

**ENGLISH TEACHER'S DIFFICULTIES IN DESIGNING UNIT PLANNER
BASED ON INTERNATIONAL BACCALAUREATE CURRICULUM
(A DESCRIPTIVE STUDY IN SMP AL-FIRDAUS SUKOHARJO)**

THESIS

Submitted as A Partial the Requirements Degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My family, especially my beloved parents (Mr Ahmad Jumadi and Mrs Pairah) who always give spirit and as my inspiration.
2. My beloved husband (Uma Rohima, S.Ag.) who always accompanies, supports and guides me.
3. My beloved Son (Eijaaz Aashief Shagufta) who always made me stronger, better and more fulfilled than I could have ever imagine. I love you to the moon and back.
4. My beloved sister (Olivia and Azzura) who always make me happy.

MOTTO

“Be better than you were yesterday”

“You can do it”

“Don’t give up”

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “English Teacher’s Difficulties in Designing Unit Planner Based on International Baccalaureate Curriculum (A Descriptive study in SMP Al-Firdaus Sukoharjo)” is my precious masterpiece. The Things out of my masterpieces in this are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Sukoharjo, June 11th 2023

The researcher,

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ABSTRACT

Lani Septianingsih. 2023. *English Teacher's Difficulties in Designing Unit Planner Based on International Baccalaureate Curriculum (A Descriptive Study in Smp Al-Firdaus Sukoharjo)*. Thesis. English Education Department, Cultures and Languages Faculty.

International Baccalaureate Curriculum is one of the International educational systems recognized by the world university. The International Baccalaureate Curriculum was purposed by the International School of Geneva. According to International Baccalaureate a Unit Planner is a part of the written curriculum and can be defined as a planned study, of various lengths, concluding with summative assessment. This research is about English Teachers difficulties in designing unit planner based on International Baccalaureate curriculum. This research conducted the study in SMP Al-Firdaus Sukoharjo.

The objectives of this study are: 1) To find out the teacher's difficulties in designing unit planners based on the International Baccalaureate Curriculum, 2) to find out the teacher solved the difficulties in designing unit planners based on the International Baccalaureate Curriculum. The researcher used descriptive qualitative research to describe the teacher's difficulties designing unit planners based on the International Baccalaureate curriculum. The researcher used interviews and document analysis in data collection. In analyzing the data, the researcher used the theory of Miles and Huberman: data reduction, data display, and conclusion drawing.

The results of this study indicate that, the teacher difficulties in designing unit planner are the language used in more detail, the terms used varies, namely statements of inquiry, global concepts, global contexts, inquiry question, approach to learning and reflection. Then the next difficulty is during the designing process, the results are also not necessarily correct, other difficulties faced by teachers of other subjects are when they have to develop unit planners using English. The result of teachers solved the difficulties in designing unit planners based on the International Baccalaureate Curriculum are study the languages in the unit planner document, discussion with the team at the language acquisition, discussed in the team, then discussed together which was coordinated by the International Baccalaureate Curriculum Coordinator, held the term personal development at school, they just invited seniors from other schools and then they shared the problems and the solutions there.

Keywords: *International Baccalaureate Curriculum, English Teacher, Unit Planner*

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an effort that is done consciously to change human behavior, both individually or collectively to mature human through teaching and training efforts. Education is closely tied to curriculum, the curriculum holds a very important position in education, since it regulates and directs that the educational goals can be achieved and will not stray from the intended goals (Sugihartono, 2007:3-4).

Curriculum is a term for how an educational institution decides what is at worth to learn and teach, and how learning will be measured. Curriculum is a set of plan and systematization about goals, content, subject addition and the way to use as organization orientation about learning activities to reach the particular education goal (Nasution, 2008: 5).

Since Indonesia was independent, there are nine times the changing of curriculum. The curriculum that used are (1) *Kurikulum 1947 (Rentjana Peladjaran 1947)* (2) *Kurikulum 1952 (Rentjana Peladjaran Terurai 1952)* (3) *Kurikulum 1968* (4) *Kurikulum 1975* (5) *Kurikulum 1984* (6) *Kurikulum 1994* (7) *Kurikulum 2004 Kurikulum Berbasis Kompetensi (KBK)* (8) *Kurikulum Tingkat Satuan Pendidikan (KTSP)* (9) *Kurikulum 2013* (Widiyastono, 2014 : 54).

There are so many curriculum models that are being developed by schools in Indonesia. Private and public schools make changes to the management of learning. One curriculum that is being actively adopted by private schools in the country is the IB (International Baccalaureate) curriculum. The International Baccalaureate Curriculum is an international qualification where is a worldwide standard curriculum, permitting student to transfer from a school in one country to another with few academic problems (UCAS, 2020).

The International Baccalaureate curriculum is a curriculum specifically designed for students aged 3- 19 years to develop intellectual, personal, emotional and social abilities to live, study and work in a fast-changing global world. The curriculum consists of four programs, namely The IB Primary Years Program (PYP) for ages 3-12 years, The IB Middle Years Program (MYP) for ages 11-16 years, The IB Diploma Program (DP) for ages 16-19 years, and The IB Career-related Program for ages 16-19 years.

SMP Al-Firdaus Sukoharjo is the one of the two Islamic school in central java that applies the international baccalaureate curriculum. in this school using the IB Middle Years Program (MYP) for ages 11-16 years. IB learner profile in this school are caring, reflective, thinker, open minded, balance, risk taker, inquiry, knowledgeable, communicator and principled. MYP Curriculum Structure consists of local, national and international content. With the composition adjusted to the needs of the realization to the profile of Al-Firdaus World class Islamic school. so that the curriculum is

successful, there must be collaboration from the teacher and students in the implementation of the learning process. teaching and learning process start from designing unit planner.

Woodward (2009:181) proposed several reasons why the teacher should plan their courses and lessons. First, it can reduce uncertainty and panic feeling in delivering material. By planning the unit planner, teachers may feel confidence and believe that during the activity in the classroom. Second, it can inspire confidence in students who pick up a feeling of purpose, progression and coherence. Third, it can make teachers are easier in organizing the time and flowing the activities in the classroom. Fourth, teachers get a balanced mixture of different kinds of materials, content and interaction types throughout the course. Fifth, it can develop teachers' personal style in teaching. In addition, Harmer (2007:156) respond "a plan gives the lesson a framework, an overall shape". It means that unit planner guide teachers to carry out the teaching learning activities systematically based on what then have drawn in the unit planner.

The educational activity during the covid-19 pandemic occurred in a very different way, students are required to adapt. The same is true of the methods of education that Ministry of National Education and educational institutions strive to implement. Since the covid-19 case in Indonesia emerged, governments have put an enormous focus on the education sector. Institutions such as school is thought to provide a carrier for viruses, especially for the younger generation or students with the potential to provide

a virus carrier. Implementing a method of online school or long-distance learning (*Pembelajaran Jarak Jauh*) is the first step governments have taken to prevent the transmission of the covid-19 virus in the education landscape. Schools and colleges are closed, students and teachers are required to adapt to vastly different learning styles.

Entering the new academic year 2020/2021, the pandemic situation has not abated. As a result, long distance learning still has to be accomplished. However, one innovation or strategy that governments are working to implement in the new academic years, the pandemic emergency curriculum. The emergency pandemic curriculum is the simplification of the national curriculum issued by the Indonesia minister of education and culture on August 4, 2020. The curriculum is prepared to deal with the covid-19 pandemic situation in Indonesia and its plan will be in effect throughout the school year 2020-2021. In this curriculum, in general, there is a basic competence reduction for each subject. The minister of education Nadiem Makarim Explain that the purpose of this reduction is to focus learning on an essential subject more deeply.

The researcher conducted the pre-research during teaching practice program in SMP Al-Firdaus on August 2019 and during pandemic covid-19. Asking the teacher for the unit planner, the researcher found that the teacher feel confused when creating the unit planner, because designing unit planner more complicated than designing lesson plan. The unit planner process is an essential requirement of the MYP, to develop unit planner teacher work

collaboratively to establish the purpose of the unit, define the process of teaching and learning through inquiry and reflect on the planning, process and impact of the inquiry. The MYP unit planner process is an important expression of the inquiry cycle that frames teaching and learning in IB World school.

In composing this research, the researcher considers some previous research related to this research, the research from Meliana Saputri entitled “English Teacher’s Difficulties Designing Lesson Plan based on the 2013 Curriculum (A Descriptive Study in SMP Al-Islam 1 Surakarta)”. The research focused on teacher’s difficulties in designing lesson plan based on the 2013 Curriculum. From this research the difficulties are: indicators, material, teaching method in learning activities, and the procedure of assessment in 2013 Curriculum. The differences between this research is tried to find out the teacher difficulties designing unit planner based on the International Baccalaureate curriculum.

Based on the findings above, the researcher chooses the topic of this research entitled **“English Teacher’s Difficulties Designing Unit Planner Based on International Baccalaureate Curriculum (A Descriptive Study in SMP Al-Firdaus Sukoharjo)”**.

B. Identification of The Problem

Based on the background of the problems above, the teacher still has difficulties when they made the unit planner. To make the problems of this research clearer. The problems of this research are identified as follows:

- a. There are some confusions about the content when the teacher made the unit planner
- b. There are some difficulties faced by the English teacher to designing unit planner based on international baccalaureate curriculum

C. Limitation of The Problem

In order to focus on a specific scope of the research, the researcher limits the research on the difficulties faced by the teachers in designing unit planner and how the teacher solve their difficulties.

The researcher studies English unit planner is one of the intensive preparation English classes in SMP Al-Firdaus Sukoharjo. From the pre-research who is the researcher as a pre-service English teacher, it is found that the curriculum applied is International Baccalaureate Curriculum. This school has one English teacher the researcher will choose this teacher as the source of this research.

D. Research Problem

- a. What are the difficulties faced by the teacher in designing unit planner based on International Baccalaureate Curriculum?

- b. How does the teacher solved the difficulties in designing unit planner based on International Baccalaureate Curriculum?

E. Objectives of the Study

- a. To find out the teacher difficulties in designing unit planner based on the International Baccalaureate Curriculum.
- b. To find out the teacher solved the difficulties in designing unit planner based on International Baccalaureate Curriculum.

F. Benefits of the Study

The researcher expects that the result of this study will be useful for two major benefits. There are theoretical benefits and practical benefits. The research benefits are:

- a. Theoretical Benefit

This research is expected to give a reference to develop of English unit planner based on International Baccalaureate Curriculum. Besides, this research can a significance theoretical framework for other researchers who are interested in conducting research on. This research is also expected to give an example about teacher difficulties in designing unit planner of International Baccalaureate Curriculum for any further researcher who wants to study the same case. This study become a helpful and useful reference to the next study.

b. Practical Benefit

a. For the Researcher

Since the research of this study considered as essential for understanding an important the good lesson plan is influenced to the teaching learning success. After conducting the study, the researcher will know the difficulties in designing unit planner based on International Baccalaureate Curriculum and find out the solution of this. Moreover, the other researcher can use the study for the references to similar study related to lesson plan.

b. For the English teacher

This research can be used by the teacher to consider how the manner to design the good unit planner when the teacher understood the difficulties that their faced and know the solution for themselves or find the solution to repair their unit planner.

c. For the Readers

The researcher expects the result of this study can give more information to the readers about the teacher difficulties in designing unit planner based on International Baccalaureate Curriculum. It is also expected to explain the new issue in the education system.

G. Definition of Key Term

To avoid misunderstanding in this research there are several key terms to make the readers understand clearly. Those key terms as follows:

1. *Curriculum* is a set of instructional programs and subjects have to be completed by students within a particular range of time or period to gain knowledge, learning experience, and certificate or diploma (Hamalik, 2001: 33).
2. *Unit planner* is a process of systematically arranging subjects. It is a series of learning experience that are linked to achieve the aims composed by methodology and content. In any case, it is appropriate to many or all teachers and the individuals who assume the administrative position and is viable for a semester. (Edusys, 2019).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Curriculum

1. Definition of curriculum

Curriculum term comes from Greek, that is steep which means "runner" and current which means "race place". Curriculum term this comes from world body. In French, the term curriculum received from the word courier which means running (for Run). The curriculum determines the distance that must be traveled a runner from the line Begin up to the line done to receive an award or award. The distance that must be After being changed into a school program and everyone involved in it.

Curriculum is a term for how an educational institution decides what is at worth to learn and teach, and how learning will be measured. Pedagogy is closely related to curriculum theory, but where pedagogy describes how people teach and learn, curriculum describes how people decide what to teach and learn. Moodle is capable of supporting a variety of different curriculum theories and pedagogies.

Nasution (2008: 5) identified curriculum is a set of plan and systematization about goals, content, subject addition and the way to use as organization orientation about learning activities to reach the particular education goal. Ebert (2013) said that curriculum is intention and

expectation which is defined into a set of plan or education program an implementable by teacher. Curriculum is intention and expectation, whereas in doing so called by teaching learning process.

Meanwhile, Kunandar (2011:124) proposed the definition curriculum according to Government Regulation No. 19 Year 2005 on National Education Standards, curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals. For the definition, curriculum is a fundamental basic in education to guide the all of activities and to achieve the goals of education.

2. Function and role of Curriculum

The existence of the curriculum in education is unquestionably a tool to help achieve national educational goals so these roles and functions are becoming more important and an effort to manage the curriculum both professionally and well is not simply task performed by the curriculum developers.

Hamalik in Rusdi, Rino 2017 says that at least the curriculum has three key types of roles:

- a. The conservative role is a task and responsibility of school as educational institution legate the cultural value of society to the younger generation of students.

- b. The creative role of school has the responsibility of developing new things to meet the demands of the times.
- c. The critical role of evaluation is that of the curriculum selecting and maintaining the values and cultures that must be maintained and the new values and culture that learners must have.

Ruhimat (2009: 9) explained that as some meanings or definitions of the curriculum explained before, basically it has function as a reference. The functions of curriculum are different for each a subject in educations such as teachers, students, principals, supervisors, parents, and community. For teachers, curriculum should serve as a guidance in implementing the learning activities. For students, curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, curriculum serves as a guide in guiding their children to learn at home. For community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

Hamalik (2009: 4) said in the opinion of Alexander Inglis, in his book the title is Principles of Secondary Education, there are 6 functions of curriculum, explained:

- a. The Adjustive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. This is because the

environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

b. The Integrating Function

Individuals are part of society, so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.

c. The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d. The Propaedeutic Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

e. The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

f. The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is

useful for students to develop the potential and improve its weaknesses.

