

Analysis of Lesson Plan Implementation for Learning at SD N 1 Mojopuro

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ABSTRACT

The success of a lesson can be determined by the plans made by educators and their implementation. The learning process requires careful planning where the learning implementation plan is a learning plan that refers to the syllabus. Learning implementation plan includes school data, subject classes/semesters, subject matter, time allocation learning objectives, basic competence, and indicators of competency achievement, learning materials, learning methods, media and learning resource, learning steps, and assessment. Learning objectives will be achieved if educators are able to implement the lesson plans that have been carefully prepared into learning. In fact, at SD N 1 Mojopuro, it was found that the Learning Implementation Plan prepared by educators was not following its preparation and implementation in learning. This research aims to analyze the implementation of the Learning Implementation plan in learning. This research method is descriptive qualitative research where the researcher describes the results of the data analysis in detail. This research approach is a phenomenological approach which is defined as a study that seeks to analyze descriptively and introspectively about all awareness of the human form and its experiences both in the sensory, conceptual, moral, aesthetic, and religious aspects. The results of the research at SD N 1 Mojopuro show that educators do not yet have a good and complete Learning Implementation Plan product according to the required provisions so the Learning Implementation Plan has not been fully implemented in learning practice. Learning Implementation Plans prepared by educators tend not to be a guide in managing learning activities.

Keywords: *Implementation of lesson plan, learning, implementation of learning implementation plan.*

1. INTRODUCTION

Learning is a complex process since it involves various learning components, wherein they construct mutual interaction.

Sukirman and Jumhana [1] further explain that involving learning components include material, method, teacher, student, media, and learning environment enforcing the learning process. According to Sanjaya [2], the system of learning process incorporates various components, such as learning objectives, learning methods or strategies, media and evaluation.

The learning process should be designed through the medium of lesson plans to achieve valuable learning processes and results. This has been confirmed by Sukirman and Jumhana [1] that the meaning of lesson planning is an effort to design and develop every learning component into a unified body that binds and supports each other; therefore, learning objectives can be achieved efficiently

according to the learning objectives constructed in the Lesson Plan.

Lesson Plan is a design developed in detail and systematically from a specific subject matter, theme, or basic competence representing the syllabus. The implementation of Lesson Plan or RPP (*Rencana Pelaksanaan Pembelajaran*) consists of preparation bases. These bases correspond to Regulation of Ministry of Education and Culture No 81A, 2013 comprising:

- a) School data, theme, learning sub-theme, and class/semester
- b) Main topic of subjects
- c) Learning time allocation
- d) Learning objectives, basic competencies, and indicators
- e) Learning materials, method, learning media, learning instrument, and learning resource.
- f) Learning activities

g) Reflection and evaluation

Rahmawati, Utami, & Noviati [3] suggest that interaction process in the classroom between teachers and students is referred to as learning. Learning objectives are distinguished formulations based on behavioral change skills that should be accomplished by students at the end of learning process encompassing knowledge, attitude, and skill. Learning method is an influential component of the success of learning objectives.

A suitable method should be accordingly implemented in learning activities to achieve quality and competent learning for students in either physical or non-physical activities. According to Sanjaya [2], learning material is material or content provided for students to be studied. The detailed account of Sukirman and Jumhana [1] reinforces that the material prepared for students has to be previously planned, developed, and managed, covering scope, step, sustainability, and integration.

Learning evaluation aims to govern the success of students in comprehending learning materials and as feedback to teachers on the main work in learning management. The description and objective of lesson plan highlights its importance as a medium between students and teachers so that the learning process can occur. Lesson plan is the starting point in conducting learning activities; thus, the success of the learning process can be regulated through the plan designed by teachers. This is supported by Wawan Suherman [4] that lesson plan-based learning will create an instructed learning, namely the accomplishment of learning objectives and efficient process. In practice, SDN 1 Mojopuro showed that every teacher has prepared the lesson plans independently, however some found it difficult to implement the lesson plan in learning.

Lesson plan is one of the learning instruments that shall be developed. The purpose of lesson plan is to make the teaching process to be carried out easily, efficiently, and able to improve learning outcomes for students [5]. Contrasting to reality, teachers use lesson plans merely to fulfill administrative tasks. Other contributing factors are the gap between teaching material and lesson plan as well as facilities and infrastructure that affect teachers to reluctantly implement lesson plans. Based on interviews, teachers experienced obstacles in implementing lesson plan. Factors raising such difficulties for them in implementing lesson plans are student responses and inadequate infrastructure. Student responses are contradictory to the predetermined method.

