Lesson Plans Development by Application for Non-Formal Early Childhood Teacher

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Abstract—One of the standards for early childhood educators is expected to be educators who can design learning activities by compiling children's development programs according to themes and needs in the form of the annual, semester, weekly, and daily programs. Lesson plans are one of the criteria that must be arranged in the implementation and management of kindergartens, especially in the non-formal education path. Teachers often have difficulty in making lesson plans. In addition to not understanding how to make lesson plans, teachers also have difficulty in applying core competencies and basic competencies that are by the developmental aspects of the learning planning program. The purpose of this paper is to describe a specific application in making lesson plans made by researchers. The application contains the preparation of annual lesson plans programs including semester, weekly, and daily programs. This program uses a modified excel application. 4 large tables can be filled by the teacher. In the semester table, there are 2 tables, namely semesters 1 and 2. In the weekly table, the teacher fills in 17 tables, while in the daily program there are 5 tables. This application has been tested in 30 non-formal kindergartens in the city of Bandung. The results of the interview with the teacher stated that the teacher found it easier and helped in preparing the annual lesson plans program.

Keywords—lesson plans, early childhood education, early childhood teacher

I. INTRODUCTION

Early childhood education is a stage that greatly affects the quality of its future. To achieve the best quality, it is necessary to have a quality learning plan, so that all aspects of its development will be fulfilled.

Based on Ministerial Regulation No. 137 of 2014 in CHAPTER V article 12, regarding the Standards of the Learning Planning Process. That learning planning is carried out with approaches and learning models that are following the needs, characteristics of children, and local culture. Learning planning includes semester programs, weekly lesson plans, and daily lesson plans. Prepared by educators in PAUD units or programs.

The lesson plan is a design for teachers to carry out play activities that facilitate children in the learning process. The learning implementation plan is made before the learning activities are carried out.

Good learning must be carried out systematically and continuously following the principles of learning, the breadth of the material, the learning experience, the place and time of learning, the learning model, and the form of the assessment. The quality of learning itself can be measured and determined from the extent to which the learning activities carried out can change or shape children's behavior following the predetermined competency goals. The modified excel application is a learning planning application used by non-formal early childhood teachers to provide convenience in making lesson plans, implementing basic competencies and core competencies that are by developmental aspects.

II. THEORETICAL FRAMEWORK

A. Lesson Plans

Learning is a process that is organized and regulated in such a way, according to certain steps so that in its implementation it achieves what is expected. These arrangements are outlined in the form of learning plans or learning plans [1].

Based on Permendikbud Number 146 of 2014 concerning the 2013 PAUD Curriculum, the learning plan includes document 2 in the curriculum document which contains the semester program planning, the weekly learning implementation plan, and the daily learning implementation plan.

The learning implementation plan itself is a face-to-face learning activity plan for one or more meetings, which contains actions that need to be taken by the teacher to achieve competency mastery and further actions after the meeting is over [2].

Learning implementation plans are made before learning activities are carried out where the learning plan must refer to

the characteristics (age, socio-cultural, and needs) of the child. The lesson plan itself is made periodically.

B. Annual Activities/ Program

Annual activities or school agendas in a year are planned activities that will be carried out by the PAUD unit in one year. This program is useful for schools and teachers to organize activities after activities to be carried out, while parents can help them be involved in school activities and time effectiveness [3].

The steps for the preparation of the annual program are first, consisting of months, activities, descriptions of place, and time. Second, the activity column is filled with various activities and activities that will be carried out in one month for one year. Third, the effective amount of study time that has been set by the government is 34 to 38 weeks. Fourth, the place and time information column is filled with where the activity will be carried out and when it will be carried out.

C. The Semester Program/ Lesson Plans

The semester program is a learning design that contains a network of themes, areas of development, the level of achievement of development which is arranged sequentially and systematically, as well as the time allocation required for each theme network and its distribution each semester [4].

According to Masnipal [3], in compiling a semester program the most important thing to understand is the Child Development Achievement Level Standard (STPPA) as the final result of PAUD program services until the age of 6 years, basic competencies as learning outcomes, and the determination of appropriate learning materials. With the needs of the child.

The steps for preparing the semester program are carried out with the following steps:

First, make a list of one semester's themes. The selection and determination of the theme are carried out by the teacher before the beginning of the semester learning activities begins by paying attention to the principle of developing the theme. Theme development itself is a more specialized and deeper topic. Where the specificity and depth of the theme, the sub-themes must pay attention to the age of the child, the readiness of the teacher, and the availability of supporting learning resources (Directorate General of Early Childhood Education)

Second, determine the time allocation for each theme, sub-theme, or sub-theme. Where the implementation time is adjusted to the child's interests, breadth, depth, and available resources around the school or its environment. The amount of time allocated for 1 semester is a minimum of 17 weeks with a maximum repetition of the theme for 3 weeks.

Third, the determination of Basic Competence. Each theme contains all aspects of development, namely Religious and Moral Values, physical-motor, cognitive, socio-emotional, language and art. In writing it can be written in full or just the code. This Basic Competence can be repeated in each different theme or sub-theme.

The form of the format for the preparation of learning plans is submitted to the respective institutions. The Early Childhood Education unit must prepare material that will be delivered to students for one year through play activities.

D. The Weekly Lesson Plans/ Program

The Weekly Learning Implementation Plan is an elaboration of the semester program which contains activities to achieve the indicators that have been planned in one week by the scope and sequence of themes and sub-themes [4].