It will guide the students to be able to develop optimally.

3. Curriculum in Indonesia

Curriculum development in Indonesia is quite long. According to some pedagogic curriculum changes from time to time, both in Indonesia and in other countries due to needs society always evolved every year. Curriculum development is expected to determine the future of a nation; therefore, a good curriculum would be expected to be implemented in Indonesia so it will result in the nation's future bright children who have implications on the progress of the nation and the state.

Each curriculum that has applied in Indonesia from 1945 until the 2013 curriculum certainly has some differences in the implemented system. Differences system that could happen is the advantages or disadvantages of the curriculum itself. Disadvantages and advantages can be derived from base, component, evaluation, principles, methods, and models of curriculum development (Kurniasih & Berlin, 2014:40)

After the independence of Republic of Indonesia, the curriculum that implemented has experienced several changes were grouped into three groups of curriculums that is the lesson plan curriculum, the goals-based curriculum, and the competency-based curriculum.

Kinds of curriculum in Indonesia (Kurniasih & Berlin, 2014:10-21)

The Lesson Plan Curriculum (1947-1968)

In 1947-1968 it has been some change of curriculum, such as:

1) The 1947 Curriculum (The 1947 Lesson Plan)

In early of independence, the term of curriculum known by plan leer. In Dutch, means lesson plans. Curriculum used by the people of Indonesia in 1947 is the 1947 Lesson Plan. In this curriculum there are two main things, namely:

- a) List of subjects and teaching hours.
- b) The outlines of teaching.

The 1947 Lesson Plan may be regarded as a substitute for the Dutch colonial education system and the curriculum does not emphasize on the educational of mind, but the main priority is character education and public awareness of the state, because that is importunate at that time Then the subject-matter is very close in daily occurrence, attention to the arts and physical education and others, so for the elementary school curriculum was influenced by the colonial Dutch. This curriculum implemented at schools in 1950.

2) The 1952 Curriculum (Rentjana Peladjaran Terurai 1952)

In this year has formed the teaching-investigator committee in order to change the colonial education system into the national education system. One result of the committee is concerned

curriculum lesson plans at each level of education should pay attention to the following matters:

- a) Education of thought should be reduced,
- b) The contents of lesson should be connected with arts,
- c) Character education,
- d) Citizenship and community.

3) The 1964 Lesson Plan

According to Keputusan MPRS No. II/MPRS/1960 then the educational functions as follows:

- a) Education as supervisor of the new Indonesian people who have a high character.
- b) Education as a manufacturer/producer of labor in all areas and in all levels.
- c) Education as an institution of national cultural development.
- d) Education as an institution of science and engineering, physical or mental.
- f) Education as an institution all the people mover.

4) The 1968 Curriculum

In this curriculum more focused on enhancing the mental moral-character and strengthen religious beliefs, enhances intelligence and skills, build or develop strong and healthy physically.

a. The Goals-Based Curriculum (1975-1994)

In the 1975-1994 has changed of the curriculum include:

1) The 1975 Curriculum

The 1975 curriculum is intended to achieve the objectives of school education in general expects that its graduates:

- a) Have a basic character as good citizens.
- b) Physically and mentally healthy.
- c) Have knowledge, skills and basis attitudes necessary for continued learning.
- d) Work in the community.
- e) Develop self-education that suitable with the life principle.

2) The 1984 Curriculum

Common characteristics of this curriculum are:

- a) Oriented on the goal of instructional.
- b) The teaching approach is centered on students through active student learning (CBSA atau Cara Belajar Siswa Aktif).
- c) Course material is packed using a spiral approach.
- d) Instill sense before given exercise.
- e) Using the process-skills approach.

3) The 1994 Curriculum

General characteristics of this curriculum are:

- a) The character of this curriculum is objective-based curriculum.
- b) Using the quarter system.

c) Learning at school more emphasis on subject matter is sufficiently high levels.

d) In the implementation of the activity, the teacher uses strategies that involve active student learning, mentally, physically, and socially.

b. The Competency-Based Curriculum in 2004

The characteristics are:

- 1) Emphasis on students' achievement of competence both individually and classically.
- 2) Oriented on learning outcomes and diversity.
- 3) Submission of learning using approaches and variation methods.
- 4) Learning resources not only teachers but also other learning resources that have an educational element.
- 5) Assessment emphasizes on process and learning outcomes in an effort to control or achievement of competency.

c. The Education Unit Level Curriculum (The 2006 Curriculum)

In 2001, appeared the law with no. 22 of 1999 about local government and regional autonomy, including in the fields of education and culture. The main vision of autonomy in education is empowerment of the local communities to determine their own kind and content of the curriculum, the learning process and assessment system of learning outcomes, teachers and headmaster.

d. The 2013 Competency-Based Curriculum

Ministry of Education and Culture of Indonesia, Prof. Ir. Mohammad Nuh, DEA, has published a new curriculum for Indonesia's education. It is called the 2013 curriculum. The 2013 curriculum will change the last curriculum (KTSP). By variety of reasons, the 2013 curriculum is expected to be able to increase Indonesia's education in this globalization era.

The curriculum is implemented in stages starting in the academic year 2013/2014. The 2013 curriculum was designed as an effort to prepare generations of Indonesia in 2045 (100 years of Indonesia's independence), while utilizing the momentum of the productive-age population numbers are very abundant in order to become a demographic bonus and not a demographic disaster. (Mohammad Nuh, 2013: X). The goals of learning in the 2013 English curriculum are organized under the Core Competences and Basic Competence.

4. International Baccalaureate Curriculum

a. History of International Baccalaureate

The International Baccalaureate (IB) was founded in Geneva, Switzerland in 1968. The first program offered by the IB was the Diploma Program (DP) and this was the only IB program in existence until 1994 when the Middle Years Program (MYP) was develop. This was followed by the Primary Years Program (PYP) in

1997 and more recently the careers-related certificate, introduced in 2011. (ugdsb, 2020).

The 1994, International schools Association (ISA) introducing his new program International baccalaureate Middle Years program (IB MYP) adopted by 51 schools in the first five years after being introduced. This program was reviewed and revisions launched in 2014. In 2017 MYP has used 1,356 schools in 108 countries. Whereas, the International Baccalaureate Primary Years Program (IB PYP) used for 3-12 years old started to be used in 1997 and now uses 1,472 schools in 109 countries which used the primary years program PYP ((Period of march 2019). (Ghoniya, 2018 :25).

b. The Aims of International Baccalaureate Curriculum

The IB diploma program, covering the last two years of secondary education, originated at the International School of Geneva in 1962 for three main reasons. One was pedagogical, one idealistic, and one pragmatic:

- 1) To provide an education which placed an emphasis on critical thinking skills.
- 2) To promote intercultural understanding and provide students with an international perspective.
- 3) To provide a diploma which would be recognized for entry to higher education around the world.

Teachers in the International School of Geneva were confronted with articulate, well-travelled young men and women with a natural curiosity, which led them to question established beliefs and points of view. The teachers were attracted to the school for this reason and practiced a teaching methodology which promoted critical inquiry, dialogue in the classroom, and a creative approach to learning. (Leach, 1969: 208).

Each of the IB program reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships.

These aspirations are summed up in ambitious mission: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging program of international education and rigorous assessment. These program encourage students across the world to become active, compassionate and lifelong learners who understand that other

people, with their differences, can also be right (IB organization, 2017: 1).

The aim of all IB programs are to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness. International-mindedness is a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterized by an openness to the world and a recognition of our deep interconnectedness to others. To be open to the world, we need to understand it. IB program therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

An IB education further enhances the development of international-mindedness through multilingualism. All IB program

require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect. It helps the students to appreciate that his or her own language, culture and worldview is just one of many.

International-mindedness is also encouraged through a focus on global engagement and meaningful service with the community. These elements challenge the student to critically consider power and privilege, and to recognize that he or she holds this planet and its resources in trust for future generations. They also highlight the focus on action in all IB programs: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change. The components of an IB education described in this document work together to support the IB's overarching aim of developing international-mindedness (IB organization: 2017, 2).

The IB learner profile places the student at the center of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programs are concerned with students' social, emotional and physical well-being, and with ensuring that students

learn to respect themselves, others, and the world around them. IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Table 2.1

Attribute	Descriptor
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways.

	We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives— intellectual,

	physical, and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Source (IB organization, 2017: 4)

IB programs offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, focusing on powerful organizing ideas that are relevant across subject areas, and that help to integrate learning and add coherence to the curriculum. The program emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering student authentic opportunities to connect their learning to the world around them (IB organization, 2017: 5).

c. Middle Years Program

In the Middle Years Program, students explore six global contexts that are developed from and extend the Primary Years Program

transdisciplinary themes: identities and relationships, personal and cultural expression, orientation in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability.

IB program also require the completion of a culminating project, in the Middle Years Program there are personal project or community project, these projects provide an opportunity for students to showcase their knowledge, understanding and skills. Meaningful assessment supports curricular goals. In IB program assessment is therefore ongoing, varied and integral to the curriculum. IB schools use a range of strategies and tools to assess student learning. Emphasis is placed on the importance of analyzing assessment data to inform teaching and learning, and on recognizing that students benefit by learning how to assess their own work and the work of others.

The Middle Years Program also offer a range of IB-validated assessments. These assessments balance validity and reliability, offering assessment tasks that, for example, require students to demonstrate higher order thinking rather than simple factual recall. These rigorous assessments help to maintain the IB's hard earned reputation for high standards and challenging program (IB organization, 2017: 5).

d. Approaches to Teaching and Learning

Grounded in contemporary educational research, the IB's six approaches to teaching and five approaches to learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom.

The approaches are centered on a cycle of inquiry, action and reflection an interplay of asking, doing and thinking that informs the daily activities of teachers and learners. They also place a great deal of emphasis on relationships. This reflects the IB's belief that educational outcomes are profoundly shaped by the relationships between teachers and students, and celebrates the many ways that people work together to construct meaning and make sense of the world.

1. Approach to Teaching

In all IB programs teaching are:

a) Based on inquiry

A strong emphasis is placed on students finding their own information and constructing their own understanding.

b) Focused on conceptual understanding

Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.

c) Developed in local and global contexts

Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.

d) Focused on effective teamwork and collaboration

This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.

e) Designed to remove barriers to learning

Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.

f) Informed by assessment

Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback. (IB organization, 2017: 6).

2. Approaches to learning

Focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education. The five categories of interrelated skills aim to empower IB students

of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process. The same five categories of skills span all IB program, with the skills then emphasized in developmentally appropriate ways within each program. The five categories are:

- a) Thinking skills, including areas such as critical thinking, creative thinking and ethical thinking.
- b) Research skills, including skills such as comparing, contrasting, validating and prioritizing information
- c) Communication skills, including skills such as written and oral communication, effective listening, and formulating arguments
- d) Social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- e) Self-management skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct

categories, there are close links and areas of overlap between them, and these categories should be seen as interrelated (IB organization, 2017: 7).

B. Unit Planner

1. Definition of Unit Planner

There are several definitions about unit planner have been provided by the experts. Harmer stated that unit planner is the art of combining some different elements into coherent so that unit planner has identity which students can response, recognize, work and react to whatever sign and gestures teachers may use to visualize and create that identity (Harmer, 1991: 434).

Mulyasa (2011:212) stated that unit planner is a plan which describe procedures and management of research in order to reach one or more basic competences regulated with Standard Content and extended the syllabus. It means that there are several steps and organization developed by the teacher.

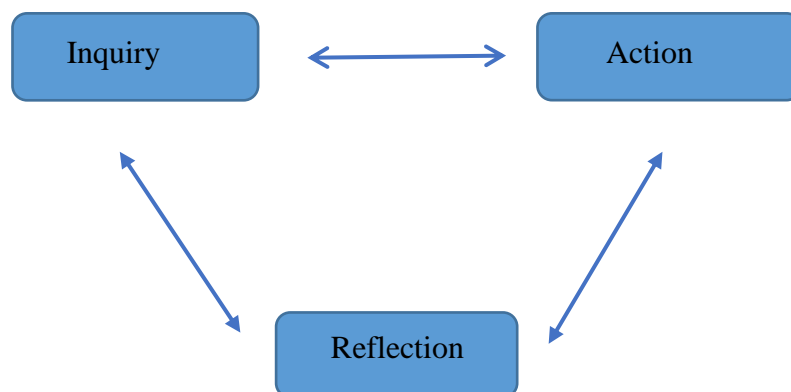
According to the Minister of National Regulation Number 103 Year 2014 said that unit planner is developed unit planner in detail on particular subject matter or theme that refers to the syllabus. In conclusion, unit planner is a sequence of lessons which is provided by the teacher based on the curriculum. It is developed from the syllabus as

an effort the teacher to reach main competences and basic competences in the curriculum.

2. MYP Unit Planner Process

The unit planning process is an essential requirement of the MYP. To develop an MYP unit plan, teachers work collaboratively to establish the purpose of the unit, define the process of teaching and learning through inquiry, and reflect on the planning, process and impact of the inquiry. The MYP unit planning process is an important expression of the inquiry cycle that frames teaching and learning in IB World Schools.

Table 2.2



(source: Evaluating MYP, 2015 :1)

3. Statement of Inquiry

Set conceptual understanding in a global context to frame classroom inquiry and direct purposeful learning. Statements of inquiry

summarize “what we will be learning and why” in language that is meaningful to students.

