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ABILITY OF INDONESIAN TEACHERS CANDIDATES IN PREPARING A LESSON PLANS

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ABSTRACT

One aspect that influences the success of learning objectives is the accuracy of the teacher in choosing learning strategies and media wherever can be known in the Lesson Plans made. This study aims to explain the ability of prospective Indonesian teacher students. This descriptive qualitative research data is in the form of lesson plans made by 18 students of the Indonesian Tadris Bahasa Indonesia in the academic year 2019/2020. Data collected by note taking and interview techniques. Instruments use guidelines for preparing lesson plans and interview guidelines. The validity of the data uses the triangulation of theories, sources, and methods. Based on the analysis, it can be concluded that 77% of the lesson plans made by students are incomplete. Incomplete components in the form of 1) basic competencies and achievement indicators, 2) learning materials, 3) learning methods, 4) learning resources, 5) learning steps, and 6) assessment of learning outcomes. The student lesson plans needs to be stressed on 1) time allocation, 2) accuracy of the material, 3) the relationship of material to life, 4) strengthening literacy, 5) strengthening character education (PPK), 6) developing higher-order thinking skills, 7) competency measurement Core, 8) internet utilization, and 9) maximizing learning resources and facilities.

Keywords: *HOTS; Indonesian; lesson plans; literacy; teacher candidates*

INTRODUCTION

The teacher is one important component in learning. Likewise with prospective teachers (Darling-hammond, Hyler, & Gardner, 2017; Darling-hammond, Flook, Cook-harvey, Barron, & Osher, 2020). Tadris Bahasa Indonesia students are prospective Indonesian Language teachers. One aspect that influences the success of learning objectives is the accuracy of the teacher in choosing learning strategies and media (Hamdani, 2017). Both of these can be known in the Lesson Plans made. As we all know that before learning, teachers are required to prepare lesson plans. Through

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the lesson plans can be obtained an overview of the learning to be carried out.

Based on the Minister of Education and Culture Regulation No. 22 of 2016, lesson plans are a learning tool that must be made by teachers (Prastyo & Muhammad, 2015). The lesson plans are developed from a syllabus that has been established by the Ministry of Education and Culture. The lesson plans that are prepared should be in accordance with the learning targets. The preparation of the lesson plans must consider several factors, including Basic Competence (KD) to be achieved, active student involvement in learning, and the availability of facilities and infrastructure (Kustiati, 2019). Therefore, lesson plans made by a teacher are very likely to be different and that is permissible.

Lesson plans should contain: 1) school identity, 2) subject identity, 3) class, 4) subject matter, 5) time allocation, 6) learning objectives, 7) basic competency and achievement indicators, 8) learning material, 9) method learning, 10) learning resources, 11) learning steps, and 12) assessment of learning outcomes (Kasmi, 2018). When preparing lesson plans, the teacher should pay attention to the following things. First, the lesson plans that are prepared should be able to accommodate the situation of all students in the class (Dius, 2016). That is, the teacher must know the average intellectual abilities in the classroom. Based on that knowledge, the teacher can provide exercises which for some are neither too difficult nor too easy.

Second, learning activities as outlined in the lesson plan should be student-centered so that it is expected to bring up motivation, creativity, and independence (Maolana, 2018). This concentration on students will make students active during learning. Third, the compiled lesson plan should refer to the development of writing and reading skills

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(Arman, 2016). Fourth, the lesson plan also includes follow-up as reinforcement so that students become more confident in the knowledge gained. Fifth, through the lesson plans that are made, the teacher can show students that every material learned has a connection and usefulness in life (Rosmala & Irwandy, 2017). Sixth, to facilitate student understanding, teachers can deliver material thematically (Srinadi, 2019). This will help teachers and students carry out meaningful learning. Seventh, teachers do not forget to take advantage of the existence of information technology (Rachmadi, 2017). This is while teaching students to be technology literate.

Students as prospective teachers should have started learning to arrange lesson plans according to applicable standards. Considering that after graduating, the students would not want to teach, whether in junior high, high school, or vocational school. The three levels of this school have different characters.

Therefore, the following will describe the ability of Indonesian Tadris Study Program students in preparing their lesson plans.