The learning design implemented in the learning process has not been deftly conducted, hampered by various influencing factors, whether from teachers or students. The learning objectives that are the main focus in integrating the implementation of learning process with the classroom atmosphere and situation are known as transactional situations. According to Wardani [6], transactional decisions are choices made by teachers when learning transaction takes place, which is the learning process, and lesson plan should be applied as a standard in fulfilling standard competencies by teachers so that the learning process focuses more on learning objectives properly.

The effect of learning that is not established upon lesson plans at SDN 1 Mojopuro is that the learning process ensues without direction. Undirected learning implies the failure to implement learning objectives. Teachers should achieve learning objectives, starting from the calibration of steps to be taken and the time proposed in the lesson plan. This corresponds to the opinion of Nana Sudjana [7] that the learning objectives are arranged following the learning steps to achieve the desired learning process.

1.1 Lesson Plan (RPP/ Rencana Pelaksanaan Pembelajaran)

Planning is an important process in many work management. Planning is a systematic process in making decisions on actions necessary to be taken at the subsequent meeting [8]. In the context of learning, planning can be interpreted as the preparation process of learning components such as material, media, method, learning resources, approach, and evaluation instrument within a certain period of time to achieve objectives.

Lesson Plan entails a significant role, in which learning without good planning does not rule out the possibility of unstructured learning, so learning objectives cannot be obtained. This is reinforced by the definition of Lesson Plan according to the Regulation of the Ministry of Education and Culture No. 81A of 2013 [9] as a systematically developed and detailed lesson plan from a specific subject or theme referring to the syllabus. The details of the steps of the learning process in the lesson plan are described as follows:

1. Introduction
 - a) Orientation
 - b) Apperception
 - c) Motivation
 - d) Providing reference

2. Main

Based on the Regulation of the Ministry of Education and Culture No. 81 A of 2013 5M Learning, the description of stages in the main learning activities is as follows:

- a) Observing
 - b) Questioning
 - c) Gathering information
 - d) Reasoning
 - e) Communicating
 - f) Assessing
- ## 3. Closing
- a) Reflection
 - b) Feedback
 - c) Follow-up plan
 - d) Implementation of lesson plans
 - e) Evaluation

1.2 Learning

Learning is a very important component in the process of improving the quality of education. According to Law number 20 of 2003 on National Education System article 1 paragraph 20 [10], learning is the interaction between teachers and students with learning resources in a learning setting that fosters such activity. Learning is defined as a process of transferring or delivering knowledge from teachers to students through a process of learning activities.

This understanding is corroborated by Kunandar [11] that learning is an interactive process between students and their surroundings so that changes in behavior can be created to achieve better goals. The main task of teachers is to prepare the environment in order to support the process of change in the behavior of students. This is also expressed by Wardani [6] that, primarily, teachers should be able to take advantage of every opportunity to build up the complementary impact and be able to accomplish goals that have been organized.

Lesson Plan that has been designed and implemented in learning is to assist students in mastering knowledge, attitudes, and skills. Learning does not circulate merely in "what will be learned", but also "how to teach students". Attention to "what will be learned" is a curriculum study that heavily emphasizes the description of what the objectives are

to be achieved and what learning content students should learn. Meanwhile, "how to teach students" highlights methods to achieve objectives, which are related to how to organize learning content and manage to learn.

Adequate learning should be based on Lesson Plans where learning activities have been organized and prepared so that learning can be performed systematically. This statement is in accordance with Nanang Hanifah and Cucu Sabana [12] stating that lesson plan is a plan that elaborates procedures and organization in achieving basic competencies which constitute one indicator in each meeting so that teachers should design proper learning activities which later be developed to pull off the learning objectives.

1.3 Implementation of Lesson Plan

As per Law No. 14 of 2005 [13] on teachers, implying the teacher competence as a learning agent, there are four competencies starting from pedagogic, personality, social, and professional. The ability that is highly prioritized is the ability to teach or professional competence. Educators should master the subject and understand the material structure as well as concepts so they can implement them in learning as expressed by Rindjin [14]; professional educators must be able to develop insight and knowledge and be able to examine in innovative, creative, and critical manners to deliver material followed by skills or a set of knowledge.

The quality of teachers in Indonesia has become a constant and questionable issue. As outlined by Adiningsih in the report of Bahrul Hayat and Umar in Mustofa [15], many teachers in Indonesia cannot be deemed professional in terms of learning material mastery because 33% of them teach subjects outside their field of expertise. Similarly, Yusutria suggests that the teacher's professionalism in an effort to develop the quality of human resources should be addressed seriously. Successful learning is the one that can involve students in tasks related to knowledge and social contexts and familiarize students to work on these tasks in productive, innovative, creative, and critical ways.

