

# The Differences in Learning Activities by Using “RPP Merdeka” and “RPP K-13” for Elementary School Teachers in Jakarta

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## ABSTRACT

This study aims to find out the learning activities carried out by elementary school teachers who use the previous version of lesson plans (RPP) or called as RPP K 13 and the new - simpler one or called as RPP Merdeka. The longer version was regulated by the Ministry of Education and Culture in 2016 consisting of 12 components compared to “RPP Merdeka” which takes only 3 components. The research subjects were elementary school teachers and students in Jakarta, both public and private schools that used “RPP Merdeka” (10 people) and “RPP K 13” (10 people). The research instrument was a non-test using google form and the Teacher Ability Assessment Toolkit (APKG1 and APKG 2). Instrument through observation of two observers whose value is averaged. Google forms are used to get supporting data. Two independent sample t-test with the help of SPSS was used for the data analysis. The statistical test results shows that the data of significance is  $0.747 > 0.01$ , so the  $H_0$  data is accepted and  $H_1$  is rejected. The use of RPP Merdeka or the previous version of it does not affect the learning activities, in other words, learning activities are the same regardless the different type of those RPP. Moreover, learning activities are strongly influenced by the teachers’ ability to manage classrooms and use of learning media. The way the teachers teach will affect the interactions that occur in the class. The lesson plan (RPP) function is as a guide in learning activities. The teacher carries out learning activities that are carried out regularly, so that without including the elements that exist in the previous version of the lesson plan, respondents are used to using media, materials, and sources. This element implicitly exists in the core of learning activities.

**Keywords:** *RPP Merdeka, RPP K-13, Learning activities.*

## 1. INTRODUCTION

The improvement in the human resources quality can be measured by using the HDI (Human Development Index). One of the element measuring progress in calculating HDI is the quality of education. Education indeks factors are seen from the literacy rate and years of schooling. The years of schooling directly affects the quality of the population. The higher level of formal education, the higher the human resource quality is. In addition, the more the population enters and completes higher education, the more improving the quality of the population.

The quality of education can be represented from an increase in academic achievement or learning outcomes in an educational unit. The learning outcomes of educational units can be controlled by the curriculum. The three main curriculum structures are seen from the teacher, students and assessment [1]. Reviewing the curriculum is strategic in ensuring graduates with a proven quality of assessment that

can meet the stakeholder needs [2]. The curriculum structure that can be described are the courses or subjects and the learning activities.

The standards of teaching especially when teacher delivering the materials to their students need to be planned. Learning plans or commonly known as RPP has a function as guidelines for teacher in learning activities. RPP is a document that must be designed by teachers before carrying out learning activities.

For some teachers, they still experience some difficulties on how to maintain the standards of their teaching process with the elements inside their lesson plan (RPP). The problem arises from their individual even to the teachers’ organization (MGMP). It is happened because the RPP framework carry out too many things, including unnecessary things. Therefore, since 2019, the regulation of RPP framework was revised. The Ministry of Education and Culture published a decree number 14 of 2019 about simplifying the framework

of lesson plan (RPP). Later, this new version is called as RPP Merdeka, which means more likely giving out freedom for teachers to design their lesson plan (Merdeka is freedom or independent). This regulation is a revision from the previous decree which is number No. 22 of 2016.

This version is completely mention the whole elements in the standard process. According to Ministry of Education and Culture decree number 22 of 2016, the RPP's components are school identity, namely the name of the educational unit; identity of the subject or theme / sub-theme, class / semester; subject matter; time allocation; learning objectives; basic competencies and indicators of competency achievement; learning materials; learning methods; learning media; learning resources; learning steps; assessment of learning outcomes.

The use of lesson planning (RPP) according to its completeness perceived as sufficient enough [3]. Teacher's obstacle to conduct main activities demand a lot of observation [4]. Choice of methods and learning media need to be fixed [5]. Pre-existing format of RPP was considered as rigid [6].

This study aims to find out the learning activities carried out by elementary school teachers in Jakarta who use RPP K 13 or the longer version of lesson plans (RPP) and the new - simpler one or called as RPP Merdeka. The comparison of those RPP is the new version consists of 3 components while the previous one consists of 13 components. The three components from the new version are learning objectives, learning activities and assessment. Therefore, this research questions are: first, are there differences in learning activities for teachers who use different RPP? and how are the teachers and students interaction in the process of learning using RPP Merdeka?.

