

# The Japanese Teachers' Ability in Lesson Planning

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**Abstract**—This research aims to describe the ability and quality of lesson plans arranged by Japanese language teachers in a state senior high school in Bandung, Indonesia. The data were collected by documentation and the instruments were systemic table analysis of the lesson plan in the implementation of the 2013 curriculum-2017 revised edition. The method used was descriptive and the technique in processing the data was qualitative. The results of the analysis revealed that most of the teachers made lesson plans that were in line with the curriculum change. However, based on the quality, nonconformities were found in the lesson plans and discussed in this paper.

**Keywords:** *lesson planning, K13-2017 revised edition, Japanese language teachers*

## I. INTRODUCTION

The educational curriculum has undergone major changes in several years. The shift from the curriculum 2006 to 2013 is a completion from curriculum 2004 and 2006 that emphasizes on the competency aspects of attitude, skills and comprehensive knowledge. When the Minister of education shifted in 2016, the 2013 curriculum was revised resulting in a few changes from the previous one. According to the 2013 curriculum socialization, there are four basic elements of the revised edition; the standard of graduate competency, the standard of content, the standard of process, the standard of assessment (*Permendikbud* No. 160, 2014; *Permendikbud* No. 20, 21, 22, 23, 2016).

The Japanese language has been taught as one of the foreign language subjects in high school placed in the curriculum for high school in Indonesia. By times, the Japanese language curriculum has undergone some changes following the government policy. Japanese language education in Indonesia has been included as formal education since the Japanese colonization.

Curriculum shifts affect the implementation of Japanese language education and raise problems in its implementation. One of the problems is in the making of lesson plans. In the lesson plan, the learning plan is designed in detail and guided from the syllabus, textbooks and teachers guide book. The lesson plan includes (1) school identity, subject, and class/semester; (2) time allocation; (3) core competence (KI), basic competence (KD), indicators of competency achievement; (4) materials; (5) the learning activities; (6) assessment; and (7) media/tools, materials, and learning resources.

A lesson plan arrangement is important for teachers to carry out the process of teaching and learning. When arranging a lesson plan, some teachers encountered some difficulties. The problems arise from the lack of understanding of the purpose of the 2013 curriculum, difficulties in using the scientific approach, complex language use in the textbooks and the low capability of teachers to foster the learners 'creativity and application.

Based upon the background of the problem previously described, the general purpose of this research is to figure out the teachers' ability in arranging Japanese lesson plans referring to the implementation of the 2013 curriculum-2017 revision. In response to the problems explained above, this research specifically concerns The Japanese teachers' ability in arranging lesson plans based on the implementation of the 2013 curriculum-2017 revised edition and The quality of the Japanese lesson plans based on the implementation of the 2013 curriculum-2017 revised edition.

## II. METHOD

The subject of research is central because it comprises the data of the variable which is observed by the researcher (Suharsimi, 2006). The subject of the research means the center of the attention or the target of the research. The subjects selected for this research were the lesson plans of class X of the academic year 2018-19 arranged by Japanese teachers of a State Senior High School in Bandung.

The research was conducted in Bandung districts. According to the data from Education, Youth and Sport Office, there are 19 state senior high schools in Bandung districts that are categorized into good, fair and poor. The categorization was built upon the people's enthusiasm when deciding to enroll in certain schools and the school accreditation. Out of the 19 schools, 6 schools were selected as the place of the research, while the research was conducted in May.

The Instrument of research is a tool used to collect and provide various data in research. The instrument of this research is the study of the lesson plan to find out the level of legibility and suitability of the lesson plan arranged by the teachers with the established standards. In this context, the suitability of the lesson plan refers to the arrangement following the standard of the process (the regulation of Minister of Education and Culture No. 22/2016) and the regulation of Minister of Education and Culture No. 103/2014 about learning in primary and secondary education.

#### *A. Technique of Data Collection*

The technique used for data collection was documentation. According to Parwanto as cited in Bangun (2016) the documentation method is an activity of collecting data by learning the required written document.

#### *B. Technique of Data Analysis*

Along with the method used, the analysis and process of the data were performed using the interactive model technique. The interactive model analysis is a cycle process from data preparation, data analysis and data results in the form of presentation and conclusion (Miles and Huberman as cited in Asropah, Sulanjari, & Alfiah, 2019)

### III. FINDINGS AND DISCUSSION

The Japanese teachers' ability in arranging lesson plans referring to the implementation of the 2013 curriculum- 2017 revision.

#### *A. The ability to arrange the identity of the lesson*

According to the results of the study on the teachers' ability to arrange the lesson identity of lesson plan 1-12, one lesson plan detaches the time allocation. This is inconsistent with the lesson plan components that have been issued in the regulation of minister of education and culture No. 22/2016, in which every lesson plan must attach education unit, lesson, class/semester, subject matter and time allocation.

#### *B. The ability to arrange core competence (KI) and basic competence (KD)*

KI is a new term in the 2013 curriculum which its content is established by the government. The core competence is a general competence that should be mastered by the learners. It includes aspects of attitude, knowledge, and skills. The core competence is divided into four; KI-1 concerns on religious attitude, KI-2 concerns on character and social attitude, KI-3 concerns on the knowledge of subject matter and KI-4 concerns on skills. The result of the lesson plan analysis found that every teacher has attached KI and KD. In other words, the teachers show the ability to arrange KI and KD.