Statement of Inquiry		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>The statement of inquiry:</p> <ul style="list-style-type: none"> • offers limited potential for transferring understanding beyond the content of this unit • does not clearly include an identified MYP key concept, related concepts and global context • may mechanically connect program elements, with limited description of the 	<p>The statement of inquiry:</p> <ul style="list-style-type: none"> • clearly explains a significant conceptual understanding of appropriate complexity • identifies a specific global context and exploration • communicates in student friendly language that 	<p>The statement of inquiry:</p> <ul style="list-style-type: none"> • clearly explains a significant conceptual understanding of appropriate complexity • identifies a specific global context and exploration • communicates in student friendly language that

<p>unit’s purpose and significance</p> <ul style="list-style-type: none"> • uses language that might overwhelm students, limit their ability to engage with the inquiry, or articulate for themselves its purpose and value. 	<p>invites inquiry and engagement</p> <ul style="list-style-type: none"> • has potential for the development of transferrable understanding. 	<p>invites inquiry and engagement</p> <ul style="list-style-type: none"> • has potential for the development of transferrable understanding.
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4. Inquiry Question

Inquiry Question		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Inquiry questions:</p> <ul style="list-style-type: none"> • show less understanding of the distinction between factual, conceptual and debatable questions 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> • include examples of factual, conceptual and debatable questions • are clearly 	<p>Inquiry questions:</p> <ul style="list-style-type: none"> • demonstrate clear understanding of the relationship between facts,

<ul style="list-style-type: none"> • may be disconnected from each other and the purpose of the unit • represent a single approach to the unit's subject matter/topic • develop too many or too few questions, that may be too simple or too complex for the intended learners. 	<p>relevant to the purpose of the unit</p> <ul style="list-style-type: none"> • are developed to address the needs of diverse learners • are appropriately rigorous. 	<p>concepts and debates</p> <ul style="list-style-type: none"> • provide variety, generate interest, establish relevance and represent appropriate complexity • include teacher- and student-generated questions that lead to deeper understanding • identify structured or scaffolded learning pathways • develop sophisticated critical and creative thinking • help to prepare students to
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		undertake summative assessment.
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5. Summative Assessment

Summative Assessment		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • has a limited connection with the statement of inquiry • may represent an assignment that is not challenging enough or too complex for most learners • does not clearly address MYP subject-group objectives. 	<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • relates to the statement of inquiry • offers students a meaningful opportunity to demonstrate what they understand 	<p>The summative assessment task(s):</p> <ul style="list-style-type: none"> • thoughtfully connects with the statement of inquiry • allows open-ended and multiple ways for students to communicate their understanding • thoroughly explains what students will do to

	<p>(know and can do)</p> <ul style="list-style-type: none"> • addresses MYP subject group objectives • can be differentiated to meet individual student needs. 	<p>demonstrate understanding</p> <ul style="list-style-type: none"> • uses relevant MYP subject-group criteria to judge student achievement • represents an appropriate degree of challenge • balances manageability with authenticity • takes into account students with inclusive assessment arrangements.
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6. Approach to Learning (ATL)

Approach to Learning		
<p>Beginning/developing Emergent</p>	<p>Using Capable</p>	<p>Sharing Exemplary</p>

<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • identify skills from one or more MYP skill clusters • are chosen in relationship to the unit’s objectives and assessment tasks • connect with a larger plan for developing students’ ATL skills • develop too many or too few ATL skills that may be too simple or too complex for the intended learners. 	<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • develop general and subject-specific competencies • are taught explicitly and practiced in the course of the unit • help students to reach higher achievement levels for the unit’s summative assessment task(s) • provide a focus for student self-evaluation and reflection on personal growth and development • are vertically articulated. 	<p>ATL skills in this unit:</p> <ul style="list-style-type: none"> • support and develop MYP subject-group objectives • offer students opportunities to develop responsibility for their own learning through independent practice • integrate meaningfully with learning engagements and assessment tasks • support a clearly identified progression of learning across the MYP years
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		<ul style="list-style-type: none"> • articulate ATL skills in the unit with other subject groups, year levels or school-wide plans (documented in the school's ATL chart).
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7. Content

Describes the disciplinary knowledge and skills to be taught and learned throughout the unit.

Content		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
The unit's subject matter/content: <ul style="list-style-type: none"> • may not be clearly aligned with the unit's 	The unit's subject matter/content: <ul style="list-style-type: none"> • lists subject-group knowledge that illustrates or is 	The unit's subject matter/content: <ul style="list-style-type: none"> • includes disciplinary knowledge and

<p>key and related concepts</p> <ul style="list-style-type: none"> • does not clearly connect with MYP subject-group aims and objectives • suggests inappropriate expectations (too low or too high). 	<p>informed by the unit's chosen key and related concepts</p> <ul style="list-style-type: none"> • aligns with the MYP subject-group aims and objectives chosen for the unit • represents an appropriate level of challenge. 	<p>skills to be taught and learned that are solidly connected with the chosen key and related concepts</p> <ul style="list-style-type: none"> • begins with students' prior understanding and builds necessary background knowledge • connects MYP objectives with any local requirements, standards or subject-group content • represents reasonable developmental and practical demands • if relevant, establishes links
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		with MYP topics for assessment
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8. Learning Process

Learning process		
a). Learning experience and teaching strategies		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> • do not clearly align with the unit's purpose and content • offer limited variety and more teacher-centered classroom activities • are not developed in sufficient detail. 	<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> • align with the unit's purpose • include some inquiry-based approaches to teaching • are developmentally (age) appropriate 	<p>Learning experiences and teaching strategies:</p> <ul style="list-style-type: none"> • are appropriate for the unit's content and aligned with its purpose • build on prior learning • are developmentally (age) appropriate,

	<ul style="list-style-type: none"> • provide variety that sustains student engagement. 	<p>thought provoking and engaging</p> <ul style="list-style-type: none"> • use inquiry-based strategies for teaching and learning • are sufficiently detailed to understand what students will do, and in what order.
b). Formative Assessment		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Formative assessment:</p> <ul style="list-style-type: none"> • provides few opportunities to monitor and support student learning 	<p>Formative assessment:</p> <ul style="list-style-type: none"> • provides opportunities for practice and explicit 	<p>Formative assessment:</p> <ul style="list-style-type: none"> • provides opportunities for practice and explicit

<p>• is not clearly connected with the knowledge, understanding and skills required for success in summative assessment</p> <p>• offers few opportunities to create evidence that teachers can use to adjust their teaching plans</p>	<p>feedback for learning</p> <p>• aligns with knowledge, understanding and skills required for success in summative assessment</p> <p>• creates evidence that teachers can use to adjust teaching and learning in ways that promote student achievement.</p>	<p>feedback for learning</p> <p>• provides multiple opportunities to monitor and support student learning</p> <p>• comprehensively aligns with knowledge, understanding and skills required for success in summative assessment</p> <p>• creates evidence that teachers can use to make adjustments to planned experiences and teaching strategies</p> <p>• considers opportunities for</p>
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		peer assessment and self-assessment.
c). Differentiation		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
Differentiation: • documents limited strategies for accommodating learning diversity.	Differentiation: • considers content, process and product • takes into account students' language profiles and learning support requirements.	Differentiation: • offers opportunities in which each student can develop, pursue and achieve appropriate learning goals • considers content, process and product • takes into account students' language profiles and learning support requirements, using student diversity as a

		resource for all students' learning.
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9. Resources

Resources		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Resources:</p> <ul style="list-style-type: none"> • provide some of the information and learning environments necessary for achieving the unit's purpose. 	<p>Resources:</p> <ul style="list-style-type: none"> • provide the information and learning environments necessary for achieving the unit's purpose • represent culturally 	<p>Resources:</p> <ul style="list-style-type: none"> • represent a wide range of creative springboards to learning • integrate technology effectively

	responsive and diverse points of view • support differentiated learning	• create opportunities for hands-on learning • utilize people, organizations and facilities from the community • take into account students’ experiences and literacies • use multilingualism as a resource • promote further student inquiry.
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10. Reflection

Reflection on the unit planner can provide a starting point for collaborative planning, an ongoing reminder for reflective practice throughout the teaching process, and a format in which to evaluate teaching strategies and learning outcomes.

Before, during and after the unit		
Beginning/developing Emergent	Using Capable	Sharing Exemplary
<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> • documents reflection that includes at least one phase of the teaching process • partially considers connections to other program components • captures general observations about what went well and what might be improved 	<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> • documents reflection on the planning, process and impact of the inquiry • notes possible links with other subject groups and opportunities for student-led action and service learning • considers student engagement • notes potential future development 	<p>Reflection before, during and after teaching:</p> <ul style="list-style-type: none"> • demonstrates thorough and meaningful reflection throughout the teaching and learning process • encompasses the written, taught and assessed curriculum • makes interdisciplinary connections • documents the unit's reflection of the IB's mission and

	<p>(opportunities for improvement)</p> <ul style="list-style-type: none"> • considers how the unit supports MYP philosophy. 	<p>values (including the IB learner profile)</p> <ul style="list-style-type: none"> • links the unit with appropriate opportunities for student-led action and service learning • includes information about standardization of assessment and data analysis • considers the unit in relation to horizontal and vertical articulation of the subject group.
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Source: Evaluating MYP unit planner: 2015.

2) Assessment

1) Formative Assessment

- a) Formative assessments are assessments in learning and playing an integral part in the teaching cycle to find out what already is known and can be done by students.
- b) Assessments are designed by teachers to collect, analyze, interpret using a variety of evidence to improve students' learning and to help students reach their potential.
- c) All assessment activities must be documented in a clear and accurate record. Formative assessment evidence in preparation for the summative assessment should also relate to the subjective subject.

2) Summative Assessment

- a) The summative assessment is designed to provide information about what the student can do, know, and understand at the end of the investigative or labor unit that stands alone on any subject.
- b) The summative assessment informs and increases students' learning and the teaching process that measures understanding central ideas, and encourages students toward action.
- c) In MYP, a summative assessment is published by a respected teacher subject within two weeks before the assessment date with the required MYP group criteria.

3) Peer and Self-Assessment

Students are given regular opportunities to assess their own work and each other, emphasizing the importance of reflection in the

learning process. If needed, students may also be actively involved in the organizational criteria for the work to be assessed.

4) MYP Personal Project (PP)

- a) MYP personal project is developed and completed by each student, but it enables the student to engage in group work.
- b) A group project that allows students individually to be responsible for various aspects of a project that can be proved to be a valuable experience.
- c) The personal project is personally assessed for each student.
- d) Students must determine realistic criteria to measure the quality of the final outcome or product of project.
- e) MYP personal project there are three effects components.
- f) MYP personal project report demonstrates student involvement with his personal project by summarizing the experiences and skills recorded in the process journal.
- g) The report should be presented in the identifiable section, following the objectives of the MYP-investigate, plan, take action, and reflect. Reports should include evidence for all the criteria.
- h) The assessment for personal project MYP deals with the criteria, based on four assessment criteria that match a maximum score of 8 per criteria.

5) Plagiarism, low performance, and late

- a) If a teacher or other staff member suspects that a student is guilty of malpractice, he should not give up the level of achievement and refer to the school's academic honesty policy for further instruction.
- b) Students who receive lower levels of performance from their potential are considered poorly performing students. Teachers will contact parents for further intervention and will be expected to attend remedial classes to complete the job for their potential.
- c) Adequate time limit for assessment given accordingly, if a student cannot submit an assignment on time, he or she must notify the teacher and the corresponding time consultation to submit the assignment.

6) Assessment criteria and assessment explanation

- a) Assessment in MYP uses different schemes and specific criteria for each subject.
- b) The criteria are appropriately designed for age groups and reflect the development of students.
- c) Each assessment criteria have a maximum probability of achievement.

7) Standard Assessments

a) National Exam

Al Firdaus World Class Islamic School is also accredited by the ministry of education and culture (department of education) where all 6th graders, 9th graders and 12th graders are registered in the national exam as a standard assessment.

The national test is one of the tools to help schools and teachers plan learning and measure the progress made. Teachers use this information and other ways to collect data about children's learning.

b) Initial Assessment

Al Firdaus World Class Islamic School will hold the initial assessment as a standard test for candidates. Initial assessments are made on candidates applying to Al Firdaus World Class Islamic School. Candidates will be accepted if they meet the school assessments criteria from the initial assessments in Islamic religious education, mathematics, science, Indonesian, and English.

C. Instructional Design

Instructional Design is a system of Developing well-structured instructional materials using objectives, related teaching strategies,

systematic feedback, and evaluation (Moore and Kearsley, 1996). It can also be defined as the science of creating detailed specifications for the design, development, evaluation, and maintenance of instructional material that facilitates learning and performance.

Instructional design is the practice of creating learning experience and material to support learning. It is a systematic approach to analyzing, designing, developing, implementing, and evaluating any instructional experience based on the belief that training is most effective when it gives learners a clear statement of what they must be able to do after training and how their performance will be evaluated (Floren Martin, 2011). Instructional design requires the analysis and selection of the most appropriate strategies, methodologies, learning activities and knowledge transfer.

Common instructional design model includes:

- d. ADDIE (Analysis, Design, Development, Implementation, Evaluation)
- e. Dick and Carey Model
- f. Merrill's Principles of Instruction
- g. Gagne's Nine Events of instruction (Floren Martin, 2011)

D. Teacher Difficulties

Teachers Difficulties in the preparation unit planner include teacher problems that do not compile unit planner independently. This means that

teachers do not independently prepare lesson plan or unit planner. As Mulyasa (2011: 21) states that many teachers who takes shortcuts by not making preparations when he wants to learning, so the teachers Teaches without preparation.

Besides that, related to the preparation of learning tools, especillay teachers lesson plans. Difficulties in determining the allocation of learning time and the formulation of indicators achieving competence and determining learning method in lesson plans (Kinasih, 2017).

The components contained in the unit planner are a single unit. So that it reflects the learning activities that will be carried out by the teacher. The problems faced by teacher are in accordance with the conveyed by Ilham (2010: 17) in his research results that the obstacle faced by the teacher is difficulty in formatting indicators, difficulties in formulating learning objectives, and difficulties in integrate learning objective.

Furthermore, the problem faced by teachers wiyani (2015: 114) said that learning media has a positive impact in learning activities, even through in reality it turns out that is still rare for teachers to utilize instructional media as tools to help improve learning activities. The same thing also conveyed by Mupa (2015: 125), the result of his research show that teachers do not prepare learning media that can be used teacher in learning activities, so that during the learning proses only just textbook.

E. Previous Study

The researcher found three related study about designing lesson plan. The first research from Meliana Saputri entitled “English Teacher’s Difficulties Designing Lesson Plane based on the 2013 Curriculum (A Descriptive Study in SMP Al-Islam 1 Surakarta)”. The research focused on teacher’s difficulties in designing lesson plan based on the 2013 Curriculum. From this research the difficulties are: indicators, material, teaching method in learning activities, and the procedure of assessment in 2013 Curriculum.