Based on the explanation of the importance of Lesson Plan in learning apart from skills to design learning, teachers are also required to be able to apply learning methods or models as good as possible, as the implementation of the 2013 curriculum requires a change from teacher-centered to student-centered. As asserted by Risminawati & Fadhila [16], the implementation of the 2013

curriculum in the learning process pinpoints three competencies; attitude, skill, and knowledge. Teachers need to possess the ability or skills to arrange lesson plans in several levels of ability, various knowledge, culture, and language [17].

2. METHODS

This research uses descriptive qualitative, in which it describes the results of the data analysis in detail. This research approach is phenomenological; a form of study that attempts to analyze the implementation of Lesson Plan and the factors influencing the process of Lesson Plan. Data collection techniques are in the form of interviews and document documentation of Lesson Plan designed by teachers to be implemented in grades 1, 3, 4, and 5.

3. RESULT AND DISCUSSION

3.1 Results

The results of research analysis through interviews and documentation of lesson plan in grades 1, 3, 4, and 5 at SDN 1 Mojopuro obtained the following data:

Table 1. Research Results

Indicator	I	III	IV	V	Score	
Identity	10	10	10	10	10	
Main topic	7	2	2	9	5	
Time allocation	10	10	10	10	10	
Objective, Basic Competence, competence achievement indicator	7	2	2	9	5	
Learning method	7	2	2	8	4,75	
Media, instrument, and source	6	2	2	8	4,5	
Steps in learning activities						
	Introduction	7	7	6	8	7
	Main	8	7	7	8	7,5
	Closing	6	8	7	7	7
Evaluation	8	2	2	8	5	
Total	61	37	36	70	6,5	

Based on Table 2, it is concluded that the implementation of Lesson Plan in learning acquired a low value in the lesson plan implementation. Teacher in grade I earned 61 scores, which is included in the

low category. In media, instrument, and learning resource attributes, grade I had contrasting results to the lesson plan content. The learning activities carried out by the teacher in grade 1 obtained an average of 61 because some of the learning steps were not following the lesson plan.

Grade 3 secured a score of 37 which almost nearly reached that of the teacher in grade 4, with a score of 36. The results in grade 3 and grade 4 were prevailed due to the implementation of aspects in the subject, learning method, core competencies (KI), and basic competencies (KD) as well as evaluation. Grade 5 had the highest score of 70, meaning the score remains in the moderate category. Based on this analysis, it can be determined that the implementation of lesson plan at SDN 1 Mojopuro is categorized as low.

3.2 Discussion

Based on Table 1, it is known that the identity prepared by teachers is already ideal according to the Regulation of the Ministry of Education and Culture No. 81A of 2013 in lesson plans of grades 1, 3, 4, and 5. Subject and time allocation are well-structured in the Lesson Plan of grade 5 by the teacher, it follows learning objectives learning so it is easily detected by teachers. Objectives that can be accomplished, if clearly defined, will be effortlessly obtained [18]. Utilizing suitable learning media can achieve effective learning objectives as shown by grade 5 teacher in using media and comprehensible learning methods [19].

Lesson Plan of grade 3 and grade 5 share a common trait in terms of lesson plan preparation, namely the incompleteness of all lesson plan components based on the Regulation of the Minister of Education and Culture No. 81A of 2013. In both lesson plans, the main materials and learning models were not included. Joyce, Weil, and Callhoun explain that the application of the learning model affects the involvement of students in learning so that learning objectives can be achieved. Evaluation has not been incorporated in the lesson plan so they do not appear during the implementation.

Teacher in grade 1 scored less in lesson plan preparation because the learning model was not included in the Lesson Plan, making the implementation use the unplanned model. Teachers find it difficult to implement learning activities that follow the Lesson Plans. In learning activities, teachers have integrated assessment instruments, showing closing activities in the reflection section but have not been well structured during the learning

assessment process. The implementation of the 2013 curriculum is still found in an unprepared situation where teacher's understanding is inadequate regarding assessment procedure, principle, and technique based on authentic assessment. Assessing learning, according to Rusman [20], includes conducting assessments using instruments that have been developed, modified, and scored, as well as providing follow-up and input on assessment results through remedial and enrichment so that teachers should be able to develop adequate and appropriate assessment instruments.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, the analysis of the implementation of Lesson Plan at SDN 1 Mojopuro is as explained in the following.

The Lesson Plans prepared by teachers in grades 1, 3, 4, and 5 have not been implemented properly into learning. Most educators did not use media, sources, and learning instruments in accordance with the lesson plan arrangement. This is a result of the lack of support for infrastructure at SDN 1 Mojopuro.

Teachers also experienced difficulties to develop a fitting lesson plan. The preparation is still in the low category, as a consequence, the implementation cannot exceed the lesson preparation or lesson plan.

Suggestion for further research is to improve this research on how to implement Lesson Plan and overcome the factors influencing the implementation of the Lesson Plan.

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