

The Analysis of Instructional Mistake in Formulating Indicator of Attainment Competence on Civic Education in Elementary School

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Abstract— *The aim of this study is to analyze the instructional mistakes in elaborating the basic competence (BC) into the indicator of attainment competence in arranging a lesson plan for Civic Education in Elementary School. This study employs descriptive qualitative research. The result shows that the teacher who has verified BC becomes a good indicator for arranging lesson plan of Civic Education subjects. BC of Civic Education consists of BC formulation in operational BC and non-operational BC. In an operational BC formulation, there are some mistakes happened in instructional analysis while verifying BC which become the indicator of attainment competence. The instructional mistake, in this case, is that the teacher formulates the indicator not in detail, not comprehensive, and unsystematic.*

Keywords—*analysis; instructional; indicator; attainment*

I. INTRODUCTION

The process of lesson planning will determine the quality of learning. If in the planning stage the teacher fails, then the learning process will not be done optimally. Thus, the assumption appears is that if the teacher can formulate the learning plan optimally, then the learning process can be implemented optimally as well (Ibrahim, 2010; Dewi, 2015). One aspect of the lesson planning that the teacher should do is to arrange the lesson plans (BSNP, 2008). The quality of the lesson plan that teacher formulate greatly determines the quality of the implementation of the learning process.

One of the most important aspects of preparing lesson plan is to formulate the basic competence (BC) to become a more specified indicator of attainment competence (hereinafter referred as an indicator) (Suparman, 2012). In describing BC as an indicator, the problems that teachers often face in general are stated as in the following: (1) the teachers still find difficulties in identifying the indicators of a BC. (2) The teachers still have difficulties in understanding the formulation of BC so that they find difficulties in identifying the indicators, and (3) the teachers do not understand the formulation of the standard competence of BC, as a consequence they have difficulty in arranging effective learning indicators.

Teachers pay more attention to the components in the arrangement of the lesson plan. In a number of cases the lesson plan format is more often debated the substance; the principles

in arranging BC become an indicator of learning. This can certainly give impacts on the effectiveness of learning. Moreover, the achievement of BC becomes less optimal if the teachers themselves do not understand the BC and the indicators of learning (Susena, 2016).

The curriculum of Civic Education subjects contains the concept of values and morals as the foundation to form the strong citizenship character for the student (Djahiri, 2006). The final goal of Civic Education is to create and build Indonesian person into the smart and good citizens who understand the rights and obligations (Winataputra, 2001; Mujtahidin, 2017). Thus, Civic Education not only aims to form intellectually intelligent but also mental, spiritual, emotional and social intelligent people (Wahab, 2004; BSNP, 2006).

The focus of this study is limited to the analysis of the instructional mistakes to the indicators developed by the teachers who formulate BC into an indicator. The further instructional analysis is focused on lesson plan where there is an instructional mistake in the elaboration of BC into indicators on Civic Education in elementary school. Research subjects are limited to the teachers of fifth grader on the State Elementary School of Pejagan 6 Bangkalan. The purpose of research subjects was based on the consideration to facilitate in-depth assessment. State Elementary School of Pe-Jagan 6 Bangkalan is one of the favorite elementary schools in Bangkalan. It is also listed to get awards and achievements in Bangkalan. The results of this study are expected to be effective and can provide benefits for improving teachers' professionalism in conducting the instructional analysis.

The purpose of this study is to know the instructional mistakes in formulating the BC into the indicator in arranging a lesson plan for Civic Education in Elementary School.

II. METHOD

This research used qualitative research with descriptive analysis. The researchers were the main instrument for obtaining and exploring data widely and deeply. The object of this research was the lesson plan that developed by the teacher of Civic Education at the fifth grader in the State Elementary School of Pejagan 6 Bangkalan. The object of the study was

narrowed and limited, it is concerned only on instructional mistake analysis in BC formulation that becomes an indicator in the preparation of lesson plan developed Civic Education subject at the fifth grader in the State Elementary School of Pejagan 6 Bangkalan. The further instructional analysis was emphasized on the lesson plan in which there is still an instructional mistake of the arranging the BC into an indicator. The technique of collecting data was conducted through documentation and interviews. The technique of data analysis is descriptive analysis; it's a technique of collecting data in the form of words, sentences, and not numbers (Moleong, 2010). This technique was in line with this research because the researcher performs instructional analysis on lesson plan developed by research subject.

III. RESULT AND DISCUSSION

Teacher plays a very important role in education because he is the one who plans, implements and assesses the success or failure of the learning process. Whether bad or good the learning quality is determined by the teacher as a learning leader. There are three important functions of the teacher as learning leaders, such as planning, managing classroom, and assessing and evaluating student progress (Arends, 1997). Therefore, the teacher should prepare the lesson plans, because the quality of the learning process in the classroom is largely determined by the lesson plan that has been made. One of the most important aspects that teacher has to do relates to the preparation of the lesson plans is that teacher should conduct instructional analysis to assess the BC that students will acquire at the end of the lesson. This instructional analysis aims to describe the BC as an indicator so that the teacher can easily select the teaching style as well as the selection of appropriate assessment methods and tools to help students achieving the expected BC.

There is a number of BC of Civic Education subject in fifth grader in elementary school that has been analyzed. It is known that BC of Civic Education subject consists of operational BC and Non-operational BC. The operational formula of BC is very important to be easily elaborated into indicators of competency achievement. Based on the results of the formulation analysis of BC into indicators developed by the teacher, there are some BC of Civic Education subjects which have the operational formula. This certainly makes teacher easier to describe BC into a number of learning indicators, because indicators can easily identify operational BC. Nevertheless, in a number of BC that has been analyzed there is BC that has Non-operational formulas. It is non-operational because it contains more than one competencies and it is not a statement of competence because it is known as the cognitive domain (C1). This then causes some mistakes in the instructional analysis of some of these BC, because of non-operational BC should be developed more carefully in steps to identify the indicators.

