



# The Accompaniment of English Language Teachers in Developing Lesson Plan at West Surabaya: Community Service

Fauris Zuhri<sup>1</sup>, Ririn Pusparini<sup>1</sup>, Lies Amin Lestari<sup>1</sup>, Esti Kurniasih<sup>1</sup>, Wiwiet Eva Savitri<sup>1</sup> and Ali Mustofa<sup>1</sup>

<sup>1</sup> Surabaya State University, Surabaya, Indonesia  
fauriszuhri@unesa.ac.id

**Abstract.** In the digital era, digital technology plays an important role in every aspect of life; one is in education. Digital technology has advantages: valid information, sophisticated instructional media, and networking. Based on some benefits, community service of the English Education Department cooperates with English language teachers to develop English lesson plans more appropriately. The results of preliminary observation show that English language teachers need some help developing their lesson plans. The results of English lesson plan development need to be revised. So, the accompaniment of English language teachers in developing lesson plans at West Surabaya is necessary. Community service has two main activities: offline and online workshops for English language teachers. Community service contributes to improving the skills of English language teachers in developing lesson plans. There are three steps to developing English lesson plans: 1) to identify the necessity of the partners, 2) to prepare the requirements and instruments of the workshop, and 3) to have some actions of the accompaniment of English language teachers in developing lesson plans. Community service can contribute to developing and improving the competencies of English language teachers in developing lesson plans. The development and improvement of the competencies of English language teachers can enhance the quality of English instruction in class.

**Keywords:** Community Service, English Lesson Plan, and Senior High School Teachers.

## 1 Introduction

### 1.1 The Background of Study

The success of a learning process is inseparable from the teacher's ability to develop it, considering that the teacher's task is related to carrying out the learning he is responsible for in the subject. Good planning is believed to achieve good results as well. Hakim said that when planning is done properly, half of the success has been completed, and the other half lies in implementation (2009) [1]. The statement is also explained in Permendikbud Number 16 of 2007 that teachers, including professional

competence, pedagogy, ethics, and social, must possess four competencies. Concerning pedagogical competence, teachers are professional educators who, in addition to having the ability to manage, carry out learning, and evaluate learning outcomes, teachers must also be able to design education [8].

The policy of the Minister of Education and Culture of the Republic of Indonesia, as stated in circular letter no. 14 of 2019 [2] regarding the simplification of the Learning Implementation Plan (RPP) and decision letter no. 56 of 2022 regarding guidelines for implementing the curriculum in the context of learning recovery is an important point that teachers pay attention to in schools. It was explained in the two-state documents that a minimum of 13 components must be in the 2013 RPP curriculum; they were changed to three pieces that were mandatory in the RPP Merdeka Curriculum. The three components [13] in question are learning objectives, learning steps, and assessment, while the others are complementary. The aim is to prepare lesson plans with the principles of efficiency, effectiveness, and student orientation [2].

It is further explained in the Learning and Assessment Guide (2021) that the teaching modules developed must meet the following criteria: 1) Essential, namely understanding the concepts of each subject through learning experiences and cross-disciplines; 2) Interesting, meaningful, and challenging, which means foster interest in learning and involve students actively in the learning process. Related to previous knowledge and experience, so that it is not too complex but also not too easy for the age stage; 3) Relevant and contextual, related to prior knowledge and experience, and by the context at the time and place where students are, and 4) Continuous, which means there is a connection between the flow of learning activities according to the learning phase of students. The following are the independent curriculum's learning plan components (teaching modules/MA ) [3] (see Fig. 1).

Not all of the above components must be listed in the teaching modules developed by educators. Educators in academic units can create features in teaching modules according to students' environmental context and learning needs.

Suppose it is observed that Minister Nadiem's rationale refers to the basic model of lesson planning developed by Glaser [5], which consists of components of learning objectives, situation recognition, learning procedures, and assessment of learning outcomes [12]. The core teaching model developed by Glaser is presented in Fig. 2.

From Fig. 2 above, the first and most crucial step in making a lesson plan is to formulate goals that can determine all activities and content of learning. Therefore, the formulation of goals is based on analyzing various demands, needs, and expectations that consider the factors of society, students, science and technology, and culture. After formulating the objectives, the teacher introduces the student's condition about whether/how far the student has mastered the learning material that will be given. Next, determine the methods, tools, materials, and learning time. The last step is the assessment of learning outcomes on the extent to which the learning process can achieve its goals. This assessment component is very crucial as feedback for making improvements. Therefore, the assessment must be carried out continuously to be able to measure the ability of students in a comprehensive manner. Not all of the above components must be listed in the teaching modules developed by educators. Educators in academic units can create features in teaching modules according to students' environmental context and learning needs.

