

AN ANALYSIS OF LESSON PLAN IN CURRICULUM 2013 BASED ON STANDARD PROCESS OF EDUCATION IN MI NURUL ISLAM TAJINAN

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Abstract

Every educator in the educational unit has the obligation to prepare the lesson plan completely and systematically in order to make the learning process running interactively, inspiringly, pleasingly, challengingly, efficiently, and motivatingly to the students to participate actively and also provide enough space for new innovation, creativity, and independence as their talents, interests, and students' physical and psychological development. This study aims to determine the ability and knowledge of teachers in arranging the lesson plan in curriculum 2013 and also how the constraints and the efforts of teachers in making the lesson plan itself. This research is a qualitative descriptive research. The research is conducted in MI Nurul Islam Tajinan which use 6 teachers of 1st grade up to 6th grade as the subject. Then, the techniques that the data collection are using are observation, interviews and documentation. Based on the results of the study, it shows that the teachers actually already know about Thematic learning in the curriculum 2013, but they found the difficulties in applying it. In making the lesson plan, the teachers found the difficulty to differentiate between the lesson plan of curriculum 2013 and KTSP. The problems experienced by the teachers and schools in making the lesson plan is that, the teachers do not receive training on the curriculum of 2013, the teachers also do not mastering about what, why, and how to the thematic learning at the primary level, the teachers have to try to make the lesson plan practically, the teachers only teach one lesson. The competencies which are needed in order to manage thematic learning in school are (1) the ability and comprehension about thematic learning in curriculum 2013, innovative and creative learning method, the competencies of media and learning sources, organizing the lesson plan of thematic learning in curriculum 2013 systematically, assessment that covers attitudes, knowledge and also students' skills.

Key words: Lesson Plan, Thematic Learning, Curriculum 2013

INTRODUCTION

Education is the basic effort to actualize the intelligent and humane generation. The aim of education in Indonesia is to develop learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Act of the Republic of Indonesia Number 20, Year 2003).

Based on the explanation above, the Indonesia government has conducted the renewal of education in order to improve and enhance the educational system in Indonesia. One step is taken by applying new curriculum which is curriculum in 2013. According to Majid (2014: 29), one of the reasons why the curriculum is modified because the previous curriculum does not lead to the process of competency-based yet (attitude, skill, and knowledge). So, the orientation of curriculum in 2013 is to improve and balance the competence of knowledge, attitude and skill.

To improve the quality of education, the government has set the standard of national education which becomes minimum criteria of national educational system across jurisdictions of Indonesia Number 20 Year 2003 Chapter I paragraph (17) about national educational system. The standard of national education consists of eight standards include standard of content, standard of process, standard of graduation competence, standard of teacher and educational personnel, standard of facility and infrastructure, standard of management, standard of financing and standard of educational assessment. It shows that the standard of process is inseparable from standard of national education.

Based on the result of interview with the headmaster of Madrasah of Nurul Islam Tajinan in May 2013, the difficulty faced by the teacher is making lesson plan. Almost all teacher's learning tools in that Madrasah are copy result from other superior schools. It is supported by the geographical condition of the school which is far from the urban, so that school did not get any information access related to workshop, training and etc. Afterward in October 2013, the researcher conducted observation. From that observation, the researcher got the information that curriculum in 2013 demands the teacher to make lesson plan based on integrated thematic by themselves. Although there are some teacher's guides and student's book as the guidance to make lesson plan, but the teachers still face the difficulties on it.

By the explanation above, the researcher interests to investigate the ability of the teachers to prepare lesson plan. Therefore, the researcher conducts the study in Madrasah of Nurul Islam Tajinan under the title "The Analysis of Lesson Planning of Kurikulum in 2013 Based On The Standard of Learning Process in Madrasah of Nurul Islam Tajinan"

RESEARCH METHOD

This study employed descriptive research design. The main purpose of this study is to test and describe the individual, group, situation and condition using study assessment to identification the specific characteristic of the object which is called descriptive study (Ghoni, Jumaidi. 2009).

The plan of descriptive survey study is the study which purpose to describe a phenomenon or uncover the truth or the characteristic of specific population or field systematically, factually and carefully. The aim of descriptive qualitative study is to describe or delineate the fact, phenomenon, opinion, and manner carefully and systematically.

The design of descriptive survey is used to test the hypothesis and the use of descriptive statistic (frequency, proportion, mean, median, modus, quartile, variants, standard deviation, total, range, max score and etc.) to describe the situation, generally the result of the hypothesis.

The researcher design is descriptive survey, taking a sample from population as the subject of the study. Based on the data from the subject of the study, the object of the study is the preparation of lesson planning, and the sample is the first to fourth grade teacher of Madrasah of NurulIslamiTajinan.

RESULT AND DISCUSSION

The teacher's competence in preparing lesson plan of curriculum in 2013 based on standard process.

