Sciences, 3025–3034.
- [8] Hart, C. (2018). *Doing a literature review: Releasing the research imagination*. Sage.
- [9] Hilal, A. H., & Alabri, S. S. (2013). Using NVivo for data analysis in qualitative research. *International Interdisciplinary Journal of Education*, 2(2), 181–186.
- [10] Jahja, Y. (2011). *Psikologi perkembangan*. Kencana.
- [11] Katuuk, D. A. (2014). *Manajemen implementasi kurikulum: strategi penguatan implementasi kurikulum 2013*.

- [12] Kholik, A. N., & Hamami, T. (2019). LANDASAN PSIKOLOGIS PENGEMBANGAN KURIKULUM ABAD 21. As-Salam: Jurnal Studi Hukum Islam & Pendidikan, 8(1), 23–42.
- [13] Kirriemuir, J., & McFarlane, A. (2004). Literature review in games and learning.
- [14] Kitchenham, B., Brereton, O. P., Budgen, D., Turner, M., Bailey, J., & Linkman, S. (2009). Systematic literature reviews in software engineering—a systematic literature review. *Information and Software Technology*, 51(1), 7–15.
- [15] Kumar, A. P. S., Premch, P., & Govardhan, A. (2011). Query-based summarizer based on similarity of sentences and word frequency.
- [16] Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, 26(1), 70.
- [17] Marbun, S. M., Th, S., & PdK, M. (2018). Psikologi Pendidikan. Uuwa Inspirasi Indonesia.
- [18] Marzali, A. (2016). Menulis kajian literatur. *Jurnal Etnografi Indonesia*.
- [19] Mulyasa, E. (2013). Pengembangan dan implementasi kurikulum 2013. PT Remaja Rosdakarya.
- [20] Nasional, D. P. (2003). Kurikulum berbasis kompetensi. Bandung: PPG Tertulis Bandung.
- [21] Nasution, M. K. M. (2017). Penelaahan literatur. *Teknik Penulisan Karya Ilmiah*, 3.
- [22] Nurhayati, E. (2018). Psikologi pendidikan inovatif (Vol. 2). Pustaka Pelajar.
- [23] Petty, R., & Guthrie, J. (2000). Intellectual capital literature review. *Journal of Intellectual Capital*.
- [24] Piaget, J. (2003). Part I: Cognitive Development in Children--Piaget Development and Learning. *Journal of Research in Science Teaching*, 40.
- [25] Randolph, J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research, and Evaluation*, 14(1), 13.
- [26] Rowley, J., & Slack, F. (2004). Conducting a literature review. *Management Research News*.
- [27] Shofiyah, S. (2018). Prinsip–Prinsip Pengembangan Kurikulum dalam Upaya Meningkatkan Kualitas Pembelajaran. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 2(2), 122–130.
- [28] Sitorus, M. (2012). Perkembangan peserta didik. Perdana Publishing.
- [29] Sunardi, S., & Fajri, W. (2019). Aktualisasi Kurikulum Terintegrasi di SMA Trensains Tebuireng Jombang. *TA'LIM: Jurnal Studi Pendidikan Islam*, 2(1), 45–68.
- [30] Wekke, I. S. (2019). Penelusuran Literatur Dalam Penulisan Artikel.
- [31] Welsh, E. (2002). Dealing with data: Using NVivo in the qualitative data analysis process. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 3(2).
- [32] Wiltshier, F. (2011). Researching with NVivo. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 12(1).
- [33] Zhang, Y., Sun, M., & Zhang, Y. (2010). Chinese new word detection from query logs. *International Conference on Advanced Data Mining and Applications*, 233–243.
- [34] Gunawan, I. (2017). Instructional management in indonesia: a case study. *Researchers World*, 8(1), 99.
- [35] Sobri, A. Y., Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, October). Development of Mentoring Modules Based on Self-Reflection for Beginner Principal. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [36] Gunawan, I. (2018). The Implementation of Lesson Study Based Learning Management and the Effect toward Students' Activeness in Lecturing. *JPP (Jurnal Pendidikan dan Pembelajaran)*, 24(2), 51-63.
- [37] Gunawan, I. (2017). Instructional Leadership Profile of Junior High School's Principal (A Case Study of Junior High School in Malang). *International Research-Based Education Journal*, 1(1).
- [38] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2019). Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach. *International Journal of Innovation, Creativity and Change*, 5(4), 611-624.
- [39] Pertiwi, A. K., Cahyani, S. S. A., Diana, R. C., & Gunawan, I. (2018, October). The Leadership of Kyai: A Descriptive Study. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [40] Bafadal, I., Nurabadi, A., Sobri, A. Y., & Gunawan, I. (2019). The Competence of Beginner Principals as Instructional Leaders in Primary Schools. *International Journal of Innovation, Creativity and Change*, 5(4), 625-639.
- [41] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2018, October). Empowering the Principal of Boarding House-Based Junior High School in East Java Province Indonesia. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [42] Nurabadi, A., Sucipto, S., Juharyanto, J., & Gunawan, I. (2018, October). The Implementation of Education Management Standards in the School Laboratory State University of Malang for Improving Educational Quality. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [43] Hardika, H., Aisyah, E. N., & Gunawan, I. (2018, October). Facilitative Learning to Improve Student Learning Creativity. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [44] Agustina, N. E., Sumarsono, R. B., & Gunawan, I. (2018, September). Implementation of School and Community Relationship Techniques (A Case Study in SDN Karangbesuki 2 Malang, Indonesia). In 1st International Conference on Early Childhood and Primary Education (ECPE 2018). Atlantis Press.
- [45] Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, December). The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality. In International Conference on Education and Technology (ICET 2018). Atlantis Press.
- [46] Sultoni, S., Gunawan, I., & Ningsih, S. O. (2018, October). Descriptive Study of Efforts Integrates Character Values to Students. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [47] Imam, G. (2016). *Pengantar Statistika Inferensial*. Jakarta: Penerbit PT. Raja Grafindo Persada.