ANALYSIS OF STUDENTS' ABILITY TO PLAN THE LEARNING OF INDONESIAN JUNIOR HIGH SCHOOL

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Abstract

Planning is one of the three essential components of the learning process. Also, planning is the beginning for implementation and assessment. Planning greatly determines the success of implementation and assessment. Therefore, this study aims to analyze the abilities of students as a prospective teacher to plan a learning. This study used a qualitative research method with thirty two respondents asked to make a learning plan. The learning plan was assessed based on a rubric which was validated by a team of experts. The results showed that students who were able to formulate learning objectives were only 63.65%, students who were able to make assessment rubrics were only 21.87% and students who were able to compile materials along with applicable examples were only 37.5%. The results of this study can be used as a reference for lecturers to develop teaching in the classroom in order to assist students to improve their abilities, for study programs or departments to create enrichment programs or for students for self-evaluation. The results of this study can also be used as a reference for action research.

Keywords: lesson plan, student teacher's

Abstrak

Perencanaan adalah satu dari tiga komponen penting proses pembelajaran. Perencanaan menjadi awal dari pelaksanaan dan penilaian. Perencanaan sangat menentukan keberhasilan pelaksanaan dan penilaian. Oleh sebab itu, penting bagi mahasiswa calon guru memiliki kemampuan ini. penelitian ini bertujuan menganalisis kemampuan mahasiswa calon guru dalam merencanakan pembelajaran. Penelitian ini mengikuti metode penelitian kualitatif dengan 32 responden yang diminta menulis rancangan pembelajaran. Rancangan pembelajaran kemudian dinilai berdasarkan rubrik yang telah divalidasi oleh tim ahli. Hasil penelitian menunjukkan mahasiswa yang mampu merumuskan tujuan pembelajaran hanya 63,65%, membuat rubrik penilaian hanya 21,87%, dan menyusun materi yang disertai contoh aplikatif hanya 37,5%. Hasil penelitian ini dapat digunakan sebagai acuan dosen dalam merancang pengajarannya di kelas untuk menolong mahasiswa meningkatkan kemampuannya, kepada program studi untuk membuat program pengayaan kepada mahasiswa, ataupun untuk mahasiswa sebagai evaluasi diri. Hasil penelitian ini juga dapat dijadikan acuan untuk penelitian tindakan.

Kata Kunci: perencanaan pembelajaran, mahasiswa calon guru

INTRODUCTION

The teacher plays a major role in the success of learning in the classroom. The teacher is the manager of learning. The teacher must have the competence to carry out this role. UU no. 14 of 2005 outlines that teachers must fulfill pedagogical, personality, professional, and social competencies. Teachers must be able to design, implement, and evaluate learning. Teachers must have noble character and can be role models for students. In addition, teachers are also expected to master the material broadly and deeply, as well as be communicative and able to socialize. It takes a long effort to achieve these competencies. Teacher education is needed to prepare prospective teachers to meet the

expected competencies.

The Indonesian Language Education Study Program aims to prepare prospective Indonesian teachers who have pedagogical, personality, social, and professional competencies. Through various courses, tutorial programs, enrichment, or student organization activities, the Indonesian Language Education Study Program equips prospective Indonesian language teachers to have the expected competencies. One of the courses that prepares students is Strategy Planning and Assessment of Indonesian Language Learning or abbreviated as PSAP Indonesian. Through this course, students are expected to be able to design, implement, and evaluate learning Indonesian. This course has 3 credits with 4 assignments, namely preparing lesson plans, implementing micro-learning, writing reflections, and compiling modules or teaching materials.

This study will analyze students' ability to plan learning. Learning planning is a very important part and determines the success of a lesson. Djumingin and Syamsuduha (2016) explain planning is a directed system used by teachers to achieve learning objectives. Planning is the starting point for implementing learning. At the planning stage, teachers or prospective teachers must understand the basic competencies that must be achieved and then determine learning objectives according to these competencies. After the goal is set, it is very necessary to limit the material so that it is not too broad and right on target. Objectives and materials become benchmarks for determining learning strategies, learning materials, and learning media. No less important, it is necessary to consider the conditions and needs of students as well as the availability of facilities and infrastructure. In short, the planning stage requires complex skills. Each component in this stage is interconnected and influenced so that it cannot be separated from consideration. Bad planning will have an impact on learning outcomes. Expected competencies cannot be achieved or unsatisfactory. Learning experiences can be meaningless, activities in class are limited to teacher-centered delivery of material. In fact, learning can be misdirected, not in accordance with the objectives.