This Weekly Lesson plan contains the identity of the service program, selected basic competence, learning materials, and activity plans. The service identity contains the name of the early childhood unit that composes the weekly lesson plans, which semester, month, and week, themes and sub-themes taken according to the semester program, and the age group of the program target. (Directorate General of Early Childhood)

After the completion of one or several themes, a theme peak will be held. The highlight of the theme is the conclusion of all activities and activities that have been carried out throughout the theme. The highlight of this theme can be in the form of exhibitions of works, tourist visits, activities with parents, bazaars, and others that are by the theme.

The learning material provided is adjusted to the set theme plan and the amount is adjusted based on the child's needs. The learning material can also be repeated several times with different forms of activity as a form of strengthening the ability of children.

The activity plan given for 1 week must be interesting for children so they don't feel bored and can be followed by children. With at least 4 different activities so that children get a lot of diverse learning experiences. The activity plan made for children must use a scientific approach, namely observing, asking questions, gathering information, communicating, and reasoning.

E. Daily Lesson Plans/Program

From the weekly lesson plan, the teacher makes a daily lesson plan. The teacher plans learning operations for one day. If the weekly lesson plan is designed for 5 days of effective learning, it means that the teacher will make 5 daily lesson plans. Daily Lesson Plan is made at least a day before the implementation of learning so that teachers have time to prepare the desired media, tools, resources, and learning environment [3].

The format does not have to be standardized to provide flexibility for the institution in making it. The components that must be included in the daily learning implementation plan are the identity of the institution that made it, themes and subthemes, materials, tools, and materials, opening activities,

core activities, closing activities, and assessments. (Directorate General of Early Childhood Education)

F. Application

Application is the implementation of system design to process data using the rules or provisions of a particular programming language. The application was created to provide convenience from a problem that is difficult to understand to be simpler, easier, and understandable by users. So, with the application, problems will be resolved faster.

This application is an application created using Microsoft Excel software. This software was chosen because it has a dropdown menu feature and its presentation form is in the form of a spreadsheet or active worksheet.

III. METHODS

This type of research is development research. According to Sugiono [5], research and development is a process or steps to develop a new product or improve an existing product, which can be accounted for. This research was conducted in 15 non-formal early childhood institutions in Bandung Kidul district and 15 Bandung Wetan institutions. The method used in this research is test scores, observations and interview results.

IV. RESULTS

Learning is a process that is organized and regulated in such a way, according to certain steps so that in its implementation it achieves what is expected. The arrangement is outlined in the form of a lesson plan or lesson plans [6].

Fig. 1. The cover of lesson plans.

The colored design from figure 1 on the cover of the Lesson Plans application aims to provide convenience and an overview to early childhood teachers. To make a lesson plan, just click the colored column where each column is automatically connected to the lesson plantable that will be created.

A. Annual Program/ Lesson Plans

The annual program contains an activity plan for 1 year which will generally be followed by various parties. This program consists of 2 semesters with 4 columns that can be filled manually or by choice. The yellow button can be used if it returns to the original display. The service identity is filled in manually and will automatically be filled in other learning planning tables.

Fig. 2. The annual lesson plans.

B. The Semester Program/ Lesson Plans

The semester program consists of columns of competence, theme, and time allocation, which can be filled using options or dropdown menus. The blue and yellow buttons are used if you want to display another table.

Fig. 3. The semester lesson plans.

C. Weekly Lesson Plans

Filling in the theme, semester, age group, week, date, and selection of basic competencies is done by clicking the dropdown menu on the right, which provides various options as needed. The RPPM table consists of 17 -18 weeks in one semester. So, the number of weeks in a year is 34-36 weeks.

Fig. 4. The weekly lesson plans.

D. Daily Lesson Plans

The Daily Lesson Plan table is made 5 days per week in the form of options or dropdown menus for each table. Materials and sub-themes are filled in manually so as not to limit the creativity of the teacher.

Fig. 5. The daily lesson plans.

E. Core Competencies and Basic Competencies

The competency column contains the basic competencies and core competencies. This column is made to make it easier for teachers to implement learning activities that are by their developmental aspects.

Fig. 6. Core and basic competence.

V. DISCUSSION

This application is designed to provide convenience for non-formal early childhood teachers in making lesson plans. With various features and dropdown facilities that are easy to access, teachers only need to choose the one that suits their needs for activities at their institution.

The advantages of this modified excel application are that it is easy to use, easy to understand, saves time, and is interesting. Convenience is defined as the degree to which a person believes that using technology will be effort-free. Ease of use is easy to learn, easy to understand, simple, and easy to operate [6].

The disadvantage of this application is that it still has to be developed in the form of a website or other form so that it can be accessed anywhere and the storage process is still manual.

VI. CONCLUSION

It can be concluded that some of the problems of early childhood teachers in making lesson plans are: a) lack of teacher knowledge in making lesson plans; b) the amount of material that must be filled in making lesson plans even must be remembered by early childhood teachers; c) the lack of teacher ability in using software or use of technology; and d) lack of teacher awareness of the importance of making lesson plans before starting learning. With the implementation of lesson plan training activities, there is an increase in teacher knowledge and skills in making lesson plans. The training activities consist of training materials, and the second is the practice of making lesson plans through the excel program.

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