

Crucial Problems in arranged the Lesson Plan of Vocational Teacher

by Moh Fawaid

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Crucial Problems in arranged the Lesson Plan of Vocational Teacher

4 Moh Fawaid¹, Warju Warju², Muhammad Nurtanto¹, Nur Kholifah³

¹Department of Mechanical Engineering Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Indonesia.

²Department of Mechanical Engineering Education, Faculty of Engineering, Universitas Negeri Surabaya, Indonesia.

³Department of Fashion Design and Hospitality Education, Faculty of Engineering, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

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ABSTRACT

The new curriculum namely Curriculum 2013 has undergone a change of name to become the National Curriculum as a refiner. The curriculum that has been introduced since 2013, has not been applied to all schools. Even at some schools that apply this curriculum, the new curriculum namely Curriculum 2013 has undergone a change of name to become the National Curriculum as a refiner. The curriculum that has been echoed since 2013, has not been applied to all schools even as some schools apply this curriculum, they still use the old curriculum at the XII grade. This study is survey research to provide evidence about the mastery of vocational teachers in preparing lesson plans and also to identify problems experienced by vocational teachers. A total of 957 respondents supported this research, which was divided into 7 districts in Banten province, Indonesia. Data was collected using a questionnaire and an observation checklist of learning tools collected. Data is taken from teacher tools collected from 2017 until 2018. The results of the study indicate that: (1) 39.97% of teachers understand the tools compiled; 44.72% of teachers lack understanding, and 15.31% of teachers do not understand the new curriculum; (2) the learning plan made by the teacher into the good category, that is 75.29%; (3) the difficulties experienced by teachers in the implementation of the new curriculum are: authentic assessments, the use of appropriate methods, preparation of lesson plans and literacy approaches, and understanding of learning programs

10

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Corresponding Author:

Warju Warju
Department of Mechanical Engineering Education
Faculty of Engineering,
Universitas Negeri Surabaya,
Indonesia
Email: warju@unesa.ac.id

17

1. INTRODUCTION

Curriculum changes will take place continuously according to Oliva's argument [1]. The Indonesian government has replaced the 2006 curriculum called the Educator Unit Level Curriculum (KTSP) with the 2013 curriculum which is now designated to be the National Curriculum. The journey of this National Curriculum has been going on since 2013, with the awareness that cognitive, psychomotor, and affective competence needed to be improved by strengthening authentic assessment [2]. As many as 6,000 schools were used as development role models, and 6 schools at the district level. Before being implemented partially, several pieces of training are needed from the national level, instructor level, and school level, intended to disseminate the same understanding, even though human factors can also cause an understanding gap. The main targets of the training are teachers as curriculum actors in education. In addition, principals and supervisors are part of the management team implementing the curriculum [3].

In December 2014 [4] the 2006 curriculum was re-enacted and the implementation of the 2013 curriculum was terminated in schools that had only been held for one semester. Whereas those who have held

three semesters continued to implement the 2013 curriculum. During these regulations, an assessment was carried out to facilitate implementations. The government believed that the new curriculum has many changes that make it difficult for teachers to implement, therefore it needed some improvements and preparation efforts for implementation [5]. In 2017 a Decree of the Director-General of Primary and Secondary Education 253/KEP/D/KR/2017 [6] was published to implement the 2013 curriculum back independently and Decree of the Director-General of Primary and Secondary Education 355/KEP/D/KR/2017 [7]. This decision became the basis for implementing the 2013 curriculum nationally. Some of the contents in this revised curriculum had been renewed and adjusted to be flexible and moderate. The purpose of this curriculum revision is the growth of demand, needs, and conditions related to the aspects of society in educational output [8].

Implementing a new curriculum with various changes requires a teacher's readiness and good understanding [9], [10]. No matter how good the curriculum is if the teacher's mindsets are not changed, it is impossible to implement it. Moreover, teachers' characteristics as curriculum actors are very different, meaning that the length of time the teacher involved in the old curriculum as actors will influence the difficulties to follow the changes in the new curriculum. The difficulties experienced by teachers are related to the assessment system [11], the lack of handbooks for teachers and students, the mental readiness of teachers and students that has not been optimal, and the spread that has not reached all schools [12]. Difficult, not in the sense that it cannot be changed, but it needs better preparation. The said preparation is the teacher's ability to plan learning programs and arrange them into lesson plans.

