

INSTRUMENTS FOR MONITORING CURRICULUM IMPLEMENTATION IN LESSON PLANNING

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Abstract

The curriculum constitutes the foundation of the entire educational process and defines the competencies, learning outcomes, and standards that students are expected to achieve. However, to ensure its effective implementation, it is essential to use appropriate instruments for monitoring and tracking the teaching process. The purpose of this study was to identify the role and importance of instruments that assist teachers in planning and implementing lessons in accordance with the requirements of contemporary teaching, comparing the situation between the Republic of North Macedonia and the Republic of Kosovo. The research was conducted in the upper cycle of primary education in both countries. The study included teachers, professional associates, and school leaders. As a research technique, an online survey was used through the Google Forms application, while the instrument used was a questionnaire specifically designed for the three groups of subjects involved in the study. The methods applied included analytical-synthetic, descriptive, inductive-deductive, comparative, and statistical methods. Data were processed and analyzed through tabular and graphical presentations, percentages, arithmetic mean, and standard deviation. To determine the differences between the two countries, the t - test was applied, while data processing was carried out using Microsoft Excel. The findings of the study show that in both countries, teachers use instruments from other sources in addition to those approved by the respective Ministries of Education, reflecting their efforts to enhance the quality of lesson planning and implementation.

Keywords: curriculum, lesson planning, instruments for monitoring curriculum implementation, contemporary teaching

Introduction

In order to have successful implementation of the curriculum in the teaching process, it is necessary to use certain instruments for lesson planning. The teacher is in the center of the teaching process. It is expected and also required by him to have a great responsibility, intellectual and moral, especially in the implementation of the curriculum in the teaching process and in his lesson in particular. Contemporary teaching requires greater expertise in professional preparation of the teacher. In addition to the usual work and thinking during the lesson, the teacher should think, engage and act outside of the lesson, all with the aim of building up and perfecting for a more essential and improved teaching. This type of teacher is found in contemporary literature as a researcher teacher. The researcher teacher, needs to have some essential elements in order to be successful in implementation of the lesson. One of the main elements of the educational process as well as teaching and learning is the lesson planning phase of teachers for a successful implementation of the teaching process.

Literature review

The mutual relationship of interactive cooperation between the teacher and the student is a very significant and dominant factor, and the result of this interaction depends on mutual engagement. The development of learning is enriched by the teaching process. "Learning can be considered a change that is permanent in nature because the change in students is brought about by the teacher through techniques such as developing specific skills, changing some attitudes, or understanding specific scientific laws that operate behind the learning environment."(Munna, S. A. & Kalam, A. 2021, page. 1.) In pedagogical literature, although the term learning has a clear and generally known meaning, it is still true that we use this term to explain two phenomena: the first is the explanation of learning as a phenomenon in its entirety, or as a process and result.

In the second aspect, learning is used as an organized process of acquiring knowledge under the guidance of another person, i.e. the teacher. Most people believe that learning ends with a diploma. But the learning process never ends. It is a constantly evolving process as we continue to learn new things and gain skills as we move through our professional and personal lives.

Research and methodology data

Based on the purpose and complexity of the problem posed above, there was a need for the application of different scientific methods such as deductive, inductive, comparative and statistical methods. As a research technique, the survey technique was applied with its instrument - questionnaire, which was realized with: teachers, professional associates and school leaders.

The sample in this research consists of respondents from the entire territory of the Republic of North Macedonia and the Republic of Kosovo, that is, from primary schools in these countries, in order to create a representative sample from both countries. The survey was carried out online through the Google Forms application, and the links to the survey sheets were randomly delivered to all schools for which official emails and/or Facebook pages were available online. There are no separate criteria according to which the selection of schools was made (eg city or village, ethnic criteria, etc.), but only 38 primary schools in the Republic of Macedonia and 30 primary schools from the Republic of Kosovo filled out the questionnaires and thus submitted feedback.

The total number of surveyed people who make the sample is 230 people, of which 130 are respondents from R.N. Macedonia and 100 respondents are from R. Kosovo. The sample includes the key 3 categories involved in the implementation of the curriculum, that is, in the process of learning and teaching in the educational institution - primary school.