**2. METHOD**

This research was done during 6 months in 4 different Elementary Schools in Jakarta. The schools are namely Insan Mulia Intergrated Islamic School (private school), Jatiwaringin Pondok Gede (public school), Perguruan Cikini (private school), Hangtuah 6 Jakarta (private school). This research involved both public and private elementary school teachers. Teachers who use RPP Merdeka and also the previous version RPP were compared. The total number of respondents are 20 teachers with 10 teachers using RPP Merdeka and 10 teachers using the previous version of RPP. The research instrument used google form questionnaires, and non-tests were in the form of a Teacher Ability Assessment Toolkit (APKG1 and APKG 2). Both of the APKG (1 and 2) use a scale of 1-5. The lowest score is 1 while 5 is the highest for each indicator. Instrument through

observation of two observers whose value is averaged. Google forms are used to get supporting data,

Two independent sample t test with the help of SPSS was used for the data analysis. Ho is the condition if the use of both RPP Merdeka and the previous version does not affect anything in learning activities

If the significance value > 0.01 then the Ho data is accepted

If the significance value < 0.01 then Ho data is rejected

**3. RESULTS AND DISCUSSION**

The first different thing about RPP Merdeka and the previous version is the number of pages allowed. For RPP Merdeka is expected only 1 page, but in fact many of them didn't make it. There are only 4 respondents out of 10 respondents who meet the criteria which is one page RPP. The rest are as many as 6 people made 2 pages of RPP. Respondents faced some difficulty creating only a page long for various reasons.

For the previous version of RPP or RPP K 13, the number pages are not limited, respondents were asked to make RPP in accordance with the standard process provisions. The number of pages made by them are varied 4 up to 12 pages. Teachers who have adequate expertise are able to use "RPP Merdeka". However, for those who are lack of experience or new teachers need to produce a complete version of RPP or using the previous format [7]. The graph of comparison for the number of pages are taken in both RPP are shown in Figure 1.

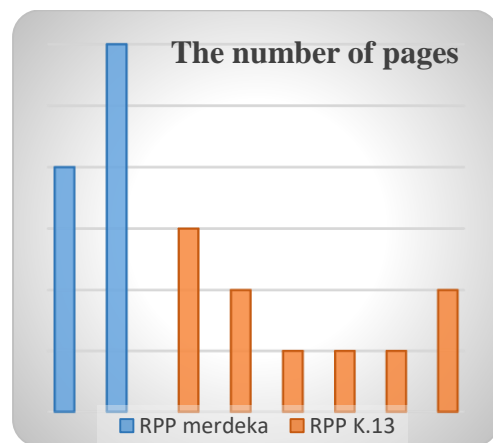


Figure 1. Graphic of comparison for the number of pages

The second different thing is related to Teacher Assessment Toolkit (APKG) which divided into two types 1 dan 2. The first APKG contains the teacher's

RPP, while APKG 2 contains how's the implementation of RPP in class.

The testing is done by using an independent t test. Before that, we need to carry out the prerequisite test which is Normality test.

1. Normality Test

The normality test uses Shapiro-Wilk because the number of samples is less than 50. The sample is normally distributed if the significance value:  $sig > 0.05$ . The result of the normality test is the sig value  $0.650 > 0.05$  and  $sig\ 0.147 > 0.05$ , which means the data is normally distributed.

2. Independent t Test

The independent t test with the SPSS program was used to test the mean difference between 2 unpaired groups, namely groups with different individuals. The groups are teachers who use RPP Merdeka and teachers who use RPP K13. The provisions of independent t test are:

If the significance value  $> 0.01$ , the data variance is assumed to be the equal

If the significance value  $< 0.01$  then the data variance is assumed to be unequal

The result shows that the sig value is  $0.747 > 0.01$ . Therefore, the data variance is assumed to be the equal. Hypothesis testing by looking at significance: If the significance value  $> 0.01$  then the  $H_0$  data is accepted. In contrast, if the significance value  $< 0.01$  then  $H_0$  data is rejected. Based on the significance data  $0.747 > 0.01$ , it can be concluded that  $H_0$  is accepted while  $H_1$  is rejected. The use of RPP Merdeka or RPP K 13 doesn't affect any changes in learning activities. In other words, the teachers conducted the same learning activities regardless which type of RPP they use.

There have been various responses to RPP Merdeka when it first launched. Teachers who used it right away after the decree launched are those who are mandated by their school principal. Some of them voluntarily tried to use it even though there weren't any instructions. However, most of them were instructed by the principal to use it. This new RPP only requires 1 page of lesson planning without any attachments because originally the purpose is to ease teachers' work. It is also because the teachers need to make 14 different RPP for one semester as there are 16 meetings in total but the 2 meetings will be used for mid term and final exam. Therefore, when the RPP is simpler they are expected to do something more than administrative tasks. For example, they can get focused to develop learning media since they will have more time.

Almost all respondents agreed with the use of RPP Merdeka. They agree about the one-page of

provision because it is more brief and it doesn't have to be the full text only the most important outline. They said that the other components as it's contained in the previous version of RPP are no longer needed. The components considered to have been understood and implemented automatically so they do not need to be rewritten. The components such as Main Competency (KI), Basic Competency (KD), and other indicators are just complementary. Taking for example, the main competency (KI) will be written repeatedly because KI is the same in all levels of primary education units. The same thing also happened to basic competency or KD, it will be the same for several meetings. "RPP K 13" has inefficient and ineffective format in making it. Drafting "RPP K 13" need to re-write the Main Competency, Basic Competency, and the material attachments which lead to wasteful of paper [8].