The second research is conducted by Miftah Farid (Indonesia University of Education) in 2014. It is Qualitative research entitled “Teachers Difficulties in Lesson Planning Based on School-Based Curriculum”. Its objectives to picture the teachers’ preparation before conducting a lesson in terms of designing learning activities to conduct in classroom, particularly in setting indicators and objectives, selecting materials and media, plotting the teaching procedures, conducting students’ evaluation and to investigate the difficulties faced by the teachers in planning lesson. He gathers data through non directive interviews and document analysis using several categories in Reiser and Dick’s about Systematic Planning. The result of this research is the teacher have got the difficulties in finding suitable materials for the students due to the lack of resource books for vocational school. The similarity between this research, the researcher tried to find out the difficulties of the teacher in designing lesson plan. The difference of this research is the implementation of the curriculum.

The third preceding was conducted by Jasmi, in 2014 in 61st TEFLIN International Conference, UNS Solo 2014. The finding of this research is the teacher got some difficulties in arranged assessment because the teacher did not get any training and seminar. The similarity between this research is the researcher tried to find out the teacher's difficulties in designing lesson plan based on 2013 curriculum. The difference between of this research is the subject in senior high school in the one of school in Ciputat, West Java.

The differences between this research with the research above is tried to find out the teacher difficulties designing unit planner based on the International Baccalaureate curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research method, the researcher used descriptive qualitative design to describe the teacher difficulties designing unit planner based on the International Baccalaureate curriculum, to clarify and describe the data. (Moloeng, 2004: 6) stated that qualitative research is research to understand in a phenomenon that happen to be research subject by describing it into words and using natural method in natural context. This research applied qualitative research in order to understanding situations and event from the viewpoint of the participants (Fraenkel, et.al. 2012: 10).

Descriptive study is a part of qualitative study, so treatments and manipulation are not involved. Data are collected in the form of words or pictures rather than numbers (Fraenkel, Wallen & Hyun, 2011). In this research, the researcher conducted descriptive qualitative research which described the difficulties in designing unit planner. So, in this case the researcher described without giving any calculation or statistic procedure.

B. Setting of Research

The research conducted the study in SMP Al-Firdaus Sukoharjo, it is located on Jl. Al Kautsar, Mendungan, Pabelan, Kartasura, Sukoharjo, Central Java. This school has two main buildings, the school is chosen as place of the research it is accessible for conducting the research.

The research period is in August 2019 to March 2021. The researcher gets involved in this school until as long as she could reach the data completeness. This research will conduct in academic year of 2019/2020 until 2020/2021. The complete time setting of this research includes pre- observation, designing proposal, seminar proposal, collecting data, consulting and writing thesis report stated in Table 3.1

Table 3.1 time of the research

Schedule	Month																							
	August - December 2019				January - November 2020				December				January 2021				February				March - April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pre-Observation	■																							
Design Proposal					■																			
Proposal seminar																			■					
Collecting Data																					■			

Consulting																				
Writing Thesis report																				

C. Object and Informant of the research

The object and informant of this research are:

a. Object

The object of this research is the difficulties faced by the teacher in designing unit planner based on the International Baccalaureate Curriculum.

b. Informant

The informant of this research is one English teacher in SMP Al-Firdaus Sukoharjo. As this research is conducted in the context of International Baccalaureate Curriculum, the subject is the English teacher who teach in each grade VII, VIII, and IX. The teacher is Mr Danang Catur Satrianto, S.Pd.

D. The Technique of Collecting Data

To get the valid data, the researcher must use several techniques of collecting the data and is also supported by the research instrument that will help the researcher to collect the valid and systematic data. Here, the

researcher will describe how the researcher collects the data and the related instruments that support the researcher in collecting the data.

1. The Research Instrument

The process of collecting the data, the researcher also used some additional instruments to obtain the systematic data. The researcher used the theory for the analyzing unit planner elements based on Evaluating MYP unit planner IB organization 2015.

2. Procedure

The data collection steps involve (a) setting the boundaries for the research, (b) collecting the information, (c) collecting the information through observations, interview, documents and visual materials, and (c) establishing the protocol for recording information (Creswell, 2009: 178). From the explanation above, the technique which researcher used in this research is as follows:

a. Interview

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non- verbal, spoken and heard (Cohen, 2007: 349).

Moloeng (2002:135) said that interview is a conversation with certain purposes which is done by two parties, the interviewer and interviewee. Additionally, Schunk explained that interview is the situation in which interviewer ask some questions or problems to discuss and the interviewee gives responses orally. Kothari (2004: 97)

stated that the interview method of the collecting data includes showing of oral-verbal stimulation and reply in terms of oral- verbal responses.

In this research, the interview will conduct to gain information on the difficulties in designing unit planner. Semi-structured interview, some questions were adapted from Professor Dr. Marsigit, MA (2015) and modified by the researcher by adding some questions required to gather the data needed. Before the interview, the teacher was given a list of questions to be covered. The interviews were done by asking questions orally, speaking in *Bahasa Indonesia* to give the English teachers unlimited answer.

b. Document Analysis

Teacher unit planner would be collected in this research. Unit planner would be analyzed using checklist in accordance with its elements as stipulated by Evaluating MYP unit planner IB organization 2015. i.e. co-teaching, pre-planning, statement of inquiry, inquiry question, summative assessment, approach to learning, approaches to teaching, formative assessment and reflection. The table checklist to analyze unit planner elements would state in table 3.2.

Table 3.2

Analyze unit planner

Does the unit include the following?	
	√
Name of the teacher(s)	
MYP subject group and the specific discipline (If the unit is part of an integrated course, note which subjects or disciplines are integrated. For modular courses, indicate which discipline the module addresses.)	
Unit title (topic, a question, content requirement or a big idea)	
Approximate number of guided learning hours (total)	
Key concept	
Related concept(s)	
Global context and specific exploration	
Subject-group objectives and specific relevant strands	
Task-specific clarification (description of how teachers helped students understand the criteria and level descriptors)	
Content that specifies topics and/or local/national standards	
Learning experiences/teaching strategies, differentiation, formative assessment	
Resources	

E. The Trustworthiness of The Data

In analyzing the data, the researcher also needs to check and analyze the validity of the data resource to get the validity of the data. The researcher must use the relevant technique of data analysis to check the data validation of a data scientifically and responsibly. In this case, the researcher used the triangulation for testing the validity of the data.

Triangulation is a technique of data analysis which is benefited something out of data itself in order to check the result of data or as a data comparer (Moloeng, 2001:178). This assumption is supported by Denzin (2000:391), he states that:

- a. Data Triangulation: The use of variety of data source in a study.
- b. Investigator Triangulation: using several different researchers or evaluator.
- c. Theory Triangulation: using multiple methods to study a single sent of data.
- d. Methodological Triangulation: using multiple methods to study a single problem.

In this research, the researcher uses data source triangulation. Source triangulation is used to compare and recheck the validation of the information. Whereas, triangulation method means that in checking

the data validation of the problem, researcher has to compare some method of collecting data (interview and documentation) which is the data collection is in the same place and portion. The source of the data is the English teacher in SMP Al-Firdaus Sukoharjo.

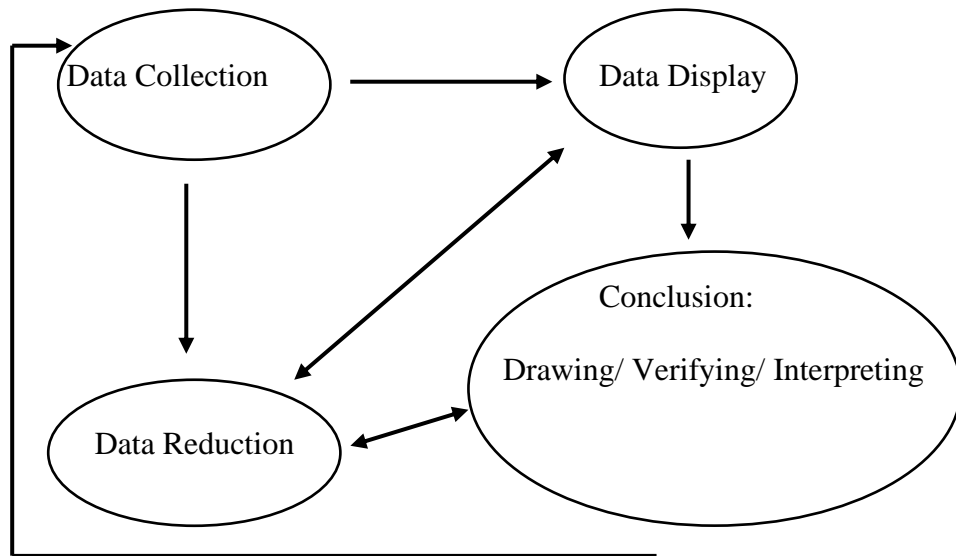
F. Technique of the Data Analysis

In this study, the data obtained from the interview with the teacher and document. The data will be analyzed using qualitative method. To analyze the data, the researcher used the Evaluating MYP unit planner by IB organization 2015. The elements that have to be analyze in unit planner were limited from nine elements.

In analyzing the data, the researcher employs the interactive model by Miles and Huberman (1994:12) which divides the data analysis procedures into three steps; data reduction, data display and drawing conclusion and interpretation. The data analysis begins as the observation conducted, and keeps on going during the whole study. The process can be seen in the following picture 3.3

Table 3.3

Components of Data Analysis: Interactive Model (Miles and Huberman, 1994:12)



a. Data Reduction

Data reduction is an activity summarizing, electing subject matter, focusing in things which are important, and looking for themes and patterns.

b. Data Display

According to Miles and Huberman, data display is set of structured information and gives the possibility of drawing conclusions and taking action.

c. Conclusion Drawing/Verifying

Conclusion drawing/verifying is an activity of formulating research result that answer the focus on the research based on data

analysis result. Conclusion are presented in the descriptive form of the research object based on the research study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

To answer the formulation of the problems in this study, the researcher conducted semi-structured interviews with English teacher at SMP Al-Firdaus Sukoharjo. Interviews were conducted by the researcher on May 3 and 5, 2021 in the teacher's room at SMP Al-Firdaus Sukoharjo.

1. The teacher's difficulties in designing unit planners based on the International Baccalaureate Curriculum.

To answer the first problem formulation, the researcher presents the following results of interviews regarding the teacher's difficulties in designing unit planner based on the International Baccalaureate Curriculum.

According to English Teacher, even during the pandemic, the curriculum in SMP Al-Firdaus Sukoharjo was oriented towards the International Baccalaureate Curriculum. The frame was International Baccalaureate Curriculum, so they followed the International Baccalaureate Curriculum according to what they wrote in the lesson plan for the International Baccalaureate Curriculum or what they usually call the unit planner of the International Baccalaureate Curriculum. They don't use the emergency curriculum but they use the ministry curriculum (*kurikulum dinas*) as a report. There is no significant change from the unit planner. The difference is only in the method, at the first the learning

process is face-to-face because of the pandemic covid learning process uses the platform model, zoom and google classroom.

English Teacher also said that in the International Baccalaureate Curriculum, they call it a unit planner, not a lesson plan, because the school or institution has its own language agreement. As an example, the word radical, in terms of its origin, is rooted, but most people interpret it as hard, even though its meaning is rooted. It means that there are two perceptions, depending on the point of view and who interprets them. For example, in the International Baccalaureate Curriculum, what might be the name of certain companies or agencies, they call it SOP, standard operating procedure. So, it is a language agreement that has been agreed upon in the realm of the International Baccalaureate Curriculum. It becomes one way to distinguish “Oh, when we use that language, it means this is from the International Baccalaureate Curriculum”.

According to English Teacher, teachers at the school get ready to create unit planners at the start of each semester, as follows:

“Unit planner kita siapkan dari awal ya kak awal semester 1 dan awal semester 2”

“We prepared a planner unit, right at the beginning, sis, at the beginning of semester 1 and the beginning of semester 2”

He added:

“bukan permateri mbak menyusunnya, jadi kita itu menyusunnya pertopik. Kalau di IB itukan ada tema-temanya, katakanlah kalau di mata pelajaran bahasa inggris itu ada 5 tema ya sudah kita menyusunnya hanya 5 saja, tetapi materi materinya itu dijelaskan disitu”

“Not every material makes it up, so we arrange it per topic. In the International Baccalaureate Curriculum, there are themes, let's say that in English subject there are 5 themes, so we have compiled only 5 of them, but the material is explained there”

“dari awal sudah disusun nah kemudian kalau misalnya ada keadaan darurat seperti ini jadi kita kaji lagi. Dulu Ketika menyusun kan belum ada pandemi berarti harus ada diskusi lagi dengan kelompok di Language Acquisition. Jadi kalau di sekolah Al-Firdaus diskusinya bukan hanya dengan guru bahasa Inggris saja tapi dengan guru bahasa arab, jadi kita disitu berdiskusi tentang keadaan yang terjadi dan bagaimana metode-metode yang akan diterapkan, dan kesulitan anak seperti apa, nanati kita petakan kemudian kita berusaha menemukan solusi yang terbaik seperti apa”

“It's been prepared from the start, so if there's an emergency like this, let's review it again. In the past, when compiling there was no pandemic, which meant that there had to be another discussion with the group at Language Acquisition. so if at the Al-Firdaus school, the discussion was not only with the English teacher but with the Arabic teacher, so we discussed there the situation that was happening and how the methods would be applied, and what the child's difficulties would be, later, we mapped them out then we tried to find out what the best solution looked like”

Furthermore, regarding the many components in the unit planner, Mr. Danang admitted that he was having difficulty arranging the components.

“ya kalau dibilang sulit ya tentunya sulit, karena itukan detail sekali bahasa bahasanya pun bermacam macam, ada statement of inquiry, global concept, global context dan itu tidak bisa dijelaskan dalam sehari karena itu harus bertahap, Ketika kita menyusun itupun juga tidak langsung benar ada yang mengoreksi juga jadi ketika menyusun nanti kita ada, karna kita bekerja sama dengan yang lain jadi kita siapkan disitu ternyata ada yang salah jadi dikoreksi lagi dibenerin lagi oh yang salah ini itu. Ini dikoreksi oleh tim tim yang sudah berpengalaman atau yang sudah terjun di sekolah IB”

“of course, it's difficult, because it's very detailed, the languages are varied, there are statements of inquiry, global concepts, global contexts and it can't be explained in one day because it has to be gradual. When we compile it, it's also not right away, someone corrects it too, so when we compile it, we will be there, because we work with others, so we prepare it there. This is corrected by experienced teams or those who have attended the International Baccalaureate Curriculum school”

Regarding the problem of the statement of inquiry and the others, English Teacher stated that all of them had their own level of difficulty, as explained by Mr. Danang as follows:

“ya semuanya kan memiliki tingkat kesulitannya sendiri sendiri mbak, seperti statement of inquiry itu kan sebenarnya kaya indicator mungkin di dalam RPP K-13, tetapi tidak semudah itu disesuaikan harus menyesuaikan global contextnya, konsepnya apa seperti itu, setelah itu nanti disesuaikan dengan temanya. Nah mungkin nanti biar panjenengan tau kan harus dilihat dulu unit plannernya seperti apa kalau bahasa bahasanya seperti apa, karena saya yakin ada Bahasa Bahasa yang asing nanti bisa gagal paham”

“Everything has its level of difficulty, like the statement of inquiry, it's actually like an indicator in the 2013 curriculum lesson plans, but it's not that easy to adjust, you have to adjust the global context, what kind of concept is that, after that, it's adjusted to the theme. So, maybe later, so that you know, you have to look at the unit planner first to see what kind of language is, because I'm sure there is a foreign language that you will later fail to understand”.