Learning Programs and Lesson plans are not easy components [13], [14]. The teacher must be able to elaborate on the educational calendar and learning calendar used in each school. This is affected by the number of activities carried out by the school. More activities will have more influence on the competencies to be delivered. Then the teacher must be able to understand the effective week of the learning calendar. The curriculum in the form of competencies is arranged in reference to the year. Competencies must be delivered on the whole in two semesters. This does not necessarily mean that the weight is divided into two parts but it depends on the effective week. If we don't consider the effective weeks, many problems will arise as the competencies have not been fully delivered. Furthermore, effective week calculation determines the distribution of Core Competencies and Basic Competencies (KI/KD) No. 330/D.D5/KEP/KR/2017 [15] according to the subjects taught to be distributed throughout one-year learning programs. The thing that is of concern is that the more difficult content to understand takes longer study time, this requires the teacher's ability to analyze learning programs. Learning programs are considered good if the number of hours in the effective week is balanced with the spectrum of the curriculum. The learning program becomes a basic guideline in preparing lesson plans (RPP) as a whole. The rules for preparing lesson plans have been arranged in the RPP development model [16].

The successful learning process requires careful planning. This is related to the objectives to be achieved. The lesson plan is interpreted as a teacher's guide when the learning process takes place. It is very possible for the teacher to lose context when teaching in the classroom. The things that often occur are the limited time while the material has not been completed or even some goals are not yet delivered. This is why learning objectives need to be planned. A teacher in planning his activities must consider content, methods, activities, practices, and material that will be used during development in the classroom. It often happens, that teachers who do not use lesson plans usually mislead the learning process [17]. Arranging the lesson plan is not easy, it must be adapted to the characteristics of the curriculum, the characteristics of the students, and the characteristics of the needs. This requires the pedagogic competence of the teacher. Pedagogic competencies that should be mastered by teachers [18], [19] include: (1) mastering the characteristics of students; (2) designing educational learning; (3) carry out learning; (4) utilizing information and communication technology; and (5) designing and carrying out evaluation of learning processes and results.

The new curriculum brings new standards in the learning process including ICT-based and literacy-based media, scientific method-based learning methods, assessment methods emphasizing three aspects, cognitive, psychomotor, and affective that are packed in lesson planning. The characteristics of this new curriculum are the use of 5M activities consisting of (1) observing, (2) asking, (3) gathering information, (4) reasoning, and (5) communicating [20], [21] and not necessarily in sequence. These activities merge into learning activities and learning methods. The 5M activity is believed to be able to create active learning in the classroom.

To implement the curriculum, the teacher must develop a lesson plan tailored to the needs analysis above. A lesson plan is important because it is integration among components and is useful in guiding instruction. Many teachers simply copy lesson plans from other teachers and end up with difficulties in understanding and implementing their own lesson plans. Other conditions, teachers copy from various sources but must be adapted to the characteristics of students and their learning environment [5]. To improve the teaching quality and teacher competency in the preparation of lesson plans, survey research is needed to examine teaching tools in Banten Province. This study provides a variety of information about teacher mastery in the distribution of learning programs and preparation of lesson plans in applying the new curriculum and

making the right decisions about the new curriculum in vocational schools. The implementation of the curriculum must be assessed regularly, from various perspectives [22] to improve the quality of the learning process. This research is used as a reference for teachers, principals, supervisors, and education offices to always improve the quality of education, especially readiness in learning tools.

2. RESEARCH METHOD

This research uses survey research and FGD design to describe teacher's lesson planning before conducting the learning process (new curriculum implementation). The survey is done using the method of Rea & Parker [23]. This research was conducted during teacher training and mentoring in the preparation of learning programs after the new curriculum was implemented, from 2017 to 2018. Data was taken from 7 districts in Banten including Serang City, Serang Regency, Cilegon City, Pandeglang Regency, Lebak District, Tangerang City South, and Tangerang City. All teachers who participated in training and mentoring programs from school representatives in each district were sampled in this study.