## 1.2 Partner Issue

The government policy that encourages teachers to prepare lesson plans, known as the Teaching Module (MA), Independent Curriculum through the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 56 of 2022, is a challenge for teachers, including high school (SMA) English teachers in West Surabaya. Based on the results of discussions with several high school teachers in west Surabaya, information was obtained regarding challenges or obstacles in implementing the new policy of the Indonesian minister of education, including 1) most of the teachers could not understand the concept of an independent curriculum or independent learning or independent school, 2) teachers were still have not been able to develop independent curriculum learning plans (teaching modules) where teachers still do not understand the differences between RPP Kurtilas and RPP Kurmer, 3) teachers have not been able to formulate assessments in Kurmer, especially assessment process (assessment for learning) 4) teachers have not fully understood the learning model that oriented to the learning process that liberates teachers and students, and 5) teachers have not been able to organize learning that maximizes the development of students' creativity (soft skills) needed in their future.

With the various challenges that exist, high school (SMA) English teachers in West Surabaya hope for training and assistance in preparing learning plans (teaching modules/MA) [11] for the independent curriculum. To assist teachers in overcoming the problems or challenges that have been described, the community service team of the Department of English Language and Literature, Faculty of Languages and Arts, Surabaya State University (UNESA) carried out community service activities, namely facilitating the preparation of learning plans (teaching modules) [11] for the independent curriculum. The purpose of this service activity is to improve the quality of learning, especially in learning English, by compiling a systematic learning plan that is oriented towards liberating teachers and students so that the purpose of preparing a learning plan or teaching module (MA) as quoted in Ministerial Decree no. 14/2019 can be achieved. These, namely lesson plans, are effective, efficient, and student-oriented.

### **Solution and Output Target**

*Solution.* The solutions offered in this mentoring activity are:

- Through this mentoring activity, high school (SMA) English teachers in West Surabaya can develop a systematic MA related to the suitability of learning objectives and learning activities.
- Through this mentoring activity, high school (SMA) English teachers in West Surabaya can develop a systematic MA related to the suitability of learning objectives and their assessment [10].

*Output Target.* The output of this program can be:

- The teaching module (MA) of English subjects is systematically related to the suitability of learning objectives and learning activities.

- The teaching module (MA) of English subjects is systematically related to the appropriateness of the suitability of learning objectives and their assessment [10].
- The achievement plan is by the targeted output.

## 2 Method

### 2.1 Problem-Solving Method

The approach used in solving the problem is a task-based approach and a learn-and-practice model. The teacher will receive material immediately, followed by a teaching module preparation workshop (MA). The workshop results were teaching modules (MA) that had been prepared by the teachers, which would be analyzed using the RPP review rubric adapted from the RPP review rubric by Puskur (2014). The analysis results will be input for teachers to revise their teaching materials.

The problem-solving framework for implementing work steps in community service is as follows:

- Determine the number of mentoring participants consisting of 15 high school teachers from several schools in West Surabaya whom the Surabaya MGMP supervisor and chairman have appointed.
- All participants are gathered in a place/room that is adequate for the training.
- Provide mentoring materials, which include:  
Material 1: Analysis of the Merdeka curriculum  
Material 2: Preparation of teaching modules (MA)

The framework for problem-solving can be presented in the following matrix form:

The target partners for the mentoring activities for the preparation of teaching modules (MA) are 15 high school teachers in West Surabaya who have been appointed by the supervisor and head of the Surabaya MGMP, which includes teachers from SMAN 11, SMAN 12, SMAN 13, SMAN 22, SMA Shafta, SMA Muhammadiyah, and the UNESA Lab School High School. The assistance will be carried out at one of the high school schools in Surabaya. It is hoped that the mentoring program for preparing teaching modules (MA) for English teachers at the high school level in West Surabaya will continue in other areas of Surabaya.

## 3 Result and Discussion

Workshop in Community Service consists of three main activities: preparation, implementation, and evaluation. Three main activities are integrated into each other, so many participants comprehensively understand when they develop the teaching module. The study delivers three main activities in chronology: preparation, implementation, and evaluation.

### 3.1 Results

The results show that many participants can develop a preparation for the teaching module. The participants submit their work in the learning management system. Based on the review related to their work, there are four criteria to give feedback to them. The criteria are as follows:

**Table 1.** Criteria for Participants' Review

No	Criteria	Score
1	The participants cannot develop the teaching module.	1, 2
2	The participants start learning and studying to develop the teaching module.	3, 4, 5
3	The participants can develop the teaching module.	6, 7, 8
4	The participant can comprehensively develop the teaching module.	9, 10

The results of observation show that many participants can implement the teaching module. The participants get their scores between 7 and 8. The majority of participants got scores of 8. They have experience in developing their lesson plan before they practice teaching in class. Besides, the experience they gained is English Language Teacher Senior High Schools Association. This association has regular meetings to discuss the current issues relating to English language teaching in Indonesia. So, their performance in developing English lesson plans is excellent.