According to English Teacher, the significant differences between the lesson plan in the 2013 curriculum and the unit planner for the International Baccalaureate Curriculum are more in the global context of

the unit planner, there are related concepts, there is an approach, learning procedures, then the demands in the introductory chapter and closing core are almost the same. The only difference is that in the 2013 curriculum even though the form of the lesson plan is in Indonesian and the unit planner for the International Baccalaureate Curriculum, everything must be in English, even subject Java must be in English.

Regarding to the difficulty in making a unit planner that comes from making the assessment, he said:

“terlebih pada saat membuat assessment itu susah mbak tidak mudah, atau paling menantang itu membuat assessment”

“Especially when making an assessment it's difficult, sis. It's not easy, or the most challenging is making an assessment”

2. How the teachers overcome difficulties in designing unit planners based on the International Baccalaureate Curriculum.

To answer the second problem formulation, the following is the researcher presenting the results of interviews regarding the strategy or methods taken by the teacher to overcome difficulties in designing unit planners based on the International Baccalaureate Curriculum:

Regarding the strategy that English Teacher did when he had difficulties in preparing unit planners, he stated:

“strategi yang pertama harus mendalami bahasa-bahasa yang ada di dokumen unit planner itu karena bahasanya kan bahasa yang sebenarnya tidak asing tetapi memiliki makna yang berbeda jadi kita tidak gagal paham menyamakan presepsi dulu, kemudian yang kedua yaitu diskusi dengan tim di language acquisition, kita sharing menemukan kesulitan apa saja setelah itu kita diskusi di tim, lalu diskusi bareng yang dikoordinatori oleh coordinator IB kemudian kita mengadakan

istilahnya personal development di sekolah, setelah itu kita baru mengundang senior dari sekolah lain dan kemudian kita sharing disitu kita presentasikan unit planner Bahasa Inggris itu secara bertahap dan terus satu bulan sekali kita ada”

“The first strategy is to study the languages in the unit planner document because the language is actually a familiar language but has a different meaning so we don't fail to understand the same perception first, then the second is discussion with the team at language acquisition, we share what difficulties were found, after that we discussed in the team, then discussed together which was coordinated by the International Baccalaureate Curriculum coordinator, then we held the term personal development at school, after that we just invited seniors from other schools and then we shared there, we presented unit planner English gradually and steadily, we have it once a month”

He also stated that:

“Itu fasilitas dari sekolah, setelah sekolah, kita bertahap dan berskala, setelah Kurikulum International Baccalaureate selesai, kita datang langsung dari tim Kurikulum International Baccalaureate, langsung ke orang-orang yang memiliki posisi di Kurikulum International Baccalaureate”

“Those are the facilities from the school, after school, we are gradual and scaled, after the senior International Baccalaureate Curriculum is finished, we come directly from the International Baccalaureate Curriculum team, directly to people who have positions in the International Baccalaureate Curriculum”

Furthermore, regarding whether or not there is a development of the content of the International Baccalaureate curriculum, English Teacher stated that:

“ya tetap ada pengembangan isi dari International Baccalaureate curriculum mbak, karena kan kita kalau International Baccalaureate curriculum itu kan kurikulumnya membebaskan, kalau di International Baccalaureate curriculum ada suatu item, itu dibebaskan pengembangannya seperti apa, dengan memberikan contoh kalau di sekolah International

Baccalaureate curriculum itu harus ada item yang seperti ini, seperti itu, dan untuk penerapannya juga tergantung, diserahkan sepenuhnya kepada guru dengan melihat kondisi siswa dan kemampuan siswa, terlebih dalam penggunaan assessment, karena penggunaan assessment menurut International Baccalaureate curriculum sangat-sangat penting, namun dalam prakteknya itu disamaratakan, contoh dalam satu kelas itu ada 20 murid dan tidak semuanya murid itu mempunyai kemampuan yang sama, jadi penggolongan lebih detailnya itu di assessment jadi si A, B, C itu nanti assessmentnya berbeda-beda”

“Yes, there is still a development of the contents of the International Baccalaureate curriculum, because if we have an International Baccalaureate curriculum, the curriculum will be free, if there is an item in the International Baccalaureate curriculum, how will it be developed? like this, like that, and for its application it also depends on it is left entirely up to the teacher by looking at the conditions of students and students' abilities, especially in the use of assessments, because the use of assessments according to the International Baccalaureate Curriculum is very important, but in practice, it is generalized, for example in one class there are 20 students and not all students have the same ability, so the more detailed classification is assessed so A, B, C will have a different assessment”.

B. Discussion

1. The teacher's difficulties in designing unit planners based on the International Baccalaureate Curriculum.

SMP Al-Firdaus Sukoharjo is one of the two Islamic schools in central Java that applies the international baccalaureate curriculum. This school uses the International Baccalaureate Curriculum Middle Years

Program (MYP) for ages 11-16 years. As already explained, International Baccalaureate (IB) was founded in Geneva, Switzerland in 1968. The first program offered by the IB was the Diploma Program (DP) and this was the only IB program in existence until 1994 when the Middle Years Program (MYP) was developed. This was followed by the Primary Years Program (PYP) in 1997 and more recently the careers-related certificate, introduced in 2011. This program was reviewed and revisions launched in 2014. In 2017 MYP has used 1,356 schools in 108 countries. Whereas, the International Baccalaureate Primary Years Program (IB PYP) used for 3-12 years old started to be used-in 1997 and now uses 1,472 schools in 109 countries which used the primary years program PYP ((Period of march 2019). According to Maryono and Emilia (2022) in their research entitled “An analysis of International Baccalaureate – English language curriculum for middle year program” stated that the English International Baccalaureate curriculum applies a learner-cantered ideology with collaborative learning to build students' communicative skills. It has also been influenced by a deductive model proposed by Tyler. Moreover, the elements also confirm Tyler's rationale, consisting of objectives, the content, learning activities or learning experiences designed to achieve the objectives of various types of assessments and evaluations.

During the pandemic, the curriculum in SMP Al-Firdaus Sukoharjo was oriented towards the International Baccalaureate Curriculum, so they followed the International Baccalaureate Curriculum according to what

they wrote in the lesson plan for the International Baccalaureate Curriculum or what they usually call the unit planner of the International Baccalaureate Curriculum. According to English Teacher, in compiling unit planners, he prepared them at the beginning of each semester. When designing the unit planner, English Teacher also had a hard time. Mulyasa (2011:212) stated that a unit planner is a plan which describe procedures and management of research to reach one or more basic competencies regulated with Standard Content and extended the syllabus. It means that there are several steps and organization developed by the teacher. Then according to the Minister of National Regulation, Number 103 Year 2014 said that unit planner is developed unit planner in detail on a particular subject matter or theme that refers to the syllabus.

Based on the research finding, it can be seen that the teacher's difficulties in designing unit planners based on the International Baccalaureate Curriculum include the language used in more detail, the terms used varies, namely statements of inquiry, global concepts, global contexts, inquiry question, approach to learning, learning process and reflection. In the research conducted by Dickson *et al* (2021), several participants in the study stated that unit planning was a bit over-the-top (and) your time could be better spent as a teacher doing more effective things that are going to help the class, they thought that they spent a lot of time on 'just creating documents to have in a folder to say you've done that step as opposed to planning (and) programming really meaningful stuff.

Additionally, they also felt that the paperwork and the unit planning are pretty full on. They had to take the (Australian Curriculum's content) and be delivering that under the IB framework.

As already quoted in IB organization (2017: 2), "an IB education further enhances the development of international-mindedness through multilingualism. All IB programs require the students to study, or study in more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect. It helps the students to appreciate that his or her own language, culture, and worldview is just one of many". So, it is hoped that teachers can also understand the unit planners in the International Baccalaureate Curriculum. Then the next difficulty is during the designing process, the results are also not necessarily correct, so someone has to correct them. The unit planners must be corrected by experienced teams or those who have attended the International Baccalaureate Curriculum school.

According to English Teacher, those who corrected it could be from any school that implemented the International Baccalaureate Curriculum, in Sukoharjo there were only SMP Al-Firdaus, but there were also from Jakarta, and there were also non-Indonesians. Other difficulties faced by teachers of other subjects are when they have to develop unit planners using English. Difficulties in preparing unit planner for teachers include teacher problems that do not compile the unit planner independently. This

mean that teachers do not independently prepare unit planer. As Mulyasa (2011: 21) states that many teachers who take shortcuts by not making preparation when they want to learn, so the teachers teach without preparation.

2. How the teachers solved difficulties in designing unit planners based on the International Baccalaureate Curriculum.

Based on the research finding, it can be seen that the strategy or methods taken by the teacher to overcome difficulties in designing unit planners based on the International Baccalaureate Curriculum include: the first strategy is to study the languages in the unit planner document, then the second is a discussion with the team at language acquisition, they discussed in the team, then discussed together which was coordinated by the International Baccalaureate Curriculum coordinator, third, they held the term personal development at school, they just invited seniors from other schools and then they shared there.

The activities that English Teacher explained above, they call it personal development. Then according to English Teacher, the training needed for teachers to improve human resource has been completed, the training start from school with fellow English teachers, MGMP (*musyawarah guru mata pelajaran*), inter-school training with the International Baccalaureate school base, and then from the International Baccalaureate school office center encouraged again with school in the world.

In the following, the researcher also presents the unit planner that was made by Mr. Danang, the English teacher at SMP Al-Firdaus Sukoharjo.

Table 4.1
MYP Unit Planner

Teacher(s)	English Teacher	Subject group and discipline	Language Acquisition (English)		
Unit title	He Run Faster <ul style="list-style-type: none"> ▪ Sport ▪ Comparative and Superlative adjectives 	MYP year	G 7	Unit duration (hrs): 100 minutes	IB Profile learners: Communicators Asmahul Husna: <i>الرَّحْمَنُ (Ar Rahman) The All Beneficent (Yang Maha Pemurah)</i> <i>الرَّحِيمُ (Ar Rahiim) The Most Merciful (Yang Maha Penyayang)</i>

Table 4.2
Inquiry : Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Sport	<ul style="list-style-type: none"> ▪ Positive Degree ▪ Comparative Adjective ▪ Superlative Adjectives 	Personal expression of sport
Statement of inquiry		

Sports is an activities that can support body healthy and there are some kinds of sport.		
Inquiry questions		
Factual Do you like sport?		
Conceptual What sport do you like?		
Debatable Why do you like that sport than the other sports?		
Objectives	Summative assessment	
Phases 1 Criterion C: Communicating in response to spoken and/or written and/or visual text At the end of phase 4, students should be able to: i. respond appropriately to spoken and/or written and/or visual text ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. express ideas and feelings, and communicate information in simple and complex texts iv. communicate with a sense of audience and purpose.	Outline of summative assessment task(s) including as follows; Task: Reading and Listening Read the example of positive, comparative and superlative adjective. Listen the example that spoken by teacher. Grammar; positive, comparative and superlative adjective (as ... as / ...er / more ... / the ... est / the most ...) a. Look at the axmaples of positive, comparative and superlative	Relationship between summative assessment task(s) and statement of inquiry: In the beginning of the unit students identify and analyse the structure and rules of using positive, comparative and superlative adjective in a sentence with sport as a topic.

<p>Criterion D: Using language in spoken and/or written form Maximum: 8 At the end of phase 4, students should be able to:</p> <p>i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize information and ideas into a structured text; use a wide range of cohesive devices</p> <p>iii. use language to suit the context.</p> <p>.</p>	<p>adjective on the slide.</p> <p>b. Look at the pictures. Say what you can see in the picture.</p> <p>Writing</p> <p>a. Write some sentences according to the instruction in the book.</p> <p>(English in Mind; Workbook Page 19)</p>		
Approaches to learning (ATL)			
<p>Collaboration</p> <p>Encouraging others to contribute and take on a variety of roles within groups.</p>	<p>Communication</p> <p>Using a range of speaking techniques to communicate with a variety of audiences.</p>	<p>Organization</p> <p>Using appropriate strategies for organizing complex information.</p>	<p>Transfer</p> <p>Making connections between subject groups and disciplines</p>

Table 4.3
Action: Teaching and learning through inquiry

Content	Learning process
<p>▪ 2 hours (One meeting) : positive degree, comparative and superlative adjective.</p>	<p>Learning experiences and teaching strategies</p> <p>1. Give some questions about sport, for example “what kind of sport do you like?” ; “why do you like the sport?” ; “between two sport which one that you prefer?” .</p>

	<ol style="list-style-type: none"> 2. Explain the material about positive, comparative and superlative adjective including the examples and exercise. 3. Do task related to the material in the book.
	<p>Formative assessment</p> <p>Students write some sentences about positive, comparative and superlative adjective based on the instruction in the book then they present it.</p>
	<p>Differentiation</p> <ol style="list-style-type: none"> 1. Students mention kinds of sport. 2. Students tell that they like or dislike the sport. 3. Students make some sentences consist of positive, comparative and superlative adjective.
Resources	
Cambridge University Press 2010 , English in Mind 2010	

Table 4.4
Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students given some statement about sport that consist of positive, comparative and superlative adjective to stimulate their idea.	<p>Students given some explanations and examples about positive, comparative and superlative adjective.</p> <p>Students make some sentences that consist of positive, comparative and superlative adjective.</p>	Students are able to make sentences to express positive degree, comparative and superlative adjective.