The curriculum in 2013 in Madrasah of NurulIslamiTajinan is not fully applied by the teachers yet. There, the teachers apply two curriculums; curriculum in 2013 and Education Unit Level curriculum. The curriculum in 2013 is used by first and second grade while

third and fourth grade student apply Educational Unit Level Curriculum.

First Grade Teachers

The first grade teachers in Madrasah of NurulIslamiTajinan have been applied the preparation of lesson plan of curriculum in 2013 before the teaching and learning process. The lesson plan is prepared from the inclusion of the subject identity. Based on the analysis, it is less complete. It is evidenced by the document result of lesson plan for first grade. There were the identities, class, semester, but there were no topic and subtopic. Then, the teacher made the lesson plan with standard competencies not core competencies. It is not appropriate with the lesson plan of curriculum in 2013. It was based on the lesson plan of Competency Based Curriculum. Besides that, the teachers did not include time allocation in one day or 6 x 35 minutes.

The formulation of some indicators have included basic competencies. But it is not appropriate with core competencies. Because of it, the standard competencies cannot congruence with the target of the content competencies. The indicators which made by the teachers had matched at all. But in the attitude, knowledge and skill aspects didn't match yet. It can be investigated from the content of the indicator the teachers only include knowledge aspect only.

For the election material, the teacher could not adapt between the indicator and target of learning like writing the material of "Single Picture" yet which is unclear enough. Moreover, they did not adjust the student's characteristic in choosing the material. For example, the counting numbers for first grade should be 2 numbers only, but the teacher in that madrasah did not consider it. And also, there is an incompatibility for time allocation where the teachers always give 2 x 35" meetings

without consider the numbers of the material.

The teacher also did not determine the appropriate learning resource (books) with Core Competencies (CC) and Basis Competencies (BC). While in thematic teaching, the teachers should be creative to use the environment because the school is close to countryside. The reason why it could be happened was the teachers are still confused on curriculum in 2013.

The teachers had tried to make the perfectly fitted teaching media for the purpose of learning, the learning material, scientific approach and student's need. The teachers also had tried to innovate the teaching method by using role play method. The teaching material will determine the teaching method which is used by the teachers.

The first grade teachers also made inappropriate teaching learning scenarios in the class. As an example, there was no appreciation the beginning of teaching learning activities. The teacher should do the activity using scientific approach. But the fact, there was no communication at all. The question and answer activity is only done by the teachers.

Last but not least, it is about the scoring activity. In the lesson plan, the teachers did not include the basic framework of the questions, so it was not appropriate with the indicators of attainment competencies. And also, the was no key answer for the questions.

Second Grade Teachers

The ability of second grade teacher in Madrasa of Nurul Islam Tajinan is almost same with the first grade teachers. In preparing lesson plan, the teachers did not include the identity of the subject completely such as education units, topic and subtopic, and meeting. The teacher did not make the indicators in their lesson plan, so between the competencies and indicators could not be assessed.

In formulating the objective of study, the teacher of class II is less suitable with the process and outcome. The objective of the integrated subject such as IPS and Mathematics are unsuitable with KD. Picking out the materials like determining the value of place and comparing the component, also one of important aspect, but unfortunately the teacher does not determine it. Time allocation that should be listed in lesson plan (RPP) also does not determine the time allocation itself (in implementation) so that, the material also could not be checked.

Learning resources are unsuitable with KI and KD, and unsuitable with the learning materials, scientific approaches and the characteristics of learners. However, in determining the learning media is in conformity with learning objectives and characteristics of learners. In determining, the learning media is in conformity with learning objectives and characteristics of learners. The learning model is not fully suitable with the scientific approach. It was seen when preparing the learning scenario which is not in detail, it seems general, and unsuitable with the common scientific approach and the time allocation with a range of material. From the second grade of teacher's judgment side, they are not accustomed in making lattice exercises. The key answers are not included, then the assessment guidelines is also unclear.

The Learning process in The Implementation Of Lesson Plan "Thematic Learning" In 2013 Curriculum Based On Standard Process (In Class 1)

Thematic learning in the first grade is integrating three subjects namely *IPS* (KD: Describe the location of the house), Mathematics (Conducting the additional amount and subtraction of numbers) and Indonesian (Expressing thoughts, feelings, and information orally through the image, a simple conversation and fairy tales). The teacher prepares the students, teaching

materials and learning media at first. Then, one of the students appointed by the teacher to lead the praying

In the core of activities, the students observe the provided learning media. Then the students answer the questions about the material that has been taught linked to the lessons that will be taught. After that, the students read the text that has been provided and then, continue to make sentences based on the pictures. Furthermore, students mention the room and the function of the room itself. In addition, the students identify the objects they found in the room. The activities continued, the teacher gives examples of summation questions of two numbers without saving techniques. Students work on tasks assigned by the teacher. To give confirmations the students are given the opportunity to ask about the materials they do not understand yet. Then the teacher provides reinforcement and inference. At the end of teaching and learning activity, the teacher gives praise for the students who are active in participating in learning activities and motivate the students who are not active yet and learning activities closed with praying.