Therefore, this study aims to analyze students' ability to plan learning which includes; determine learning objectives, choose learning strategies or methods, limit material, choose text as teaching material, choose or create learning media, and determine assessment. This ability will be measured based on the instrument in the form of an RPP assessment rubric.

Ghanguru, et al. (2013) examined the views and understanding of prospective

teacher students on learning designs. The research found that respondents saw instructional design as a *blueprint* for teaching practice. Respondents also considered the learning design as the teacher's personal map for carrying out learning. Utami, et al. (2016) found that the implementation of teaching practices or *microteaching* went well in groups that had previously made learning designs. The group that did not plan, experienced many obstacles in their teaching practice.
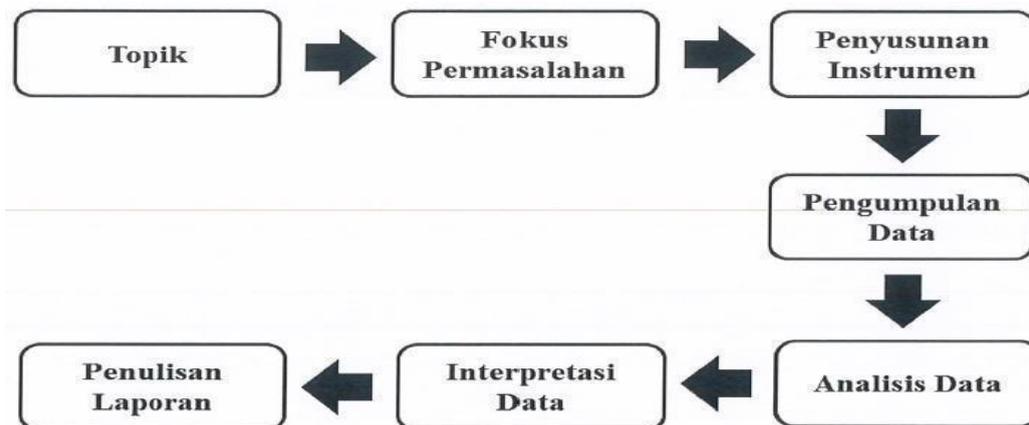
This study analyzes students' abilities in planning Indonesian language learning. Due to limited time and energy, this ability is measured from lesson plans prepared by students with indicators for assessing the ability to formulate learning objectives, the ability to formulate learning activities, the ability to formulate assessments, and the ability to compose teaching materials. This study aims to analyze students' ability to plan Indonesian language learning in high school.

The results of this study are relevant for students and lecturers as an evaluation. Students can find out their strengths and abilities in designing learning. Lecturers can use the results of this research to design learning for Planning, Strategy, Assessment, and Assessment courses.

METHOD

This study uses a qualitative approach with analytical methods to describe and analyze students' abilities in planning Indonesian language learning for secondary schools. The research subjects were 32 Indonesian Language Education students' class of 2017, FIP UPH who received the Indonesian PSAP course. The research was carried out in stages: choosing a topic of study, instrumentation, conducting research, processing data, and reporting research results (Satori & Komariah, 2014). The instrument is in the form of a lesson plan assessment rubric and an assessment rubric for the preparation of teaching materials. The instrument was first tested for validation by experts through FGD activities.

The implementation of the research was carried out by assessing the lesson plans and teaching materials that had been prepared by the research subjects. The results of the assessment were analyzed based on the components of the competence to plan learning. In addition, random interviews were conducted with several research subjects as a form of triangulation. The data obtained is then analyzed and reported. The following is the research flow.

RESULTS AND DISCUSSION

This study analyzes the ability to plan learning by prospective teacher students who are taking the Planning, Strategy, Assessment, Learning (PSAP) course in semester VI. The research subjects were 32 students. The ability to plan learning is measured through the preparation of lesson plans and teaching materials. RPP and teaching materials are assessed based on the rubric that has been prepared and tested. The indicators assessed are classified into four categories; 1) the ability to formulate learning objectives, 2) the ability to design learning activities, 3) the ability to compose assessments, and 4) the ability to compose teaching materials.