Inside RPP Merdeka KD doesn't exist because logically the teachers just can take a look in the syllabus. Moreover, the indicators also already exist inside the syllabus. The indicators consist of Operational Verbs (KKO) to see which level of difficulty, domain, cognitive, affective and psychomotor which need to be achieved by the students. Use the "Insert Citation" button to add citations to this document.

Respondents who had been instructed to use RPP Merdeka did not face any difficulties when designing it, because they experienced to create the more complete and complex one. Respondents only need to remove some of the existing components. Although there are some who experience difficulties because the new RPP doesn't state explicitly the media or material to be conveyed, the media and material are implicitly implemented in learning activities. Facilities and source of learning in implementing 2013's Curriculum (K13) has been appropriate [6].



Figure 2. The proof of using the learning media, although the RPP does not mention it but the teacher automatically utilize it

This research indicates that 80 percent of respondents are eagerly to develop "RPP Merdeka". During the learning activities was held on, respondents who used RPP Merdeka did not experience any difficulties when implementing it in

the class. As they carry out the learning activities everyday so that with eliminates some elements in RPP Merdeka they do not feel any differences in class. Even though it does not mention the media that used, in fact they use the media completely to achieve the learning objectives (Figure 2).

The number of pages on RPP Merdeka is expected to be only page. However in fact more than half of the respondents made it more than 2 pages. The difficulty in making an independent RPP in terms of the number of pages is because the core activities must be explained in detail about what students do, in learning activities. Therefore, the 1 page limitation is not met. Some of them still need the second page of RPP only for validation sheets, which stated their signature and school principals. Lesson planning (RPP) for Bahasa Indonesia subject are considered as more effective and efficient [8].

On the other hand, the number of pages in the RPP K13 or the previous version is not limited. In this study we found the number pages are varied from 4 up to 12 pages. Some respondents also attach questions for learning assesment therefore in one meeting the RPP are more numerous and thicker.

Statistical testing was done through several stages, namely data normality test and independent t test. The normality test uses Shaphiro-Wilk because the number of sample is less than 50 respondents. The test results show that the samples are normally distributed. The significance value shows that the data has the same variance. The sample can be continued for independent t test. The test results show that there isn't any difference in implementation learning activities between RPP Merdeka or the previous version. Teaching and learning activities that occur are strongly influenced by several factors which are internal and external [9]. Internal factors consist of physiological, psychological aspects meanwhile the external factors consist of family conditions, teachers and teaching methods, learning tools, social motivation, environment and opportunities.

It is proven in this case that the use of shorter lesson plans (RPP) will not affect the quality learning activities. The students participation in the class is not influenced by the teacher's lesson plan (RPP). Learning activities are strongly influenced by the teacher's ability to manage class, and the use of media. The way the respondent teaches will affect the interactions that occur, the lesson plan as a guide in learning activities is carried out regularly, so that without even including the elements as completed as possible, the respondent get used already to using the media, material, and sources presented. The average professional competencies of English teachers are good at implementing One-page RPP [10].

The results of this study indicate that respondents may make RPP Merdeka because there are no differences in teaching and learning activities in class. The only inconvenience of using RPP Merdeka if an assessment for both the process and the product is needed, which is often called as student worksheets or LKPD. RPP Merdeka with only one sheet of paper does not meet the requirements. Respondents can make only one sheet but an assessment need to be attached. LKPD is a complement for learning tools. Assessment and LKPD can be a separate unit that is held by students and teachers need to create them separately. Another weakness of the RPP Merdeka as stated [11], one sheet RPP is unable to reveal documents designed to be acted on in the learning process, with measurable and clear objectives. RPP is used as a reflection material.

#### 4. CONCLUSION

The statistical test results showed that there was no difference in learning activities between the independent lesson plans or RPP Merdeka and the complete lesson plans or RPP K13. Learning activities are strongly influenced by the respondent's ability to manage the class and use of the media. The way the respondent teaches will affect the interactions that occur, the lesson plan as a guide in learning activities is carried out regularly, so that without even mentioning the complete elements, the respondent is accustomed to using the media, material, and sources presented. This element was implicitly done in the core activities of learning.

The use of RPP Merdeka can not be completely made in only one sheet. The assessment in the RPP is also brief. When the respondent makes an assessment, there needs to be an assessment sheet and rubric for both cognitive, affective and psychomotor. Students doing activities in student worksheets or LKPD, additional attachments are needed. As a win-win solution, so that a sheet of independent RPP requires several other attachments. The previous version of RPP has repetition in terms of writing KI, KD, it is so extravagant that in one meeting needs for more than 3 pages up to 12 pages.

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