METHOD

This qualitative research uses descriptive methods, namely analyzing lesson plans made by students. The research data is in the form of lesson plans made by 18 Indonesian Tadris Study Program students who take MicroLearning courses in the even semester of the academic year 2019/2020. The reason for choosing this research source is because the researcher is in charge of the subject. Data collected by note taking and interview techniques. Data collection instruments use guidelines for preparing lesson plans and interview guidelines. The validity of the data uses the triangulation of theories, sources, and methods. Theory triangulation refers to the rules for preparing RPP. Source triangulation refers to the lesson

plans made by students when they take the MicroLearning course. The method triangulation refers to the method used when collecting and analyzing data. Stages of analysis, including 1) collecting lesson plans, 2) analyzing lesson plans according to the guidelines, and 3) concluding.

high school, and vocational school. The material presented is also varied. This diversity is intentionally done so that students can one day be able to prepare lesson plans from various levels of education. After completing the MicroLearning Course, students will practice teaching at school. At present, students do not yet know about teaching practices in junior high, high school, or vocational school. Therefore, students need to be equipped with all levels to be ready if practicing anywhere. Students can learn from each other to other students who make RPP for different levels.

RESULTS AND DISCUSSION

It should be noted that the data of this study are in the form of lesson plans made by students. The lesson plans made are heterogeneous. That is, the lesson plans that are made have different levels. Some students who compile RPP for junior high,

Table 1. Lesson Plans Component Data

No.	Name	Component											
		1	2	3	4	5	6	7	8	9	10	11	12
1.	A	√	√	√	√	√	√	√	√	√	√	√	√
2.	B	√	√	√	√	√	√	√	√	√	√	√	√
3.	C	√	√	√	√	√	√	√	-	√	√	√	√
4.	D	√	√	√	√	√	√	√	√	-	√	√	√
5.	E	√	√	√	√	√	√	√	√	-	√	√	-
6.	F	√	√	√	√	√	√	√	√	-	√	√	√
7.	G	√	√	√	√	√	√	√	√	√	√	-	√
8.	H	√	√	√	√	√	√	√	√	-	√	√	√
9.	I	√	√	√	√	√	√	√	√	-	√	√	√
10.	J	√	√	√	√	√	√	-	√	-	-	√	√
11.	K	√	√	√	√	√	√	-	√	-	√	√	-
12.	L	√	√	√	√	√	√	-	√	√	-	√	√
13.	M	√	√	√	√	√	√	√	√	√	√	-	√
14.	N	√	√	√	√	√	√	√	√	√	√	√	√
15.	O	√	√	√	√	√	√	√	√	√	√	√	√
16.	P	√	√	√	√	√	√	√	√	-	√	√	-
17.	Q	√	√	√	√	√	√	√	√	-	√	√	√
18.	R	√	√	√	√	√	√	√	√	-	√	√	√

The following analysis is based on data that students are still not maximized in the following components.

1. Time Allocation

Students have not been able to estimate the time needed to deliver one material. For example, there is one lesson plans that conveys drama material. The expected indicator of the meeting is students can compile a simple drama script and act it out. Of course, this material is not enough delivered in 2 x 45 minutes. Considering the number of students in one class is more than 30, of course, it requires more time to be able to ensure the achievement of the KD.

To ensure the achievement of this material KD, it takes at least 4 x 45 minutes. The first 2 x 45-minute meeting is used to convey theories related to drama and the implementation of the preparation of drama scripts. Drama is not an activity that is done alone, but at least more than three students. That is, the assignment in the form of drama scripts is done in groups. Therefore, it is also necessary to pay attention to the time needed to agree on various things that will be done on the drama (Sa`bani, 2017). The teacher should ensure that the assignment is truly self-made. In addition, make sure that the issues raised are close to student life. It would be better if it came from personal experience. In addition, the drama script should contain a solution. That is, students, raise a problem and provide alternative solutions through the drama.

The next 2 x 45 minutes meeting is used to display or play the drama script that has been made. If the class has five groups, then all five must be displayed. This is besides indeed as a form of duty, also as a form of

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appreciation. Students will naturally feel happy if the results of earnest effort that have been done are valued. If necessary, this performance can be performed in an open place so that other students can also give appreciation.

2. Accuracy of Material

There are still students who are not yet right in choosing the material. For example, the RPP has a KD related to a short story or short story. The target of learning is students can arrange short stories. Teachers in this case student teacher candidates pay less attention to the contents of short stories made by students. This can be seen from the results of interviews between the prospective teacher students and lecturers supporting Micro Learning Courses. According to students, students are given the freedom to make short stories with any theme.