Data shows that 60-80% of students have been able to formulate learning objectives according to basic competencies, 90-100% of students are able to design learning activities that include initial, core and closing activities as well as activities that support cognitive, affective and psychomotor. 81.25% of students were able to make assessments to determine the technique and form of assessment but only 21.87% were able to make the indicators in the rubric appropriate or accurately measure learning objectives.

The second graph below illustrates the ability of students to compose teaching materials. This ability is assessed based on the category of competency in compiling material, making enrichment exercises or activities, as well as linguistic aspects in writing teaching materials. 80-90% of students are able to compile material whose topics and limitations are in accordance with learning objectives or basic competencies but only 37.5% of students are able to make applicable examples of the concepts in the material. In the ability to compose exercises, only 15.63% of students were able to make exercises that matched their competence or learning objectives and only 21.88% of students made

exercises covering the four language skills.

Ability to Formulate Learning Objectives

The learning objective is an ability or skill that should be achieved by students after being actively involved in learning activities. Nampar (2020) states that learning objectives describe the processes and learning outcomes that must be achieved by students according to basic competencies. This implies that it is very important to formulate learning objectives because they will become a reference in designing activity sections and measuring learning success. In this study, three indicators were used to assess the learning objectives formulated by prospective teacher students; 1) using the ABCD formula; 2) fully covers KD; and 3) using operational verbs that are in accordance with KD. The accuracy of formulating learning objectives will affect the accuracy of designing other parts of the lesson plan.

The results showed that 10 students had not made learning objectives following the ABCD formula, 12 students had made learning objectives that had not covered all the demands of basic competencies, and 11 students had not used operational verbs that were in accordance with basic competencies. More details some of the data is presented in the following table.

An example of inappropriate TP	Description of non-conformity
M17 . Students are able to describe the structure of expository text	The success rate is not stated
M5 . Students are able to make a brief observation report in accordance with what was observed	The operational verbs are not in accordance with KD and the level of success mentioned can't be measured
M8 . Students are able to distinguish the structure and language rules of the text read or heard	The operational verb is not in accordance with KD
M7 . Students are able to rewrite the differences between the elements of advertisement text and posters	Does not fully cover KD

The component that is most often not mentioned is the level of success (*Degree*) which is the reference for achieving a goal. Other components such as the mention of

learning participants (*Audience*), operational verbs (*Behavior*), and learning activities (*Conditions*) are always mentioned even if the selection is incorrect. Inaccuracy in formulating learning objectives will have an impact on the design of other components in the lesson plan. For example, the unclear level of success will complicate the assessment process or even the process of making measuring instruments. Inaccuracy in choosing operational verbs will affect the design of learning activities. Research by Ghanaguru, et al (2013) shows that 80% of respondents think learning objectives are the most important component of lesson plans because they form the basis for designing learning activities and inform the scope of aspects being taught.

Ability to Design Learning Activities

Learning activities are a series of activities carried out by students and teachers to achieve learning objectives. Usadiati (2015) describes planning learning activities depending on basic competencies, indicators, materials, and media availability. In other words, someone who designs learning activities must be based on goals or achievements, materials, and the availability of facilities and media. In addition, it certainly requires mastery of various learning methods or techniques. In this study, the indicators used to measure the ability to design learning include; composed of learning steps in 3 stages (opening, core/presentation, and closing); proportional time allocation for each stage; appropriate and support learning objectives; and includes the cognitive, affective, and psychomotor domains.

The results of this study found that 96.9% were able to arrange learning steps in the opening, core, and closing stages, 100% of students were able to design activities that included cognitive, affective, and psychomotor domains. However, only 68.8% were able to allocate time proportionately, and only 63.5% were able to design appropriate activities and achieve learning objectives. The following is some data that does not meet the indicators of the ability to design learning activities.

Indicator	The description of the data does not meet the indicators
Able to allocate proportional time	**M18** allocates 25% time on opening and only 37.5% for core activities. **M5** allocates only 6 minutes for guided practice determining the structure of ideas and retelling activities.