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Furthermore, the researcher analyzed the planner unit using a checklist according to its elements as determined by Evaluating MYP unit planner IB organization 2015, namely co-teaching, pre-planning, statements of inquiry, inquiry questions, summative assessment, learning approaches, approaches to teaching, formative assessment, and reflection. The checklist of the results of the unit planning element analysis table can be seen in the table below:

Table. 4.5
Analyze unit planner

Does the unit include the following?	
	√
Name of the teacher(s)	√
MYP subject group and the specific discipline (If the unit is part of an integrated course, note which subjects or disciplines are integrated. For modular courses, indicate which discipline the module addresses.)	√
Unit title (topic, a question, content requirement or a big idea)	√
Approximate number of guided learning hours (total)	√

Key concept	√
Related concept(s)	√
Global context and specific exploration	√
Subject-group objectives and specific relevant strands	√
Task-specific clarification (description of how teachers helped students understand the criteria and level descriptors)	√
Content that specifies topics and/or local/national standards	√
Learning experiences/teaching strategies, differentiation, formative assessment	√
Resources	√
Reflections developed before, during and after teaching	√

Based on the analysis of the table above, it can be seen that the planner unit that has been made by English Teacher of SMP Al-Firdaus has fulfilled all elements as determined by Evaluating MYP unit planner IB organization 2015. It also shows that English Teacher has succeeded in solved difficulties in designing unit planners based on the International Baccalaureate Curriculum.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The teacher's difficulties in designing unit planners based on the International Baccalaureate Curriculum
 - a. The language used in more detail
 - b. The terms used varies, namely statements of inquiry, global concepts, and global contexts, inquiry question, approach to learning, learning process and reflection.
 - c. Then the next difficulty is during the designing process, the results are also not necessarily correct, so someone has to correct them.
 - d. Other difficulties or challenges faced by teachers of other subjects are when they have to develop unit planners using English.
2. How the teachers solved difficulties in designing unit planners based on the International Baccalaureate Curriculum
 - a. Study the languages in the unit planner document
 - b. Discussion with the team at the language acquisition, they discussed in the team, then discussed together which was coordinated by the International Baccalaureate Curriculum Coordinator.
 - c. Held the term personal development at school, they just invited seniors from other schools and then they shared the problems and the solutions there.

B. Suggestions

Based on the result of this research, then the suggestions that researchers can give are as follows:

1. For the teacher

The teacher plays an important role in implementing the International Baccalaureate Curriculum. Whatever the curriculum is, the failure or success is determined by the teacher. The teacher should struggle more to understand the implementation of the International Baccalaureate Curriculum particularly in designing the unit planners. Teacher also should manage their time and try to make their own unit planners because it is important in the teaching-learning process.

2. For the other research

For further similar research, different aspects of the difficulties faced by English teachers are needed. In addition, it is hoped that the results of this study can be used as a reference for conducting further research regarding the difficulties faced by English teachers in designing unit planners.

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APPENDICES

Appendix 1

Transcript of Interview

Narasumber : Jadi Ketika pandemi ini pun kita kurikulumnya berkiblat pada IB, framenya itukan IB jadi kita mengikuti IB sesuai dengan apa yang kita tulis pada RPP nya IB atau yang biasa kita sebut unit plannernya IB.

Pewawancara : tidak memakai kurikulum darurat dari pemerintah Pak?

Narasumber : tidak, kurikulum darurat itu kami tidak memakai tetapi kita memakai kurikulum dinas sebagai laporan, karena mau tidak mau tetap kita ada dua kurikulum di sekolah yang framenya IB dan kurikulum dinas, jadi guru dalam praktek itu memakai IB kemudian untuk laporan dinasnya kita memakai kurikulum dinas.

Pewawancara : walaupun lagi pandemi seperti ini tapi tetap memakai dua kurikulum itu pak?

Narasumber : iya tetap, tetapi kan di sesuaikan dengan kondisi juga, tapi itu bukan kurikulum darurat bukan cuma disesuaikan saja.

Pewawancara : masih tetap International Baccalaureate Curriculum, tetapi disesuaikan lagi bagaimana bisa untuk sekolah online seperti itu?

Narasumber : iya kan kita sudah terbiasa dengan yang namanya teknologi ya, jadi untuk adaptasinya tidak begitu susah.

Pewawancara : secara umum berarti tidak ada perubahan signifikan dari unit plannernya itu sendiri Pak?

Narasumber : tidak ada sama sekali, ya ada tetapi tidak semuanya, bedanya hanya di metodenya saja, yang semula tatap muka sekarang harus memakai model platformnya, kan kita memakai model, kemudian di dalam model itu kita juga memakai tramsis seperti jamour istilahnya mentimeter, seperti itu, kemudian kita juga memakai aplikasi yang lain yang kita sharescreen ke grup.

- Pewawancara : selain aplikasi mudel itu apakah memakai aplikasi yang lain?
- Narasumber : ya zoom tetap ada tapi untuk datanya kita membuat presensi itu memakai mudel semua.
- Pewawancara : berarti untuk pengembangan unit planner hanya di medianya saja selama pandemi ini? Tidak ada perubahan?
- Narasumber : iya tidak ada
- Pewawancara : Kenapa kalau di IB menyebutnya itu unit planner bukan lesson plan?
- Narasumber : Iya karena sekolah atau instansi itu kan mempunyai kesepakatan Bahasa sendiri sebagai contoh kata radikal, kata radikal itu kalau dari segi asal muasalny adalah mengakar, tetapi Sebagian besar orang mengartikannya keras, padahal artinya adalah pada dasarnya mengakar. Berarti kan ada dua persepsi, tergantung dari sudut pandangnya dan kemudian siapa yang mengartikan itu. Sebagai contoh tertib tata tertib, bisa jadi apa namanya di perusahaan atau instansi tertentu menyebutnya SOP saja *standard operational procedure*. Jadi itu adalah kesepakatan bahasa yang sudah disepakati di ranahnya IB. sebenarnya itu menjadi salah satu cara untuk membedakan “oh Ketika kita menggunakan bahasa-bahasa itu berarti ini dari IB”. jadi dari IB ini sendiri biar enak.
- Pewawancara : jadi itu menjadi ciri khas tersendiri kalau orang mendengar unit planner itu berarti dari IB seperti itu ya pak, berarti tidak ada alasan pasti apakah ini ada aturannya atau tidak?
- Narasumber : ya kalau aturan jelas dari IB namanya unit planner, tidak boleh namanya tiba-tiba lessn plan gitu tidak boleh, karena memang *essential agreement* nya atau SOP nya yang sesuai dengan dokumen juga namanya adalah unit palnner gitu.

- Pewawancara : kalau bapak sendiri kapan terakhir menyusun unit planner, minggu lalu atau satu bulan yang lalu atau kapan pak?
- Narasumber : kami kalau Menyusun unit planner ya diawal mbak, di awal semester 1 dan awal semester 2.
- Pewawancara : menyusunnya permateri atau bagaimana?
- Narasumber : bukan permateri mbak menyusunnya, jadi kita itu menyusunnya pertopik. Kalau di IB itukan ada tema-temanya, katakanlah kalau di mata pelajaran bahasa inggris itu ada 5 tema ya sudah kita menyusunnya hanya 5 saja, tetapi materi materinya itu dijelaskan disitu.
- Pewawancara : dalam minggu terakhir ini yang baru bapak sampaikan temanya apa pak?
- Narasumber : yang kelas berapa dulu?
- Pewawancara : untuk yang kelas VII pak
- Narasumber : kalau kelas VII kemaren planning holiday
- Pewawancara : berarti menyusunnya bukan perbulan atau perminggu gitu ya pak? Menyusunnya dari awal semester seperti itu ya.
- Narasumber : oh iya tidak, dari awal sudah disusun nah kemudian kalau misalnya ada keadaan darurat seperti ini jadi kita kaji lagi. Dulu Ketika menyusun kan belum ada pandemi berarti harus ada diskusi lagi dengan kelompok di *Language Acquisition*. Jadi kalau di sekolah Al-Firdaus diskusinya bukan hanya dengan guru bahasa Inggris saja tapi dengan guru bahasa arab, jadi kita disitu berdiskusi tentang keadaan yang terjadi dan bagaimana metode-metode yang akan diterapkan, dan kesulitan anak seperti apa, nanati kita petakan kemudian kita berusaha menemukan solusi yang terbaik seperti apa.

- Pewawancara : kalau dalam unit planner itu kan komponennya banyak sekali, menurut bapak seberapa sulit menyusun komponen-komponen itu?
- Narasumber : ya kalau dibilang sulit ya tentunya sulit, karena itukan detail sekali bahasa bahasanya pun bermacam macam, ada *statement of inquiry, global concept, global context* dan itu tidak bisa dijelaskan dalam sehari karena itu harus bertahap, Ketika kita menyusun itupun juga tidak langsung benar ada yang mengoreksi juga jadi ketika menyusun nanti kita ada, karna kita bekerja sama dengan yang lain jadi kita siapkan disitu ternyata ada yang salah jadi dikoreksi lagi dibenerin lagi oh yang salah ini itu. Ini dikoreksi oleh tim tim yang sudah berpengalaman atau yang sudah terjun di sekolah IB.
- Pewawancara : selain disini dimana pak sekolah IB, maksud saya yang tadi mengoreksi itu dari sekolah mana saja?
- Narasumber : saya tidak hafal mbak, di Jakarta ada, kalau di Sukoharjo itukan hanya ada Al-Firdaus ini, Ketika kita mengoreksi bukan hanya dari orang Indonesia saja, bisa saja ketika kita sudah mengerjakan lalu dikoreksi itu ada lagi kesalahan seperti halnya panjenengan membuat skripsi ya jadi bertahap gitu, apalagi misalnya kalau dibahasa inggris mungkin tidak begitu sulit karena bahasanya kan memang Bahasa inggris nah kalau di mapel lain yang biasanya menyusunnya itu dalam Bahasa Indonesia semua ya mau gak mau harus menggunakan Bahasa inggris semua, itu tantangan tersendiri bagi guru-guru disini
- Pewawancara : untuk masalah *statement of inquiry* dan sebagainya itu menurut bapak paling susah diterapkan yang bagian apa pak?
- Narasumber : ya semuanya kan memiliki tingkat kesulitannya sendiri sendiri mbak, seperti *statement of inquiry* itu kan sebenarnya kaya

indicator mungkin di dalam RPP K-13, tetapi tidak semudah itu disesuaikan harus menyesuaikan global contextnya, konsepnya apa seperti itu, setelah itu nanti disesuaikan dengan temanya. Nah mungkin nanti biar panjenengan tau kan harus dilihat dulu unit plannernya seperti apa kalau bahasa bahasanya seperti apa, karena saya yakin ada Bahasa Bahasa yang asing nanti bisa gagal paham

Pewawancara : kalau menurut bapak perbedaan secara signifikan antara lesson plan di K-13 dan unit planner IB Curriculum itu apa saja pak?

Narasumber : kalau perbedaan yang signifikan itu lebih pada adanya global context pada unit planner, ada related konsep, ada pendekatannya juga ada ATAL skill, procedure learning seperti itu, kemudian untuk tuntutan di bab pendahuluan dan inti penutup hampir sama, hanya bedanya kalau di K-13 sekalipun mengajar Bahasa Inggris tetapi bentuk RPP nya adalah dalam Bahasa Indonesia, kalau dalam unit planner IB ya semuanya harus Inggris tidak boleh tidak Inggris, Jawa pun ya harus Inggris.

Pewawancara : adakah strategi yang bapak lakukan ketika mendapatkan kesulitan dalam penyusunan unit planner?

Narasumber : strategi yang pertama harus mendalami bahasa-bahasa yang ada di dokumen unit planner itu karena bahasanya kan bahasa yang sebenarnya tidak asing tetapi memiliki makna yang berbeda jadi kita tidak gagal paham menyamakan persepsi dulu, kemudian yang kedua yaitu diskusi dengan tim di language acquisition, kita sharing menemukan kesulitan apa saja setelah itu kita diskusi di tim, lalu diskusi bareng yang dikordinatori oleh coordinator IB kemudian kita mengadakan istilahnya personal development di sekolah, setelah itu kita baru mengundang senior dari sekolah lain dan kemudian kita sharing disitu kita presentasikan unit planner

Bahasa inggris itu secara bertahap dan terus satu bulan sekali kita ada

Pewawancara : nama kegiatannya sendiri itu apa pak?

Narasumber : itu tadi namanya personal development

Pewawancara : itu tadi bertujuan untuk memecahkan masalah yang dihadapi ketika menemukan kesulitan menyusun unit planner ya

Narasumber : iya jadi kita belajar dengan ahlinya, jadi kita ada yang mengarahkan jadi kita perbulannya ada tutornya untuk itu

Pewawancara : jadi itu bentuk support dari sekolah untuk meng upgrade SDM ya pak?

Narasumber : Itu fasilitas dari sekolah, setelah sekolah, kita bertahap dan berskala, setelah Kurikulum International Baccalaureate selesai, kita datang langsung dari tim Kurikulum International Baccalaureate, langsung ke orang-orang yang memiliki posisi di Kurikulum International Baccalaureate

Pewawancara : kalau untuk pengembangan isi dari IB itu sendiri ada atau tidak pak?

Narasumber : ya tetap ada pengembangan isi dari International Baccalaureate curriculum mbak, karena kan kita kalau International Baccalaureate curriculum itu kan curriculumnya membebaskan, kalau di International Baccalaureate curriculum ada suatu item, itu dibebaskan pengembangannya seperti apa, dengan memberikan contoh kalau di sekolah International Baccalaureate curriculum itu harus ada item yang seperti ini, seperti itu, dan untuk penerapannya juga tergantung, diserahkan sepenuhnya kepada guru dengan melihat kondisi siswa dan kemampuan siswa, terlebih dalam penggunaan assessment, karena penggunaan assessment menurut International Baccalaureate

curriculum sangat-sangat penting, namun dalam prakteknya itu disamaratakan, contoh dalam satu kelas itu ada 20 murid dan tidak semuanya murid itu mempunyai kemampuan yang sama, jadi penggolongan lebih detailnya itu di assessment jadi si A, B, C itu nanti assessmentnya berbeda-beda.

Pewawancara : untuk media pembelajarannya sendiri biasanya memakai apa pak?