Teachers need to pay attention to the signs that must be done in preparing lesson plans. One of them is Strengthening Character Education (PPK). It would be better if the short stories made by students have these values (Darling-Hammond et al., 2020). That is, teachers should direct while learning to write short stories, students also learn to strengthen the good character that is in themselves. Just like drama, one of the short story elements is the existence of a message that the writer wants to convey to the reader.

For example students make a story about love with the opposite sex. At first glance, of course stories like this are natural and ordinary. But stories like this would be amazing if there were religious values. It can be known from various scenes or communication contained in the short story. Do not be in the short story are

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scenes going together, holding hands, or maybe hugging. At the very least, the teacher can direct the story created by students to stick to religious norms and moral norms (Vidiarti, Zulhaini, & Andrizal, 2019).

3. The Relationship between Material and Life

There are still lesson plans that have not yet linked material with daily life. The material presented seemed to be loose or independent. Besides, the teacher also did not associate the material with previous material.

As stated in the guidelines for the preparation of the RPP that the material should have a relationship with everyday life and have a relationship between the material with one another (Hanifa, 2017). Therefore, learning material can be bound through themes. The teacher should convey the learning objectives and explain the usefulness of the material learned in daily life.

Students will be motivated in learning if the material being studied is related to daily life (Hosseini, Chalak, & Biria, 2019). This shows the usefulness of the material. But even better if inter-matter also has a connection. That is, one eye with other material should be themed. This will add to the usefulness of the learning material.

It is important to remember that education and learning are carried out to assist students in living their lives later in life. Therefore, the more and more the benefits obtained by students from various materials learned, the better the learning. Students also become more excited and excited to learn and complete the assignments or exercises given by the teacher.

4. Strengthening Literacy

Some students have not displayed literacy reinforcement in the lesson plans made. Learning activities

have not asked students to read a lot, both text and non-text. Learning activities are still around in the textbooks provided by the school library. Moreover, it turns out this book can only be borrowed when subjects take place. The rest can only be read in the library at rest.

Strengthening literacy is very important for prospective teacher students. The teacher also plays a role in improving students' literacy abilities given that there is always PISA Indonesia listed below. Literacy is meant not only to read a lot of books but also to read other things that are not in the form of writing. Literacy is also not merely in the form of narrative writing, but can also be in the form of tables, graphs, and rows of figures or figures (Maolana, 2018).

This has become one of the tasks of Indonesian Language Subject teachers to deliver students able to read

various data into information. For example description text material. The teacher can present a table that contains some data. Ask students to explain the purpose of the data. In addition, ask students to make conclusions based on the data in the table. If possible, guide students to be able to give comments or opinions related to the conclusions that have been made.

5. Strengthening Character Education (PPK)

Students have not included PPK in the lesson plan. This was acknowledged by students because they did not yet know for certain about PPK. Referring to Law No. 20 of 2003, the Government develops characters which include: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) the spirit of nationality, 11) love of the motherland, 12) respect for

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achievement, 13) friendly or communicative, 14) love peace, 15) love reading, 16) care for the environment, 17) care for the social, and 18) responsibility. That is, through learning Indonesian, students are given the reinforcement of these characters. It will indeed be difficult if all 18 characters are delivered at one time. At least when preparing lesson plans, the teacher can sort and choose the characters that can be given in the material presented.

For example in the argumentation and character text material that will be strengthened is honest. A text is classified as an argument because it contains an argument or reason. Through this learning, students are taught to give or submit arguments in the form of facts and not opinions. Facts are things that actually happen. Learning the argumentation text is expected to get

students to be honest, say something true, as it is. It would be better if the teacher also introduces facts in the form of statistical figures. This is necessary because the numbers are definite and clear.

6. Development of Higher-Order Thinking Abilities

The ability to think at a higher level or commonly known as Higher Order Thinking Skills (HOTS) is also one of the things that teachers must pay attention to in preparing their lesson plans. Based on the lesson plans that have been made, this is the most that have not been done by students. Students have not been able to do HOTS learning.

Higher-order thinking skills are needed by students. The more students have good reasoning or thinking power, the more creative the student will be (Mulyaningsih & Itaristanti, 2018). The ability to think at a high

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level is needed in daily life. Likewise with creativity.

HOTS-based learning can be seen through the learning process carried out and the questions or evaluations provided. If referring to Bloom's Taxonomy, for HOTS criteria enter C4 or analyze, C5 or evaluate, and C6 or create. If the school is accustomed to achieving this level, then even outside the school, students will get used to doing the same thing.