To implement the teaching module, the participants have made simulations and discussions relating to the appropriateness of the teaching module. The participants agreed to use criteria in doing simulations and discussions. The criteria:

**Table 2.** Criteria for Doing Simulation and Discussion

No	Criteria	Score
1	The participants cannot implement the teaching module.	1, 2
2	The participants start learning and studying to implement the teaching module.	3, 4, 5

3	The participants can implement the teaching module.	6, 7, 8
4	The participant can comprehensively implement the teaching module.	9, 10

### 3.2 Discussion

The results show that the participants can develop the teaching module appropriately. They can also implement the teaching module in the workshop by simulating and peer-teachers. In the third activity, the participants can evaluate the teaching module in each element of it. Developing, implementing, and evaluating are related to each other. The three activities are in chronology and subsequently. In the results and discussion, this study delivers one by one to make sure the explanation is appropriate.

The participants can develop the teaching module appropriately, they have comprehensive knowledge relating to the cognitive domain, psychomotor, and affective. In the cognitive domain, there are six levels of cognition: remembering, understanding, applying, analyzing, evaluating, and creating [14]. The participants understand the six levels of cognition. After selecting one of the six levels of cognition, the participants have to develop the purpose of learning. The purposes of learning and one of six levels of cognition are in line with each other. The next step is for the participants to develop English instruction materials. The purpose of learning, English instruction materials, and assessments are three essential elements in developing the teaching module.

As stated in the previous paragraph related to cognition, the participants should also have skills or psychomotor in developing the teaching module. There are five levels of psychomotor: imitating, manipulating, precision, articulating, and naturalizing [15]. This skill or psychomotor is helpful for the participants to demonstrate in simulation or peer-teacher in the workshop. The five levels contribute to the participants demonstrating the simulation of the teaching module. Cognition and psychomotor contribute to the participants' demonstrating in the workshop.

## 4 Conclusion

Based on the results and discussion, this community service makes two conclusions. The conclusion is the participants have a comprehensive knowledge consisting of cognition domain and psychomotor. Each of the two domains has six levels of cognition and five levels of psychomotor. The participants should practice developing the teaching module to improve their knowledge and skills. Comprehensive preparation means that the participants are aware to prepare the teaching module as comprehensively as possible. Effective and efficient implementation means that the participants are conscious of demonstrating their skills through practicing and simulating. Finally,

comprehensive evaluation means that the participants have appropriate criteria to assess and evaluate the teaching module.

**Figure and Table**

Penulisan modul ajar bertujuan untuk memandu pendidik untuk melaksanakan proses pembelajaran. Komponen dalam modul ajar ditentukan oleh pendidik berdasarkan kebutuhannya. Secara umum modul ajar memiliki komponen sebagai berikut:

<b>Informasi Umum</b>	<ul style="list-style-type: none"> <li>• Identitas penulis modul</li> <li>• Kompetensi awal</li> <li>• Profil Pelajar Pancasila</li> <li>• Sarana dan prasarana</li> <li>• Target peserta didik</li> <li>• Model pembelajaran yang digunakan</li> </ul>
<b>Komponen Inti</b>	<ul style="list-style-type: none"> <li>• Tujuan pembelajaran</li> <li>• Asesmen</li> <li>• Pemahaman bermakna</li> <li>• Pertanyaan pemantik</li> <li>• Kegiatan pembelajaran</li> <li>• Refleksi peserta didik dan pendidik</li> </ul>
<b>Lampiran</b>	<ul style="list-style-type: none"> <li>• Lembar kerja peserta didik</li> <li>• Pengayaan dan remedial</li> <li>• Bahan bacaan pendidik dan peserta didik</li> <li>• Glossarium</li> <li>• Daftar pustaka</li> </ul>

**Fig. 1.** Components of the Lesson Plan



**Fig. 2.** Model of Basic Instruction by Glaser

**Table 3.** Output and Indicator.

<b>The Kinds of Output</b>	<b>Indicator</b>
Scientific publication journal	draft
Publication on electronic media	draft
Increasing turnover for partners engaged in the economy sector.	No indicator
Increasing product quantity and quality.	No indicator
Increasing community understanding and skill	No indicator
Increasing public peace/health (community partner)	No indicator
Services, models, social engineering, systems, products/goods	No indicator
Intellectual Property Rights (patents, simple patents, copyrights, trademarks, trade secrets, industrial product designs, plant variety protection, topographical protection).	No indicator
Textbook	No indicator

**Table 4.** Matrix of Problem-Solving

<b>Problem</b>	<b>Problem Solution</b>
How can implementing mentoring activities to prepare teaching modules (MA) for English high school teachers in West Surabaya help these teachers compile a systematic MA?	Observation and Interview
What are the results of the systematic	Presentation and workshop



preparation of MA English by English high school teachers in West Surabaya? What is meant by routine here includes:

- Conformity of learning objectives and learning activities.
- Conformity of learning objectives with assessment



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS NEGERI SURABAYA  
FAKULTAS BAHASA DAN SENI

Kampus Lidah Wetan, Jl. Lidah Wetan, Surabaya 60213  
Telepon : +6231-7522876, Faksimil : +6231- 7522876  
Laman : <http://fbs.unesa.ac.id>, email : [fbs@unesa.ac.id](mailto:fbs@unesa.ac.id).