The subject of this study were as follows: (1) Serang City 90 teachers; (2) Cilegon District 125 teachers; (3) Pandeglang District 88 teacher; (4) Tangerang City 115 teachers; (5) Kab Lebak 200 teachers; (5) Kab Lebak 200 teachers; and (6) South Tangerang City 139 teachers. Subjects came from representatives of vocational high schools, coming from seven districts/cities in Banten. Teachers who participated and were involved in this program were new curriculum actors with a variety of curriculum age players that are divided into three namely the new curriculum, KTSP curriculum, and CBC curriculum. Each has different problems. Research procedures include surveys, FGDs, and tool observations. The survey instrument uses instruments with polytomous options.

The research instruments were questionnaires and observation sheets. The instruments were developed by the Directorate of Vocational High School Development Management for the purpose of assessing teaching tools. The observation sheet was used to observe the process of training and mentoring. Rubrics were used to measure the quality of learning programs at the beginning (understanding of innate factor learning programs).

Data analysis using the quantitative descriptive method. Teacher's mastery in learning programs has three categories: (1) mastering (2) less mastering, and (3) not mastering. Teacher mastery criteria include (1) learning programs; (2) lesson plans; (3) learning methods; and (4) the use of ICT media. The teacher's ability to prepare a lesson plan is reviewed from (1) 2 indicators of learning program; (2) 9 indicators of lesson planning; (3) 2 indicators of learning media and media literacy and 2 indicators of learning methods. Learning is measured using instruments based on [24] which are modified based on the new curriculum style.

3. RESULTS AND ANALYSIS

3.1. Teachers Understanding

The new curriculum so far has not gained the same understanding among teachers, among a group of teachers from the same study or subjects, or a group in the MGMP (Teacher's Consultation in Subjects). Researchers examined the readiness based on the level of understanding from learning programs, learning plans, methods of learning, and ICT media. 15.31% of vocational teachers in Banten do not understand the Learning Implementation Plan (RPP) based on the new curriculum. The lesson plan used by vocational teachers is mostly good (with an average score of 75.29). The plan has not been coordinated among teachers for the subjects. It is very possible if the teacher in the same field of science provides mutual reinforcement, that will result in a lesson plan that is standardized and developments that match the student's characteristics.

Table 1 - Teacher's Comprehension about New Curriculum

Teacher Comprehension Aspects	Comprehend	Less Comprehend	Not Comprehend
Learning Program	38,37	35,89	25,74
Lesson plan	36,78	50,51	12,71
Teaching Method	39,45	51,07	9,48
ICT Media	45,31	41,39	13,3
Total	159,91	178,86	61,23
Average	39,97	44,72	15,31

3.2. Teacher's Ability To Make A Lesson Plan

The lesson plan (LP) has an important role in teaching preparation. Besides that, it shows the teacher's ability in mastering the new curriculum. The preparation of lesson plans is how the teacher reaches the expected

goals. It is possible for different teachers to have a different method of carrying out one goal. Although both results have increased. In the preparation of the lesson plan, there are several component requirements that must be fulfilled based on the Minister of Education Regulation No. 33 of 2014 [25], namely (1) school identity, subjects, and classes/semesters; (2) time allocation; (3) KI, KD, competency achievement indicators; (4) learning material; (5) learning activities; (6) assessment; and (7) media/tools, materials and learning resources. The component was changed in Minister of Education Regulation no. 22 of 2016 concerning standard procedure that the components of the Lesson Plan consist of: (1) school identity, subject, class/semester identity; (2) subject matter; (3) time allocation; (4) learning objectives; (5) KD and GPA; (6) learning material; (7) methods, media and learning resources; (8) learning steps; and (8) assessment of learning outcomes. Both Minister of education Regulations discuss the RPP components, but Minister of education Regulation no. 22 of 2016 has more complete components and several components are distinguished in their placement.

Table 2 - Learning Program and Lesson Plan Analysis Result

Items to Score	Value	Score (Max)	Score (Real)	(%)
Learning Program				
1) Compatibility of Curriculum Structure	2	1914	1467	76,65
2) Time Distribution Conformity	2	1914	1499	78,32
Lessons Plan				
1) Completeness of Components	2	1914	1667	87,10
2) Inter-component Compliant	2	1914	1478	77,22
3) Compatibility of competencies and competency achievement indicators	2	1914	1535	80,20
4) Learning objectives conformity				
5) Material selection and organization	2	1914	1555	81,24
6) Suitability of learning activities	2	1914	1357	70,90
7) Learning methods Selection				
8) Media, tools and learning resources selection	2	1914	1333	69,64
9) Feasibility of learning outcomes evaluation	2	1914	1435	74,97
	2	1914	1449	75,71
	2	1914	1533	80,09
Teaching Media and Media Literacy				
1. Variation and suitability	2	1914	1237	64,63
2. Innovation and novelty	2	1914	1414	73,88
Learning Method				
1. Active Learning	1	957	667	69,70
2. Scientific Approach Integration	2	1914	1323	69,12
			Total 20949	
			Average 75,29	