Results

- **Hypothesis:** For monitoring the planning of the lesson in the Republic of North Macedonia and in the Republic of Kosovo, not only instruments approved by the Ministry of Education are used, but also other instruments developed based on the requirements of planning.

To test the Hypothesis, the respondents (teachers, professional associates, and school principals in the Republic of North Macedonia and the Republic of Kosovo) were asked the following question:

“For lesson planning, teachers use”

The collected data are presented in **Table no. 1.1**, **Table no. 1.2**, and **Table no. 1.3**.

Table no. 1.1 – Teachers who use lesson planning instruments in the Republic of North Macedonia and the Republic of Kosovo

Teachers					
Country	Total		a	b	c
NMK	56	<i>f</i> – yes	40	29	34
		<i>f</i> – no	16	27	22
		% - yes	71.43%	51.79%	60.71%
		% - no	28.57%	48.21%	39.29%
KOS	48	<i>f</i> – yes	38	34	25
		<i>f</i> – no	10	14	23
		% - yes	79.17%	70.83%	52.08%
		% - no	20.83%	29.17%	47.92%

a. – Forms and instruments issued by the Ministry and/or groups of government bodies

b. - Forms and instruments that I find myself from other sources

c. - Forms and instruments that I create myself

In Table No. 1.1, the responses of teachers from the Republic of North Macedonia and the Republic of Kosovo are presented for category – a (forms and instruments provided by the Ministry and/or groups of government bodies), category – b (forms and instruments that I find myself from other sources), and category – c (forms and instruments that I create myself). From the table, it is clearly evident that teachers in both the Republic of North Macedonia and the Republic of Kosovo use all three types of instruments for lesson planning. However, teachers in the Republic of North Macedonia tend to use category – c (forms and instruments that I create myself) more frequently compared to teachers from the Republic of Kosovo. On the other hand, categories – a (forms and instruments provided by the Ministry and/or other state authorities) and – b (forms and instruments that I find myself from other sources) are used more often by teachers in the Republic of Kosovo than by their colleagues in the Republic of North Macedonia.

Table no. 1.2 – Professional associates responses regarding the use of lesson planning instruments by teachers in the Republic of North Macedonia and the Republic of Kosovo

Professional associates					
Country	Total		a	b	c
NMK	43	<i>f</i> – yes	27	24	26
		<i>f</i> – no	16	19	17
		% - yes	62.79%	55.81%	60.47%
		% - no	37.21%	44.19%	39.53%
KOS	36	<i>f</i> – yes	36	30	24
		<i>f</i> – no	0	6	12
		% - yes	100.00%	83.33%	66.67%
		% - no	0.00%	16.67%	33.33%

In Table No. 1.2, the responses of professional associates from the Republic of North Macedonia and the Republic of Kosovo are presented regarding the use of lesson planning instruments by teachers in their respective countries. From the table, it is clearly evident that, according to the opinions of the professional associates in both the Republic of North Macedonia and the Republic of Kosovo, teachers use all three types of instruments for lesson planning. However, in the Republic of Kosovo, all three categories of instruments are used more frequently compared to the Republic of North Macedonia.

In Table No. 1.3, the responses of school principals from the Republic of North Macedonia and the Republic of Kosovo are presented regarding the use of lesson planning instruments by teachers in their respective countries.

Table no. 1.3 – School principals responses regarding the use of lesson planning instruments by teachers in the Republic of North Macedonia and the Republic of Kosovo

School principals					
Country	Total		a	b	c
NMK	31	<i>f</i> – yes	22	15	10
		<i>f</i> – no	9	16	21
		% - yes	70.97%	48.39%	32.26%
		% - no	29.03%	51.61%	67.74%
KOS	26	<i>f</i> – yes	19	17	18
		<i>f</i> – no	7	9	8
		% - yes	73.08%	65.38%	69.23%
		% - no	26.92%	34.62%	30.77%

From the table, it is clearly evident that, according to the opinions of the school principals in the Republic of North Macedonia and the Republic of Kosovo, teachers use all three types of instruments for lesson planning. However, in the Republic of Kosovo, all categories of instruments are used more frequently compared to the Republic of North Macedonia.