Narasumber : karena ini posisinya lagi pandemic jadi kita memakainya ya mentimeter, zoom, nantikan kita juga mengirimkan video-vidio, intinya ya membuat media pembelajaran semenarik mungkin

Pewawancara : bapak apakah mengalami kesulitan dengan assessment yang berbeda dari tiap siswa?

Narasumber : ya jelas kesulitan, harus memahami siswa satu-satu, ya tidak semuanya berbeda satu satu gitu kaya dalam tanda kutip ada penggolongan si A kemampuannya ini si B kemampuannya ini jadi assesmennya yang ini seperti itu

Pewawancara : contoh assessment yang nyata itu gimana pak? Assesmennya seperti apa contohnya?

Narasumber : ini kita berbicara pada level dulu ya, kalau di aitu levelnya istilahnya advance dan low jadi si low ini gk bisa mengikuti teman teman yang lain, jadi kita buat soal yang bobotnya lebih rendah dari yang lain, bisa saja ini yang advance tapi dua duanya ini mempunyai skill yang berbeda contohnya yang satu skillnya writing yang satu speaking jadi kita bikin assesmennya berbeda, disesuaikan dengan kemampuan siswanya satu-satu, harus bersikap adil itu disitu, tantangan dan susahya ya disitu.

Pewawancara : soal-solanya itu tidak bisa disamaratakan seperti di K-13 berarti ya pak?

- Narasumber : iya jelas tidak bisa
- Pewawancara : menurut bapak mungkin ada pelatihan seperti apa yang dibutuhkan guru untuk meningkatkan SDM selain yang tadi sudah disebutkan diatas?
- Narasumber : menurut saya sudah ada sudah lengkap, karena pelatihnnya bertahap dari sekolah dulu, mgmp sekolah, mgmp antar sekolah IB, trus dari pusat, dari pusatnanti digembleng lagi dengan sekolah sekolah yang ada di dunia.
- Pewawancara : menurut bapak berarti sudah cukup?
- Narasumber : iya sudah cukup
- Pewawancara : kalau bapak sendiri biasanya kalau membuat unit planner kesulitan itu datang dari pribadinya bapak?
- Narasumber : ya jelas ada mbak, terlebih pada saat membuat assessment itu susah mbak tidak mudah, atau paling menantang itu membuat assessment
- Pewawancara : kalau disekolah lain kan ada rapot pak jadi kalau disini kana assesmentnya berbeda jadi raportnya itu seperti apa apakah berbeda?
- Narasumber : iya berbeda, tetapi kan disini kita ada kesetaraan nilai, nilainya sama 1-7, 7 itu paling tinggi disitu nanti ada penjelasannya, sebenarnya hampir sama sih seperti halnya raport dari sekolah negri lain beda di angka saja.
- Pewawancara : kemaren waktu saya wawancara dengan ibu kepala sekolah kalau di Al-Firdaus ini ditingkatan SMP dan SMA hasil akhirnya bukan ujian tetapi mereka membuat project seperti itu pak?
- Narasumber : itu projectnya tidak dititik beratkan ke satu mapel gitu tidak itu ada koordinatornya sendiri, untuk juduknya anak-anak dari jauh

jauh hari sudah di berikan form kira-kira apa yang mau disampaikan atau mau diteliti, misalnya ada anak-anak yang membuat how to make plastic bekas menjadi furniture gitu ada, mereka laporkan dalam bentuk Bahasa Inggris, tetapi ada yang menggunakan Bahasa Indonesia juga karna ini kan sekolah inklusi ya (community project)

Pewawancara : tetapi untuk ujian nasional dari pemerintah seperti itu sini ikut atau tidak pak?

Narasumber : ya tetap ikut kan kita masih menginduk dinas juga.

Appendix 2

Transcript of Interview 2

Informant : So even during this pandemic, our curriculum was oriented towards the International Baccalaureate Curriculum, the frame was the International Baccalaureate Curriculum, so we followed the International Baccalaureate Curriculum according to what we wrote in the lesson plan for the International Baccalaureate Curriculum or what we usually call the unit planner of the International Baccalaureate Curriculum.

Interviewer : do not use the emergency curriculum from the government, sir?

Informant : no, we don't use the emergency curriculum but we use the service curriculum as a report, because like it or not we still have two curricula at school whose frame is the International Baccalaureate Curriculum and the service curriculum, so teachers in practice use the International Baccalaureate Curriculum then for our official reports use the service curriculum.

Interviewer : Even though it's a pandemic like this, we still use the two curricula, sir?

Informant : Yes, it's fixed, but adjusted to the conditions too, but it's not an emergency curriculum, it's not just adjusted.

Interviewer : it's still the International Baccalaureate Curriculum but it's been adjusted again how can it be for online schools, like that??

Informant : Yes, we are used to technology, right, so adapting it isn't that difficult.

Interviewer : in general it means that there is no significant change from the planner unit itself sir?

Informant : nothing at all, yes there is but not all of them, the difference is only in the method, previously face-to-face now we have to use the platform model, we use the model, then in that model we also use the term transmission, like that, then we also use other applications, which we sharescreen with the group.

Interviewer : Apart from the model application, do you use other applications?

Informant : Yes, the zoom is still there, but for the data, we make the presence using all models.

Interviewer : does that mean for the development of planner units only in the medium during this pandemic? No changes?

Informant : yes nothing

Interviewer : Why does the International Baccalaureate Curriculum call it a unit planner, not a lesson plan??

Informant : Yes, because the school or institution has its language agreement, as an example of the word radical, the word radical, in terms of its origin, is rooted, but most people interpret it as hard, even though its meaning is basically rooted. It means that there are two perceptions, depending on the point of view and then who interprets it. For example, in the International Baccalaureate Curriculum, what might be the name of certain companies or agencies, they call it SOP, standard operating procedure. So it is a language agreement that has been agreed upon in the realm of the International Baccalaureate Curriculum. in fact it becomes one way to distinguish “oh When we use that languages it means this is from the International Baccalaureate Curriculum”. so the International Baccalaureate Curriculum itself is delicious.

Interviewer : So that's a distinct characteristic when people hear unit planner, it means from the International Baccalaureate Curriculum like that,

yes, sir, it means there's no definite reason whether there are rules or not?

Informant : Yes, if the rules are clear from the International Baccalaureate Curriculum, it's called a unit planner, you can't suddenly call it a lesson plan, that's not allowed, because the essential agreement or SOP is following the document, and the name is unit planner, that's it.

Interviewer : When was the last time you drafted a unit planner, last week or a month ago or when sir?

Informant : We prepared a planner unit, right at the beginning, sis, at the beginning of semester 1 and the beginning of semester 2.

Interviewer : arrange it in material or what?

Informant : not every material makes it up, so we arrange it per topic. In the International Baccalaureate Curriculum, there are themes, let's say that in English subject there are 5 themes, so we have compiled only 5 of them, but the material is explained there..

Interviewer : In the last week, what theme have you just conveyed, sir??

Informant : what class first?

Interviewer : for class VII sir

Informant : for class VII yesterday planning a holiday

Interviewer : does that mean it's not monthly or weekly, right, sir? Arrange it from the beginning of the semester like that.

Informant : oh no, it's been prepared from the start, so if there's an emergency like this, let's review it again. In the past, when compiling there was no pandemic, it meant that there had to be another discussion with the group at Language Acquisition. So if at the Al-Firdaus school the discussion was not only with the English teacher but with the

Arabic teacher, so we discussed there about the situation that was happening and how the methods would be applied, and what the child's difficulties would be, later we mapped them out then we tried find out what the best solution looks like.

Interviewer : There are a lot of components in the planner unit, according to you, how difficult is it to assemble the components??

Informant : if you say it's difficult, of course it's difficult, because that's very detailed, the languages are varied, there are statements of inquiry, global concepts, global contexts and that can't be explained in one day because it has to be gradual. When we compile it, it's also not right right away, someone corrects it too, so when we compile it, we will be there, because we work with others, so we prepare it there. This is corrected by experienced teams or those who have attended the International Baccalaureate Curriculum school.

Interviewer : besides here where is the International Baccalaureate Curriculum school, I mean the one who corrected it from any school?

Informant : I don't remember, Miss, there is one in Jakarta, in Sukoharjo there is only Al-Firdaus. When we correct it, it's not just Indonesians, it's possible that when we've done it and corrected it there will be more mistakes like when you made a thesis, so it's gradual like that, especially for example if it's in English maybe it's not that difficult because the language is indeed English, so in other subjects where it's usually compiled in Indonesian, all of them like it or not have to use all of English, that's a challenge for the teachers here.

Interviewer : For the problem of statements of inquiry and so on, according to you, which part is the most difficult to apply, sir?

Informant : Yes, everything has its level of difficulty, sis, like the statement of inquiry, it's actually like an indicator, maybe in the 2013 curriculum lesson plans, but it's not that easy to adjust, you have to

adjust the global context, what kind of concept is that, after that, it's adjusted to the theme. So, maybe later, so that you know, you have to look at the unit planner first, what kind of language the language is, because I'm sure there is a foreign language that will later fail to understand.

Interviewer : In your opinion, what are the significant differences between the lesson plan in the 2013 curriculum and the unit planner for the International Baccalaureate Curriculum sir??

Informant : if the significant difference is more in the global context of the planner unit, there are related concepts, there is an approach there is also ATAL skills, learning procedures like that, then the demands in the introductory chapter and closing core are almost the same, only the difference is that in the 2013 curriculum even though teaching English but the form of the lesson plan is in Indonesian, in the unir planner International Baccalaureate Curriculum, everything must be in English, even Java must be in English.

Interviewer : Is there a strategy that you do when you have difficulties in preparing unit planners??

Narsumber : the first strategy is to study the languages in the unit planner document because the language is actually a familiar language but has a different meaning so we don't fail to understand the same perception first, then the second is discussion with the team at language acquisition, we share , what difficulties were found, after that we discussed in the team, then discussed together which was coordinated by the International Baccalaureate Curriculum coordinator then we held the term personal development at school, after that we just invited seniors from other schools and then we

shared there, we presented unit planner English gradually and steadily, once a month we have one

Interviewer : What's the name of the activity itself??

Informant : that was called personal development

Interviewer : That was aimed at solving the problems encountered when having difficulty compiling unit planners

Narasumer : yes, so we study with experts, so we have someone to direct us so we have a tutor for that every month

Interviewer : So that's a form of support from the school to upgrade human resources, sir?

Informant : those are the facilities from the school, after the school, we are gradual and on a scale, after the seniors, the seniors of the International Baccalaureate Curriculum are finished, we are directly from the International Baccalaureate Curriculum team, directly people who have positions in the International Baccalaureate Curriculum.

Interviewer : for the development of the contents of the International Baccalaureate Curriculum itself is there or not sir?

Informant : Yes, there is the development of the contents of the International Baccalaureate Curriculum still sis, because us, for the International Baccalaureate Curriculum, the curriculum is free. If there are items like this in the International Baccalaureate Curriculum, how can it be developed? By giving an example, in International Baccalaureate Curriculum schools, there must be items like this. and for its application, it also depends entirely on the teacher by looking at the condition of the students and the abilities of the students especially in the use of assessments because according to the International Baccalaureate Curriculum, the use of assessments

is very, very important but in practice, it is generalized, for example in one class there are 20 students and not all students have the same abilities, so the classification is in more detail in the assessment, so A, B, C will have a different assessment.

- Interviewer : For the learning media itself, what do you usually use, sir??
- Informant : because this is a pandemic situation, so we use meter, zoom, later we will also send videos, the point is to make learning media as interesting as possible
- Interviewer : Do you experience difficulties with different assessments for each student??
- Informant : yes, there are obvious difficulties, you have to understand students one by one, yes, not all of them are different one by one, like in quotation marks there is a classification of A with this ability, B with this ability, so the assessment is like that
- Interviewer : what is an example of a real assessment, sir? What is the assessment like, for example?
- Informant : Let's talk at the level first, OK? If there the level is advanced and low, so this low can't keep up with the other friends, so let's make a question that has a lower weight than the others, this could be the advanced one, but two -both of them have different skills, for example his skill is writing, the other is speaking, so we make the assessment different, adjusted to the abilities of each student one by one, you have to be fair there, the challenges and difficulties are right there.
- Interviewer : Does that mean the questions can't be generalized like in the 2013 curriculum, right, sir??
- Informant : yes obviously can't

Interviewer : according to you, maybe there is training like what teachers need to improve human resources besides what was mentioned above?

Informant : In my opinion, it's already there, it's complete, because the training is gradual from the first school, for schools, for inter-school International Baccalaureate Curriculum, then from the center, from the center later it will be galvanized again with schools in the world.

Interviewer : According to you, that means enough?

Informant : yes enough

Interviewer : When making a unit planner, do the difficulties usually come from yourself??

Informant : Yes, it's clear, miss, especially when making an assessment it's difficult, sis. It's not easy, or the most challenging is making an assessment

Interviewer : In other schools there are report cards, but here, because the assessment is different, what is the report card like? is it different??

Informant : yes, it's different, but here we have equal scores, the scores are the same 1-7, 7 is the highest, there will be an explanation later, actually it's almost the same as the report cards from other public schools, only the numbers are different.

Interviewer : Yesterday when I interviewed the headmistress, at Al-Firdaus, at the junior and senior high school levels, the end result was not a test, but they made a project like that sir?

Informant : the project is not focused on one subject, that's it, it has its coordinator, for the title the children have been given a form long ago, what do you want to convey or want to research, for example, some children make how to make used plastic is turned into

furniture, they report it in English, but some use Indonesian too, because this is an inclusive school, right? (community project)

Interviewer : but for national exams from the government like that, this school takes part or not, sir?

Informant : yes, keep following, we are still in charge of the education office too.