The process of learning (In Class II)

Learning in class 2 joined by 12 children. This learning begins at 08:20 and starting with reading short letters; Al-fatihah, Al-kafirun, An-nasr, Al-lahab, Al-Ikhlash, An Nas, Al Falaq. Then it proceed with reading Pancasila.

The learning begins at 08:25 by checking the presence of students. Then, teachers doing a question and answer activity to students without using the media.

In the core activities, the teacher explained about how to maintain the environment. Teachers also conduct a question and answer activity to the students about how to maintain the environment itself. Yet in this activity, the

teacher does not involve students to construct their knowledge by manipulating the media. The teacher explains the value of hundreds place, tens and units. Students are given the task to read, write, add and subtract numbers in the form of a long and layered. The next activity is that; how they maintain their family documents such as KK, birth certificate. Students are encouraged to maintain the document as well as possible. At 08:50, the learning feels bored and the children seem less focused. At the end of learning activities, the teacher asks the students to pray.

The learning process (In Class IV)

The teacher start the lesson by greeting, then one of the students led to pray. Then, in order to make the students more spirit, the children are provided with a pat yells "MI Nurul Islam". Teachers do apperception by asking, "What is a hero?" 5 students raise their hand and try to answer. One of them is answer, "Hero is the one who responsible for defending the country, mam". From the response, the teacher gives reward by praise "Yes, absolutely right answer".

In this apperception activity there are two students who seem silent, then they are pointed and the teacher give a question. Although their answer not quite right, the teacher had tried to guide them. The teacher divides the students into small groups, each group consisting of 4 - 5 students. To start the learning core, the teacher showed a media to the children "PATUWAN" (cardboard hero). From each group is given a set of hero cards, then the teacher read the questions and the students respond it by attaching the hero card. Yet the situation was not conducive since the students scrambling to attach the card. The next lesson is attaching numbers which stating the date of birth of each hero followed by writing the numbers in the form of roman numerals. Teachers seem confuse with the students' answers. As a final activity, teacher gives the students a task to make a bouquet. Then

the students were given the opportunity to ask questions. Yet, the teacher immediately ordered one of the students to close the teaching and learning process since the teacher is in rush.

Learning Process (4th grade)

In the beginning of learning, teachers ask to students to pray. On the whiteboard, it has already full of IPA (Science) materials about the natures of light. Without a direct apperception from teacher in explaining the materials, the students seem to listen but some are unwittingly playing a bracelet with a seatmate (Tasya and Dinda). There is also a fun look at the camera (Gufron and Diki). There is also often rested his head on the table (Rama). Teachers in explaining the material seen frequently read and holding a notepad. Nevertheless, a positive thing for teachers in teaching is already carry his knowledge in the classroom to real life. For example, in explaining the kinds of mirrors, the children are given a question about the types of lens/mirror. There are some students who answered a flat mirror (mirror), convex (rearview) and concave. In The learning process, teachers use props that are used as examples of each type of mirror that is also aided by a flashlight. Unfortunately, the use of these media, children are not involved at all. Then, the material followed to explain the nature of each mirror/lens. At the end of the lesson, the teacher did debriefing with the students about the material that has been studied followed by inference but there was no follow-up, and closed with a prayer.

CONCLUSION

1. The teacher actually had heard about the Thematic learning 2013 curriculum. The knowledge they gain from the Department of Education policies, social media such as TV or newspapers stating that the government has a policy on the implementation of the 2013 curriculum for primary school classes.

However, understanding and practice is not easy.

2. In preparing the RPP on thematic learning, teachers still find it difficult to differentiate the lesson study among 2013 curriculum with School-Based Curriculum (SBC/KTSP), the components that should be included in the manufacturing RPP cannot be understood by the teacher, so in the practice of teaching some subjects in primary school which can be integrated into one, still impressed apart-off or per subject.
3. Constraints experienced teachers and schools in preparing of lesson plans and implementing the thematic learning in the classroom: (1) teachers do not receive training on the 2013 curriculum, (2) Teachers do not have insight into what, why, and how the thematic learning in primary education, (3) Teachers have attempted to create a thematic lesson plan but in its implementation, the teachers still teach per lesson, (4) When a teacher teaches, tend to forget the environment in the schools themselves, and they are accustomed to using the context of the story in other areas when the child is not yet known. So that children can only be imagining it.
4. The competencies required to manage thematic learning in school: (1) the ability and understanding of the thematic learning in 2013 curriculum, (2) innovative and creative teaching methods as needed, (3) the general competence and insight on media and learning resources that could support the implementation of thematic learning, (4) preparation of the RPP on thematic learning systematic in 2013 curriculum, (5) the necessity of habituation to assessment that covers the realm of attitudes, knowledge and skills.

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