Able to design appropriate activities and achieve learning objectives	**M8** designed activities to only identify the structure of the text even though TP required the stage of presenting both spoken and written text.
	M13 has TP able to make conclusions from video debates but there are no activities that support the TP in the learning activity section.

Based on this research data, it can be concluded that students' ability is still low in designing learning activities, especially the ability to design activities that support or are in accordance with learning objectives. Students focus on delivering material only and pay less attention to the skills aspect. This can be the forerunner of learning that is monotonous and uninteresting. Abidin (2012) mentions that a living tradition in language learning so far is learning that is oriented towards imparting knowledge. As a result, the teacher only chooses lecture activities, assignments, or independent practice.

Ability to Compose Assessments

The assessment is carried out to measure whether or not the learning objectives have been achieved. A good assessment is an assessment that can measure accurately, can provide accurate information. Muchtar (2010) stated that assessment should be able to measure students' abilities holistically and encourage students to further explore their potential and creativity. Improperly arranged assessments will produce inaccurate data. This certainly makes the teacher unable to see the achievement of learning objectives. In this study, the accuracy of the assessments prepared by research subjects was measured using indicators: 1) being able to choose appropriate assessment techniques and forms to measure learning objectives, and 2) being able to formulate indicators or scoring guides that are appropriate to learning objectives.

The results showed that 81.25% of students were able to choose techniques and forms of assessment according to learning objectives, but only 21.87% of students were able to formulate indicators in rubrics. In learning Indonesian, improving language skills is the main goal. Therefore, the assessment prepared prioritizes the measurement of these skills. This study found that 81.25% of students chose the right technique and form of assessment to measure listening, speaking, reading, and writing skills. The dominant practice test technique was chosen because it is suitable for measuring skills and in accordance with the time allocation. The ability of students to make rubrics is still very

low. Forms of errors in making a rubric will be described in the following table.

Data	Analysis
M13 creates a rubric with aspects of selecting titles, arguments, grammar, and coherence	These aspects of assessment are not suitable for measuring learning objectives, namely concluding writing skills
M14 makes the description "the conclusion is very easy to understand, clear, concise and concise"	The description is not operational
M15 makes a rubric that contains assessment aspects and a Likert scale	The assessment aspect precisely measures learning objectives but is not accompanied by a description of each scale
M28 makes the aspect of "reading the results of the discussion"	This aspect is not in accordance with the learning objectives of " able students determine the linguistic elements of the article

Making an assessment rubric is very dependent on one's mastery of the material related to the ability being measured. One must understand the expository text material to be able to make an assessment rubric whether reading or writing the text. Likewise, when making a rubric for writing conclusions, students must understand the elements or characteristics of a conclusion. This study found that students' low ability to make rubrics required an increase in mastery of the materials in learning Indonesian.

Ability to Compile Instructional Materials

Teaching materials are one aspect that has a very important role in supporting learning. Teaching materials are the means or tools used in learning in the form of material, method limits, and how to evaluate (Lestari: 2013). The teaching materials examined in this study were modules compiled by prospective Indonesian language teacher students. The preparation of appropriate modules will help students to learn independently and develop analytical skills in a directed manner. This ability is supported by the presentation of material and student activities in the form of exercises and other activities that allow students to learn and practice independently by following instructions from each activity.

The evaluation criteria for this module are seen from four aspects, namely material, exercises, language, and layout. In the material section, topics and limitations must be in

accordance with basic competencies and learning objectives, valid, clear, systematic, and equipped with applicable examples. In the practice section, it should cover the four language skills and be adapted to basic competencies and learning objectives. In the language section, the choice of words greatly influences students' ability to understand, the material and every instruction in each activity. Therefore language must be adapted to the characteristics of students. In the layout section, the elements that must be considered are readability (typeface, size and spacing of letters, spacing between lines and subchapters, and illustrations used).

The results of the study illustrate that 90.63% of students are able to compose material with topics and restrictions that are in accordance with basic competencies and learning objectives and 84.38% of students are able to compile material in a valid, clear and systematic manner, but only 37.5% of students are able to make applicable example. The exercises and activities presented in the module are the part that distinguishes the module from the textbook. The activities and exercises presented are expected to make students more skilled with activities that cover the four language skills. However, research shows that only 15.63% of students are able to arrange exercises in accordance with basic competencies and learning objectives and 21.88% of students are able to arrange exercises covering the four language skills. This shows that the ability of students to adjust exercises and activities with basic competencies and learning objectives is still very low. Some examples of data showing these conditions are presented in the following table.