In order for our analysis to be more relevant to the research objectives, it is necessary to compare the total number of respondents from the Republic of North Macedonia with the total number of respondents from the Republic of Kosovo.

Table no. 2 – Instruments used for lesson planning in the Republic of North Macedonia and the Republic of Kosovo

1. For lesson planning, teachers use				
		a	b	c
NMK	<i>f</i> – yes	91	68	74
	<i>f</i> – no	39	62	56
	% - yes	70.0%	52.3%	56.9%
	% - no	30.0%	47.7%	43.1%
	$\bar{x}$	0.700	0.523	0.569
	σ	0.459	0.501	0.497
KOS	<i>f</i> – yes	88	78	63
	<i>f</i> – no	22	32	47
	% - yes	80.0%	70.9%	57.3%
	% - no	20.0%	29.1%	42.7%
	$\bar{x}$	0.800	0.709	0.573
	σ	0.403	0.458	0.499
t		0.088	0.004	0.969

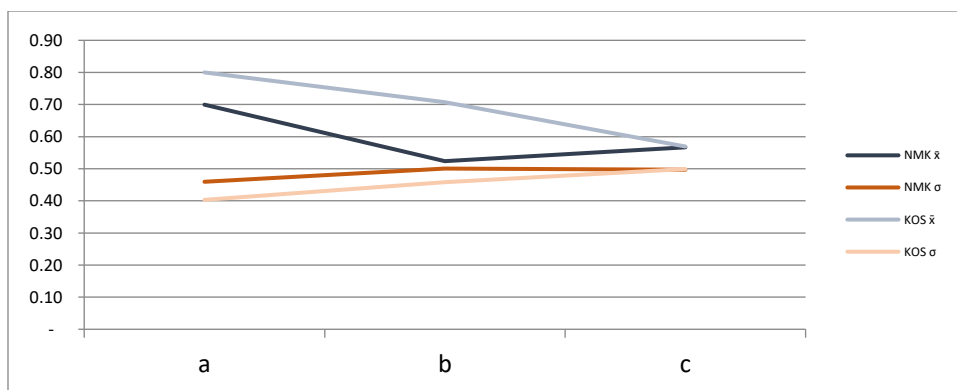


Chart No. 1 – Instruments used for lesson planning in the Republic of North Macedonia and the Republic of Kosovo

- a. – Forms and instruments issued by the Ministry and/or groups of government bodies
- b. - Forms and instruments that I find myself from other sources
- c. - Forms and instruments that I create myself

The results of this analysis are presented in Table No. 2 and Chart No. 1, where it is clearly evident that all three types of instruments/forms are used by teachers in both countries. This is further confirmed by the arithmetic mean for each instrument, both in the Republic of North Macedonia and in the Republic of Kosovo, which shows above-average values. The same can be said for the standard deviation, whose values are average, indicating that the responses of the different categories of respondents in both countries do not deviate significantly from the arithmetic means. To verify the significance of the differences between the arithmetic means, that is, the differences in the use of instruments between the two countries, a t-test was applied (a smaller t-test value indicates a greater difference in usage). From the table, it can be observed that the greatest difference in the use of instruments/forms for lesson planning between teachers in the two countries is found in category – b (forms and instruments that I find myself from other sources), which are used more frequently in the Republic of Kosovo than in the Republic of North Macedonia.

Conclusion

Instruments used:

1. In the Republic of North Macedonia

- Forms and instruments provided by the Ministry and/or other state authorities;
- Forms and instruments that I find myself from other sources;
- Forms and instruments that I create myself.

2. In the Republic of Kosovo

- Forms and instruments provided by the Ministry and/or other state authorities;
- Forms and instruments that I find myself from other sources;
- Forms and instruments that I create myself.

From the analysis of the results presented in Table No. 2 and Chart No. 1, we can conclude that teachers, in addition to the instruments/forms approved by the Ministry of Education, also use other instruments/forms that they either create themselves or find from other sources. This supports the conclusion that the individual hypothesis 1 — **“For monitoring the planning of lessons in the Republic of North Macedonia and in the Republic of Kosovo, not only the instruments**

approved by the Ministry of Education are used, but also other self-developed instruments based on the requirements of lesson planning” — is confirmed.

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