The findings are presented in table 2. The learning plans made by the teacher are mostly "Good" and there needs to be understanding and mentoring related to media literacy and active-learning based learning methods. Students must have the media literacy to adapt to the changes and needs in which they will work [26], the purpose of which is to prevent lagging. This finding shows that teachers' understanding of media integration and literacy mastery is still "low". The researcher found that several lesson plan tools had the same content.

3.3. Overall Difficulties

Some teachers said that they had difficulties in preparing learning tools that were in accordance with learning programs, the suitability of methods, authentic assessment conformity.

Tabel 3 - Teachers Overall difficulties from New Curriculum Standpoint

Components	Total	(%)
Comprehension of Learning Program according to KI/KD	350	25,0
Lesson Plan preparation	497	35,5
The use of suitable Learning Method	525	37,5
Literacy approach	497	35,5
Authentic assessment preparation	567	40

Components	Total	(%)
Others	119	8,5
Total	2128	(100)

Table 3. shows that vocational teachers in Banten Province have the highest difficulty in using authentic assessments (40.0%) followed by using learning methods that is suitable for the characteristics (37.5%), then Preparation of lesson plans and literacy approaches (35.5%), understanding the learning program (25%) and others (8.5%).

3.4. Lesson Plan Quality

Data shows that teacher mastery in the preparation of learning programs and lesson plans based on the new curriculum is in a low category. The contributing factors include limited participation in training, training at the school level tends to be tedious and there are no problem-solving activities, and also socialization is considered ineffective. This research is equivalent to the research conducted by Chan [27] where staff development is an important factor in implementing the curriculum. Some teachers have the same complaints in each training, that it is not providing real experience. As a result, the gained understanding is abstract.

The low teacher's understanding of the new curriculum implementation is also due to the lack of books for students and teachers [28], [29]. In addition, there is also a lack of support from ICT media and the difficulty of controlling student activities on social media. The role of the school is very much needed in information literacy and media literacy. The low teachers understanding in the figure of 15.31% can be reduced by a focused lesson plan training. Actually, most teachers do not have a strong foundation of understanding. Most of them immediately follow the existing system without having any idea about the content of a lesson plan. This is evidenced by the results of monitoring by supervisors, many teachers collected the lesson plan after the deadline.

The ability of teachers to utilize media literacy must be improved. Although most of the teachers in the learning process use ICT, which is 51.52%. However, the media has not been properly utilized, as is the case with learning using soft file material at 39.5%. Equipped with a powerpoint of 42.5%. Whereas flash media, internet, and others are 8.02%. In this case, the teacher is not so familiar with using ICT media and there is also limited infrastructure. In fact, the ability to use ICT-based learning media is very necessary to support the learning process [30]–[32]

The ability of teachers to use scientific-approach based methods is still not at maximum that is 37.5%. Most of them show ambiguity in the choice of methods and the teacher does not understand the stages of the chosen method. The method so far is only the identity attached to the lesson plan. But teachers haven't demonstrated appropriate integration of the content and stages of the chosen method.

4. CONCLUSION

From the discussion above, it can be concluded that the vocational teacher's mastery of preparing lesson plans in Banten, especially in applying the characteristics of the new curriculum is still low. In detail, this research can draw some conclusions as follows:

1. For most teachers, the mastery levels for lesson plan preparation are in the level of lack of mastery and no mastery, also they do not master the new curriculum. Lack of mastery is caused by the condition that training and socialization provided is not based on learning experience and also lack of infrastructure support.
2. Most of the lesson plans made by the teacher show good intensity, but there needs to be a further discussion among similar subject teachers to gain mutual understanding.
3. The ability of teachers to use ICT is still limited by the supporting infrastructures such as adequate computers and internet. Teacher's expertise in using media during the learning process needs to be improved.

The ability of teachers to apply learning methods in the administration of lesson plans still does not show the appropriate context.

Notes on Contributors

All authors in this study have the same contribution and have no financial interest.

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