Indicator	Data	Analysis
Theory Develop material with topics and limitations that are in accordance with basic competencies and learning objectives and equipped with applicable examples.	M7 Compile material about advertisements but not to the types of advertisements and the functions of each type of advertisement. Learning objectives in part three "Students are able	The material should be arranged according to the variety of advertisements, the function of each type, and the language used in each type. Because the advertising language in each variety is of course different. This goal is not in accordance with the basic competence "Identify information

		maintain order in the classroom when the teacher explains the material"	advertisement…". Affective abilities should be made learning objectives with "Students are able to convey identification results with a polite attitude". This section will certainly affect the material presented.
		M8 Learning Objective 2 is not precise "Students are able to compose the contents of exposition texts (popular scientific articles from newspapers and magazines) properly and accurately.	This goal is not in accordance with the basic competency of "identifying expository text information (popular scientific articles from newspapers and magazines) properly and accurately. Should be changed to "Students are able to identify and conclude information from expository texts heard and read.
		M10 doesn't contain any applicable examples	It is easier for students to understand the exercises if they are given examples. In the explanatory text material presented, it is better to make an example of a *mind map* from an explanatory text so that students can follow it. The examples presented are not relevant to the learning objectives and the types of

		M11 doesn't contain any applicable examples	exercises students will do. This will make it difficult for students to interpret if it is not accompanied by applicable examples.
		M12 doesn't contain any applicable examples	One of the learning objectives to be achieved is to compile the text of the experimental report from the experiments carried out. However, the teaching materials do not display the intended example. This is not right because students will experience problems how to compose

	Language Instructions in the activity/exercise section are clear and easy to understand	M7 arranges 5 exercises but with very short instructions and almost the same instruction sentences in	reports of their experimental results. Instructions for exercises with the type of multiple choice questions should be distinguished from instructions (choice of words and sentence structure) for the types of essay questions and analysis exercises.

	exercises 1-5 even though the types of exercises are different.	
Exercise Practice should cover the four language skills and be adapted to basic competencies and learning objectives.	M6 does not yet cover the four language skills M9 does not yet cover the four language skills M10 does not yet cover the four language skills M11 does not yet cover the four language skills	The exercises presented in the module are only in the cognitive domain and tend to be one of the language skills, namely writing skills. There are seven parts to the exercise, most of which are answering questions. This is certainly not in accordance with the indicators that have been described in this study. The topics presented are about popular articles. The exercises are structured more towards the cognitive domain and are dominant in reading and writing skills. Listening and speaking skills are not seen in practice. The skills shown in the explanatory text exercises presented lead to listening and writing skills. Skills trained in activities and exercises

		Convincing text leads to reading, speaking, and writing skills. There are no exercises that lead to listening skill practice.
	M27 does not yet cover the four language skills	Skills trained in procedural text in the activities and exercises presented lead to reading and writing skills.
	M29 does not yet cover the four language skills	In the historical story text presented, exercises and activities lead to writing skills, read, and speak.

Based on the description in the table above, it can be concluded that the ability to compile modules as part of teaching materials for Indonesian language teacher candidates is still low, especially in writing applicable examples, instructions on questions, and the realm of skills covered in questions and activities. The preparation of modules as teaching materials is a very necessary need to be addressed because with the existence of modules learning activities can be planned better and teach children to be independent and hone their abilities in a more directed manner (Rahdiyanta: 2016).

CONCLUSION

The conclusions of this study are as follows.

1. The ability to formulate learning objectives for student respondents is still low, especially in determining the appropriate operational verbs to support basic competencies.
2. Obstacles in designing learning activities are allocating time and selecting core activities that do not support learning objectives or competencies.
3. The obstacle in compiling the assessment lies in the creation of a rubric. This relates to the respondent's mastery of the learning material.
4. The obstacle in compiling teaching materials lies in making applicative examples and

designing exercises to strengthen understanding of the material.

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