Appendix 3

MYP Unit Planner

MYP Unit Planner

Teacher(s)	Danang Catur satrianto, S.Pd, M.Pd	Subject group and discipline	Language Acquisition (English)		
Unit title	He Run Faster <ul style="list-style-type: none"> ▪ Sport ▪ Comparative and Superlative adjectives 	MYP year	G 7	Unit duration (hrs): 100 minutes	IB Profile learners: Communicators Asmahul Husna: الرَّحْمَنُ (<i>Ar Rahman</i>) The All Beneficent (<i>Yang Maha Pemurah</i>) الرَّحِيمِ (<i>Ar Rahiim</i>) The Most Merciful (<i>Yang Maha Penyayang</i>)

Inquiry : Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Sport	<ul style="list-style-type: none"> ▪ Positive Degree ▪ Comparative Adjective ▪ Superlative Adjectives 	Personal expression of sport
Statement of inquiry		

Sports is an activities that can support body healthy and there are some kinds of sport.		
Inquiry questions		
Factual		
Do you like sport?		
Conceptual		
What sport do you like?		
Debatable		
Why do you like that sport than the other sports?		
Objectives	Summative assessment	
Phases 1 Criterion C: Communicating in response to spoken and/or written and/or visual text At the end of phase 4, students should be able to: i. respond appropriately to spoken and/or written and/or visual text ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. express ideas and feelings, and communicate information in simple and complex texts iv. communicate with a sense of audience and purpose.	Outline of summative assessment task(s) including as follows; Task: Reading and Listening Read the example of positive, comparative and superlative adjective. Listen the example that spoken by teacher. Grammar; positive, comparative and superlative adjective (as ... as / ...er / more ... / the ... est / the most ...) c. Look at the axmaples of positive, comparative and superlative	Relationship between summative assessment task(s) and statement of inquiry: In the beginning of the unit students identify and analyse the structure and rules of using positive, comparative and superlative adjective in a sentence with sport as a topic.

<p>Criterion D: Using language in spoken and/or written form Maximum: 8 At the end of phase 4, students should be able to:</p> <p>i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize information and ideas into a structured text; use a wide range of cohesive devices</p> <p>iii. use language to suit the context.</p> <p>.</p>	<p>adjective on the slide.</p> <p>d. Look at the pictures. Say what you can see in the picture.</p> <p>Writing</p> <p>b. Write some sentences according to the instruction in the book.</p> <p>(English in Mind; Workbook Page 19)</p>	
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Approaches to learning (ATL)

Collaboration	Communication	Organization	Transfer
Encouraging others to contribute and take on a variety of roles within groups.	Using a range of speaking techniques to communicate with a variety of audiences.	Using appropriate strategies for organizing complex information.	Making connections between subject groups and disciplines

Action: Teaching and learning through inquiry

Content	Learning process
<p>▪ 2 hours (One meeting) : positive degree, comparative and superlative adjective.</p>	<p>Learning experiences and teaching strategies</p> <p>4. Give some questions about sport, for example “what kind of sport do you like?” ; “why do you like the sport?” ; “between two sport which one that you prefer?” .</p>

	<p>5. Explain the material about positive, comparative and superlative adjective including the examples and exercise.</p> <p>6. Do task related to the material in the book.</p>
	<p>Formative assessment</p> <p>Students write some sentences about positive, comparative and superlative adjective based on the instruction in the book then they present it.</p>
	<p>Differentiation</p> <p>4. Students mention kinds of sport.</p> <p>5. Students tell that they like or dislike the sport.</p> <p>6. Students make some sentences consist of positive, comparative and superlative adjective.</p>
Resources	
Cambridge University Press 2010 , English in Mind 2010	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students given some statement about sport that consist of positive, comparative and superlative adjective to stimulate their idea.	<p>Students given some explanations and examples about positive, comparative and superlative adjective.</p> <p>Students make some sentences that consist of</p>	Students are able to make sentences to express positive degree, comparative and superlative adjective.

	positive, comparative and superlative adjective.	
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Appendix 4

School's Vission and Mission

Nama Sekolah	: SMP Al-Firdaus Surakarta
Alamat	: Jl. Al kautsar, Mendungan, Pabelan, Kartasura, Sukoharjo, Jawa Tengah
Nomor NPSN	: 20330874
Kode Pos	: 57169
Nomor Telepon/Fax	: (0271) 721381
Alamat Email/Website	: <i>sm.alfi@alfirdausina.net</i>
Daerah	: Perkotaan
Status	: Swasta
Kepala Sekolah	: Umi Nopiarti, M.Pd.
Kurikulum yang Dipakai	: International baccalaureate (IB)
Waktu Belajar	: sehari penuh/5h
Nomor dan Tgl SK Pendirian	: 897.2/3928/LP/2005, 2005-09-26

1. Sejarah SMP Al-Firdaus

AL Firdaus berdiri sejak 17 Maret 1997 diawali dengan unit pendidikan tingkat prasekolah di wilayah Surakarta, Jawa Tengah dan dilanjutkan dengan pendidikan sekolah dasar dan sekolah menengah. Al

Firdaus mengkombinasikan nilai-nilai Islam, Nasional, Global yang setiap mata pelajaran (knowledge) dihubungkan secara tema kolaborasi (concepts) melalui trans atau global context, disamping siswa memahami isi konten materi pelajaran, siswa juga mampu mengaitkan dengan hal lain secara luas mengembangkan keterampilan metacognitive, berusaha mempunyai akhlak sikap pelajar yang berbudi tinggi serta mengamalkan ilmu dan pengertiannya dalam aksi baik di sekolah maupun di rumah sebagai hasil dari pembelajarannya.

Cita-cita Al Firdaus adalah mempersiapkan Islamic Global Citizen yang kuat dalam segi afektif, kognitif, dan psikomotor. Nilai-nilai international yang dibangun Al Firdaus berdasarkan pada tiga unggulan, yaitu nature, culture, dan language dari kearifan lokal Indonesia.

2. Visi, Misi, dan Tujuan SMP Al Firdaus Surakarta

a. Visi dan Misi

Melahirkan generasi unggul yang memahami kompleksitas dunia, mengembangkan keterampilan dan watak sebagai generasi yang bertanggung jawab bagi masa depan, melakukan inkuiri, berpengetahuan, menghargai keunikan setiap individu (welas asih, toleran), berkebudayaan, menjadi pembelajar sepanjang hayat dengan menghadirkan Allah dalam setiap proses pencapaiannya untuk berkontribusi dan bertanggung jawab atas kesejahteraan dan kedamaian masyarakat dunia.

b. Tujuan

Tujuan Sekolah sebagai bagian dari tujuan pendidikan nasional adalah meningkatkan kecerdasan, pengetahuan, kepribadian, akhlak, mulia serta ketrampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut. Tujuan pengembangan ciri khas Agama Islam pada SMP Al Firdaus Surakarta adalah memberikan landasan Islami yang kokoh agar peserta didik memiliki kepribadian yang kuat dilandasi oleh nilai-nilai keislaman bagi perkembangan kehidupan selanjutnya.

a. SDM SMP Al Firdaus Surakarta

Guru dan Karyawan di SMA Al Firdaus Surakarta memiliki profil unggulan sebagai tenaga pendidik siswa

- 1) Memiliki wawasan keilmuan yang luas serta profesionalisme dan dedikasi yang tinggi
- 2) Selalu menampakkan diri sebagai seorang mukmin dan muslim
- 3) Bersikap dan berperilaku amanah, berakhlak mulia dan dapat menjadi contoh civitas akademika yang lain.
- 4) Memiliki kemampuan penalaran dan ketajaman berpikir ilmiah yang tinggi
- 5) Berdisiplin tinggi dan selalu mematuhi kode etik guru
- 6) Kreatif, dinamis dan inovatif dalam pengembangan keilmuan
- 7) Berwawasan luas dan bijak dalam menghadapi dan menyelesaikan masalah

- 8) Memiliki kesadaran yang tinggi di dalam bekerja yang didasari oleh niat beribadah dan selalu berupaya meningkatkan kualitas pribadi
- 9) Memiliki kemampuan antisipatif masa depan dan bersikap proaktif

b. Siswa

Siswa dan siswi SMP Al Firdaus Surakarta memiliki profil unggulan yang beriman dan bertakwa.

- 1) Berakhlak karimah dan mampu bersaing dengan siswa-siswa di sekolah internasional
- 2) Selalu menampakkan diri sebagai seorang mukmin dan muslim dimanapun dia berada
- 3) Memiliki penampilan sebagai seorang muslim, yang ditandai dengan kesederhanan, kerapian, patuh dan penuh percaya diri
- 4) Haus dan cinta ilmu pengetahuan
- 5) Disiplin tinggi
- 6) Kreatif, inovatif, dan berpandangan jauh ke depan
- 7) Unggul dalam hal keilmuan
- 8) Dewasa dalam menyelesaikan segala persoalan
- 9) Memiliki keberanian, kebebasan, dan keterbukaan

3. Deskripsi Program Sekolah

SMP Al Firdaus Surakarta merupakan salah satu sekolah swasta terbaik dan percontohan di Surakarta. Hal ini terbukti dengan berbagai program unggulan yang dilaksanakan di madrasah tersebut. Beberapa kegiatan / programnya antara lain:

a. Kegiatan Tahunan / Yearly Activities

1). New Academic Year (NAY)

a). New Academic Year merupakan kegiatan pekan pertama di awal tahun pelajaran baru.

b). Kegiatan NAY meliputi :

- Perkenalan HRT dan Subject Teacher
- Pengenalan kelas
- Pengenalan moving dan kelas sentra.
- Aktivitas bersama (science, outbond, art, fisikmotorik, dongeng, fun cooking, dll)
- Pengecekan kesehatan
- Pakrabsi (Pekan Keakraban Siswa) untuk siswa MYP dan High School.

2). Puncak Tema

a). Puncak tema adalah kegiatan yang dilakukan di luar sekolah sebagai simbol penutup tema pembelajaran selama satu tahun.

- b). Peserta puncak tema adalah seluruh siswa dan guru yang ditunjuk sebagai pendamping.
- c). Kegiatan uncah tema dapat mengambil salah satu tema pembelajaran yang berlangsung.
- d). Ketentuan lebih lanjut tentang puncak tema disesuaikan jenjang program masing-masing.

3). HBN (Hari Besar Nasional)

- a). Hari Besar Nasional yang diperingati di sekolah telah diatur dalam Kalender Akademik.
- b).PIC dan tim bertanggung jawab terhadap kegiatan untuk memperingati HBN.

4). HBI (Hari Besar Islam)

- a). Hari Besar Islam yang diperingati di sekolah telah diatur dalam Kalender Akademik.
- b).PIC dan tim bertanggung jawab terhadap kegiatan untuk memperingati HBI.

5). AIMS

- a). AIMS (Al Firdaus International Math and Science Olympiad) merupakan salah satu event besar AFWCIS yang dilaksanakan setiap 2 tahun sekali.

b). Kegiatan berupa olimpiade matematika, sains, dan sosial tingkat internasional yang diikuti oleh siswa Pre-K sampai High School.

6). Milad AF WCIS (Al Firdaus Festival)

a). Milad AFWCIS merupakan rangkaian kegiatan dalam rangka memperingati lahirnya Al Firdaus.

b). Milad AFWCIS diisi dengan kegiatan yang bermanfaat bagi masyarakat sekitar.

7). Opening Ceremony

Opening Ceremony merupakan kegiatan yang menandai dimulainya tahun pelajaran baru. Dilaksanakan setelah kegiatan Pakrabsi (MYP). Selain simbolis membuka tahun pelajaran baru, dalam kegiatan ini juga menghadirkan akademisi atau tokoh yang akan mengisi Orasi ilmiah. Opening Ceremony dihadiri siswa, orangtua siswa, pejabat dinas pendidikan, pimpinan wilayah/daerah, dan sebagainya.

8). Graduation Ceremony

Graduation Ceremony merupakan kegiatan penutupan tahun pelajaran dengan ditandai kelulusan siswa di jenjang SMA (*High School*) kelas XII.

9). Graduation of Tahfidz

Graduation of Tahfidz adalah kegiatan wisuda bagi siswa yang telah menyelesaikan juz 30 dan 3 juz selain juz 30 (MYP). Sebelum mengikuti Graduation of Tahfidz, siswa mengikuti ujian dengan menyetorkan hafalannya kepada Guru Tahajji dan Tahfidz. Graduation ini dilaksanakan satu kali dalam satu tahun.

10). Field Trip

Field trip (sekolah lapang) merupakan kegiatan outing class yang melibatkan siswa dan guru pendamping. Kegiatan field trip bertujuan memberikan pengetahuan dan keterampilan bagi siswa. Dilaksanakan pada kegiatan tengah semester.

11). Homestay Program

Program Homestay diikuti oleh siswa Middle Years Program dan High School dengan ketentuan sebagai berikut :

- a). *Homestay* di Pare (Live in Pare) : diikuti oleh siswa kelas 9 (wajib) selama 1 minggu
- b). *Homestay* di Canberra, Australia : diikuti oleh siswa dari kelas 7 sampai kelas 12 (yang berminat), dalam program ini akan bekerja sama dengan partner school di Canberra, Australia yaitu Burgmann Anglican School melalui program BRIDGE.

12). Personal and Community Project

- a). Community Project

Community project berfokus pada komunitas dan layanan, mendorong siswa untuk mengeksplorasi hak dan tanggung jawab mereka untuk menerapkan layanan sebagai tindakan di masyarakat. Community project memberi kesempatan untuk siswa mengembangkan kesadaran kebutuhan di berbagai komunitas dan mengatasi kebutuhan tersebut melalui pembelajaran layanan. Sebagai konsolidasi pembelajaran, community project terlibat secara berkelanjutan, penyelidikan mendalam yang mengarah ke pelayanan sebagai tindakan di masyarakat. Community project dapat dikerjakan satu per satu atau maksimal tiga siswa. Community project disusun oleh siswa Grade 7 dan Grade 8.

b). Personal Project

Personal project mendorong siswa untuk berlatih dan memperkuat keterampilan ATL mereka, dan untuk mengembangkan bidang minat pribadi. Personal project memberikan peluang yang sangat baik bagi siswa untuk menghasilkan produk / hasil yang benar-benar pribadi dan kreatif dan untuk menunjukkan konsolidasi pembelajaran mereka di MYP. Proyek ini menawarkan banyak peluang untuk diferensiasi pembelajaran dan ekspresi sesuai dengan kebutuhan individu siswa. Sifat pribadi dari proyek itu penting; proyek harus berkisar tantangan yang memotivasi dan kepentingan siswa perorangan. Setiap siswa mengembangkan proyek pribadi secara mandiri. Personal Project disusun oleh siswa Grade 10 dan Grade 11.

13). Kegiatan mid semester

Mid semester activities merupakan kegiatan untuk mengisi jeda waktu setelah pelaksanaan mid semester. Kegiatan ini diikuti seluruh siswa dengan berbagai kegiatan, diantaranya *Classmeeting*, *inspiration class*, Studium General, Tampilan kreasi siswa, dst.

Appendix 5

Dokumentasi