The results of the BC elaboration analysis into indicators on ten lesson plans which have been developed by the teacher can be seen as in the following:

TABLE I. DESCRIPTION OF THE RESULT OF BC ELABORATION INTO INDICATOR

No.	BC	The number of indicators	Description
1.	1.1	4	The formulation of the indicator is good.
2.	1.2	4	The formulation of the indicator is good.
3.	1.3	4	The formulation of the indicator is good.
4.	2.1	2	The formulation of indicators is not detailed, not comprehensive, not systematic (basic competence contains more than one competencies)
5.	2.2	3	The formulation of indicators is not detailed, not comprehensive, not systematic (basic competence is too specific).
6.	3.1	5	The indicator formula is good.
7.	3.2	1	The formulation of indicators is not detailed, not comprehensive, not systematic, and not operational (basic competence is too specific).
8.	3.3	3	The formulation of the indicator is good.
9.	4.1	3	The formulation of the indicator is good.
10.	4.1	3	The formulation of the indicator is good.

Based on the analysis, it is found that there are instructional mistakes in BC elaboration as an indicator on three BC, namely: BC 2.1, BC 2.2, and BC 3.2. It is included to instructional mistake because the teacher formulated indicators that are not detailed and not comprehensive. The formulation of the indicator has not been systematic and covers only the cognitive aspects of the first cognitive (C1) and second cognitive (C2) domains only, whereas the cognitive domain of third cognitive (C3) to sixth cognitive (C6) level is not formulated. Based on the analysis, it is known that the teacher has not formulated in detail, not comprehensive, and not systematic. The formulation of the indicator is not detailed because the teacher does not parse them in detail and explain in the indicator of material elements contained in the BC. It is not comprehensive because the indicators contain only limited knowledge, and did not make a complete indicator. It is not systematic because the formulation of the indicator has not reflected the actual content of BC. Therefore, the formulated indicator has not parsed yet and suited the material contained in BC.

The formulation of indicators by teacher which are not detailed, not comprehensive, and not systematic will certainly influence the formulation of the components of the next lesson plan. That because the formulation of the other components of lesson plan departs from the indicators that have been

formulated (Ibrahim, 2010; Susanto, 2008; Suparman, 2012). The identification of indicators from BC needs to be done systematically so that obtained indicators are really represent and deepening the BC in the intention (Kemp, 1994; Dick & Carey, 2009; Mulyasa, 2010). Teacher skill in conducting instructional analysis is one of the proofs that mastery about everything related to the learning is crucial. The Formulation of the components of lesson plan by the next teacher will always refer to the indicators that are formulated previously (Isdisusilo, 2012). Therefore, indicators should be elaborated in detail, systematically and thoroughly, so that teacher knows exactly which areas and what competencies will be learned and should be achieved after learning.

If the indicators formulated by the teacher are complete, then the other components of lesson plan will be well formulated. Therefore, if the formulation of these elements is good, then the teacher will do the learning well. If the learning is done well, then the results will be qualified. Conversely, if the formulated indicator is incomplete, the teacher will formulate subsequent elements unfavorably. If the formulations are not good, then the learning will not be good either. If the learning is not good, then the results will not be qualified. Popham (2005) Explains that teacher must formulate specific goals and the goals are formulated in the form of student behavior (The formulation of learning objectives should be clear and specific (Nasution, 2005). As a result, it can be the guidance, leads on more harmonious teaching methods, and allows better assessment of the process and learning outcomes.

A basic competence (BC) is essential statement of competence. As a statement of competence, BC shows what students will be able to do at the end of a learning activity. BC commonly contains the minimal competencies that students must reach the end of the lesson (Majid, 2007). However, the teacher may develop indicators that exceed these minimum standards (BSNP, 2008). Thus, a good BC formula is an operational BC. The formulation of operational BC is the BC that contains the statement of a competency. They are in cases of (1) using the operational words such as the cognitive domain of application (C3), analysis (C4), Synthesis (C5), and evaluation (C6); (2) consists of only one competency; and (3) can be achieved with a single stage of short learning activities, not with several lengthy meetings (Susanto, 2008).

Teacher commitment will improve the professionalism of teacher in preparing lesson planning for effective learning in the classroom (Muslich, 2008). The teacher should continuously improve their professionalism as educators by conducting instructional analysis on BC of Civic Education subjects, so that teacher can describe BC as a good comprehensive indicator. If the teacher has been able to describe BC in a number of good and comprehensive indicators, then the process of teaching and learning that takes place in the classroom can be done well too, thus the

competence of Civic Education subjects can be achieved optimally and thoroughly.

IV. CONCLUSION

The BC of Civic Education subjects in fifth grader of elementary school consists of the formulation of operational BC and non-operational BC. There is a mistake of instructional analysis conducted by a teacher in elaborating BC become an indicator in case of the formulation of BC which listed as non-operational. In formulating the BC as an indicator, the teacher must describe BC to be a good indicator in the arranging of Civic Education lesson plan. Nevertheless, it is still found that the teacher formulate indicators, not in detail, not comprehensive, and not systematic. The formulation of the indicator is not detailed because the teacher does not parse them in detail and clarify in the indicator of material elements contained in the BC. It is not comprehensive because it does not make a complete indicator, and it is not systematic because the formulation of the indicator has not reflected the actual content of BC. It is necessary to carry out intensive and continuous guidance for the teacher to improve teaching ability in conducting instructional analysis in describing BC as an indicator.

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