#### *C. The ability to formulate the indicators*

Indicator is developed from KD. It contains the minimum ability which is observed as the completion of KD and KI. The indicators compiled using operational verbs that are measured in accordance with the characteristics of the subjects. The research findings showed that one of the lesson plan has not included the indicator of knowledge along with the indicator of skill. This problem occurred because the teachers have yet to understand the gradations knowledge, so that the indicators are not separated. Moreover, indicators should derive from KD on KI3 and KI 4 and there was still a mismatch between the indicators and the basic competence. Some teachers are also failed to use the correct operational verbs. Therefore, the teachers' ability is poor in formulating the indicators.

#### *D. The ability to formulate learning objectives*

Learning objectives are formulated from KD using operational verbs that can be observed and measured within the aspects of attitude, knowledge, and skills. Learning objectives set in the form of description, containing the competence that needs to be achieved by learners, describe the learning process and the learning outcomes. Findings showed that some teachers have good understanding of formulating the learning objectives. The formulated objectives comply with the requirements needed. However, it would be preferable if the learning objectives are coherently made, for instance, begins with the learner 'understands how to greet' instead of 'dramatizes the greetings'.

#### *E. The ability to determine learning materials*

Learning material encompasses concept/principle and the relevant procedures made in accordance with the formulation of graduate competency indicators. Although some lesson plans only consist of subject matters, the teachers are considered good in determining learning materials. It means that teachers have the ability to design the materials needed for the learning process. The suitability between the selected materials and indicators are also good. However, a few learning materials are not divided into knowledge components that are factual, conceptual, procedural and meta-cognitive as regulated in the regulation of Minister Education and Culture No 22/2016 about nine standards of process in primary and secondary education.

#### *F. The ability to determine learning sources*

The good learning sources are of those which meet the needs of the learning material, taken from responsible sources, and enable to motivate the participants to learn. The teachers' ability in utilizing the learning sources showed that the teachers have the ability to employ more interesting sources that capture the learners' attention.

#### *G. The ability to determine learning media*

Learning media is a tool used by the teacher or learners during the learning process which aims to facilitate the delivery and understanding of the material. A good learning media is the media that can support in achieving the graduate competence and active learning with a scientific approach, in accordance with the characteristics of the learners, and utilize the learning technology in accordance with the concepts and techno-pedagogical principles. The research found that the teachers have the ability to utilize the technology following the characteristics of the learners.

#### *H. The ability to determine the learning model*

Learning model is a conceptual framework regarding the systematic procedures in organizing a learning experience to achieve the learning objectives, for both learner and teachers (Suprijono, 2009 and Sani, 2013). Findings showed that most of the learning model conducted is suitable for the learning objectives and the characteristics of the learners.

### I. *The ability to determine the learning method*

A method is a way or procedure conducted by the teachers to run the teaching-learning process effectively. The learning method used by teachers is intended to bring the learning atmosphere and the learning process in an attempt to help the learners achieve KD corresponded to the characteristics of the learners and KD to be accomplished. From the data, one of the lesson plans is assigned more than one method, which is correct and possible. Given that the arrangement of the 2013 curriculum-2017 revision is material-based instead of KD, hence, one lesson plan can include several meetings and several learning methods to fit in KD for every meeting.

The selected learning method is suitable for the learning objectives and the characteristics of learning materials. The characteristics of learning strategy include the learning method referring to the learning objectives and characteristics of learning materials as stipulated in article 2 of UU RI No. 20/2003 about the system of national education.

The method chosen by most of university students is discussion. Discussion is a learning method that challenges students with a problem. The advantage of discussion method is that it stimulates students to provide creative ideas, accustom in exchanging thoughts, train to propose opinions and respect others' opinions. Nevertheless, it should be noted that the characteristics of the learners are diverse, so that it needs various methods (Kosasih, 2014). Thus, teachers have been able to determine the learning method.

### J. *The ability to arrange learning scenario*

Several steps in learning activity involve an introduction, main activity, and closing. Introduction is carried out by preparing the learners physically and psychologically before the learning process, motivating the learners by giving a problem related to the material, asking questions by correlating the previous knowledge and the material, explaining the learning objectives or KD that need to be achieved, and illustrating a general material scope and the activity in regard to solve the task. Findings showed that the teachers have the ability to arrange learning scenarios although a few lesson plans lacked the allocation for each activity and used unclear statements for each activity.

### K. *The ability to plan learning assessment*

Learning assessment is the final stage in the learning process which determines the level of achievement in the learning process. In this stage, the validation of the assessment is determined by how the teachers carrying out the assessment. Several notes on the assessment process include 1) aspect of assessment including attitude, knowledge, and skills; 2) technique of assessment and forms of instruments corresponded to the indicators; 3) understandable problem formulation and assessment rubric. Findings showed that most

of the teachers have not been able to correctly establish the technique of assessment, the form of instrument, and arrange the assessment rubric. As the consequences, the assessment rubric of skills was not attached.

Based on the findings of the research, some of the teachers have the ability to arrange lesson plans following the 2013 curriculum-2017 revision. As for the quality, most of lesson plans have been arranged well. Most of the Japanese lesson plans in State senior high school Bandung have been equipped with main components and supporting attachments although a few are not entirely completed.

## IV. CONCLUSION

The results and discussion on the teachers' ability to arrange lesson plans based on the implementation of the 2013 curriculum-2017 revision have acquired several conclusions, as follows:

1. Referring to the teachers' ability to arrange lesson plans in accordance with the 2013 curriculum-2017 revision, most of the teachers has been able to develop every aspect in lesson plans although still lack in formulating the indicators and arranging the assessment plan.

2. Referring to the quality of lesson plans arranged by the teachers based on the 2013 curriculum-2017 revision, most of the lesson plans have been equipped with the main components and supporting attachment although a few are still not entirely completed. Nonetheless, the quality of most lesson plans are good.

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