The lesson plans made by students should include activities to analyze, evaluate, and create (Zhang, Liu, Yang, Tripp, & Shao, 2018). That is, learning is no longer limited to reading, listening, or answering questions from textbooks provided by schools. Students must be invited to think critically about a problem that is around them (Minan, Setya, Denya, & Malik, 2017).

Through learning that contains HOTS can also make students have a concern for the environment. Students are not ignorant of the various problems that surround them. It would be better if students are invited to provide solutions to the problems being faced. Courage in providing solutions can make students have confidence. This is expected to be a provision when students are in the outside environment or the wider community.

7. Measurement of Core Competencies

One way to measure the success of learning by assessing. Assessment is adjusted to the target to be achieved. In this case Core Competencies (KI) and KD. The lesson plans made by students must also be completed with this assessment. Based on the data collected, some students were incomplete in including the assessment.

The RPP should contain at least two assessments, namely for KI and KD. The student lesson plan has included an assessment for KD, but has not yet included an assessment for KI. Based on interviews, students pay less attention to that aspect. Students are too focused on the KD assessment so that the KI assessment is forgotten.

However, KI assessment is very important because it is related to the character (Zhang et al., 2018). For example, to determine the ability of

students to work together with other students. This assessment can be done through observation or observation during learning (Pardimin, 2018). The tools used can be in the form of questionnaires or other. This assessment can be done by the teacher or other students.

The KI assessment conducted by the teacher can be in the form of an observation sheet filled in by giving a bunch of checks. For example, as follows

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Table 2. KI Assessment of Cooperation

Meeting to: 2
Day/Date : Monday/4-5-2020

No.	Name	Cooperation		
		Yes	Sometimes	No
1	A		√	
2				

The table shows that a student named A, during learning at the 2nd meeting, namely Monday, May 2, 2020, sometimes cooperates with his desk mates. This collaboration was carried out when he was given the task of making narrative texts. Even though

the task should be done in groups. If the student is always like that at meetings and group assignments, it means that A must be more encouraged to actively work on assignments together.

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8. Utilization of the Internet

For the sake of learning achievement, teachers can use various media and learning resources that are appropriate, such as the internet (Roth et al., 2017). Along with the development of information technology, teachers should be able to use the internet, both as a means and source of learning (Hosseini et al., 2019). Based on the lesson plans that have been made, students haven't used the internet much in learning.

The interview results show that this happened because students did not yet know the prospective students. That is, students do not yet know the ability of students to use and utilize the internet. The capability in question is the availability of the device. Considering all this time, some schools or junior high schools have a rule that students cannot bring devices to school. These limitations make students not use the internet in learning.

9. Maximization of Resources and Facilities

One thing that needs attention is the maximization of learning resources and facilities. Based on the lesson plans collected, students have not utilized the environment as a source and means of learning (Alsubaie, 2016). Though this is important to do. In addition to not being bored, students will also become more familiar with the environment. Students will also become more concerned. For teachers, the environment as a means and source of learning can ease the burden economically.

Utilization of the environment as a source and means of learning can foster and develop student creativity (Mulyaningsih, Kelvin, Setiawan, & Rohmadi, 2018). Students become freer to find out and try. Although

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teachers are required to be extra in conducting supervision. That is, sometimes children joke excessively. Things like this can cause a bad attitude. But if the teacher can predict and manage time strictly, things like this will not happen.

For example on the theme of buying and selling. Students and teachers can jointly visit the cafeteria or stalls in the school environment. Students are asked to pay attention to the buying and selling process in the shop while noting important things that must be considered. However, the teacher must accompany (Sutomo, 2017) and provide direction so that students do not do things outside the task or learning objectives. With direct practice like this, students will be motivated and not sleepy. Students will quickly understand the things learned because they are done right away.

CONCLUSION

Based on the analysis that has been done, it can be concluded that 77% of the lesson plans made by students are incomplete. Incomplete components in the form of 1) basic competencies and achievement indicators, 2) learning materials, 3) learning methods, 4) learning resources, 5) learning steps, and 6) assessment of learning outcomes. The student lesson plan needs to be stressed on 1) time allocation, 2) accuracy of the material, 3) the relationship of the material to life, 4) strengthening literacy, 5) strengthening character education (PPK), 6) developing higher-order thinking skills, 7) competency measurement Core, 8) internet utilization, and 9) maximizing learning resources and facilities.

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