Lampiran Surat Undangan

Nomor : B/51302 /UN38.2/TU.00.01/2023

Tanggal : 3 Juli 2023

Daftar undangan:

Nama	Nomor whatsapp	Asal sekolah	Alamat email
Nur Fitriah, S.Pd	81325114705	SMA NEGERI 17 SURABAYA	chaniafitriah1018@gmail.com
Sri Rahayu Prihatini, S.Pd.	81249668738	SMA Negeri 5 Surabaya	srirahayup10@gmail.com
Theo. Gunawan Wahana, S.S., M.Pd	81554038599	SMA NEGERI 3 SURABAYA	gunawanwahana78@instruktur.belajar.id
Dahana Purnawan, S.S.	8993733743	SMAN 22 Surabaya	dahana.purnawan@gmail.com
achmad isa ismail	85331135781	SMAN 12 Surabaya	aisasmile12@gmail.com
Sri Rahayu Prihatini, S.Pd.	81249668738	SMA Negeri 5 Surabaya	srirahayup10@gmail.com
Bayu Widyanko	81703711656	SMAN 11 Surabaya	widyanko.bayu@gmail.com
Prapti Wardani, S.Pd.	81331868310	SMA Negeri 15 Surabaya	praptidinas@gmail.com
Ni Wayan Virgin Ratnaningsih	81553829900	SMA Katolik Santa Agnes	niwayanvirgin@gmail.com
Ari Setyowati	85746879276	SMA NEGERI 13 SURABAYA	arisetyowati1975@gmail.com
Elianah, S.Pd	82245057979	SMA Negeri 12 Surabaya	okeelianah@gmail.com
Adiati Arum Pandanwangi, S.Pd.	85746625426	SMAN 13 Surabaya	pandanwangi.adiatiarum@gmail.com

Fig. 3. Invitation of Participants



**Fig. 4.** Document of the Workshop – 01



**Fig. 5.** Document of the Workshop – 02

## References

1. L. Hakim: *Perencanaan Pembelajaran*. CV Wacana Prima, Bandung (2009).
2. Kemendikbud: *Surat Edaran No.14 Tahun 2019 tentang Penyederhanaan Rencana* (2019).
3. Kemendikbud: *Keputusan Kemendikbud No. 22 Tahun 2022 tentang Modul Ajar (MA) Kurikulum Merdeka* (2022).
4. *Pelaksanaan Pembelajaran*, <https://www.dapodik.co.id>, last accessed 2020/03/10.
5. Glaser: *Lesson Planning: Centre for Teaching Excellence* (smu.edu.sg) 2004.
6. *Teaching, Learning, and Assessment*, <https://www.wcupa.edu/tlac/> last accessed 2021.
7. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 61 Tahun 2014 Tentang Kurikulum Tingkat Satuan Pendidikan*.
8. *Undang-Undang Guru dan Dosen, No. 14. 2005*. [https://www.academia.edu/25006056/UU\\_No\\_14\\_Tahun\\_2005\\_tentang\\_Guru\\_dan\\_Dosen](https://www.academia.edu/25006056/UU_No_14_Tahun_2005_tentang_Guru_dan_Dosen)
9. *Learning Action Cell Implementation 2022 – 2023. Lac Implementation Plan 2022 2023 | PDF | Behavior Modification | Learning* (scribd.com)
10. Jana Bennett: *Assessment for Learning vs. Assessment of Learning* (pearsonassessments.-com) (2007).
11. *How to Create Training Modules: A Step-by-Step Guide*, <https://www.ispringsolutions.com/blog/how-to-create-training-module>, last accessed 2022.
12. K12 Academics, 2023, *What is Outcome-based education?* | K12 Academics.
13. *Modul Ajar Kurikulum Merdeka Bahasa Inggris SMA, Format Modul Ajar Kurikulum Merdeka - Guru Kemendikbud*.
14. L.W. Anderson & D. R. Krathwol: *A Taxonomy for Learning, Teaching, and Assessing; A Revision of Bloom's Taxonomy of Education Objectives*. Addison Wesley Lonman, New York (2001).
15. R.H. Dave: *Psychomotor levels in Developing and Writing Behavioral Objectives*. 20-21, *Educational Innovators Press*, R.J. Armstrong, ed. Tucson, Arizona. (1970).

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

