

**AN ANALYSIS OF THE STUDENT TEACHERS' (PPL) ABILITY IN
DESIGNING LESSON PLANS BASED ON CURRICULUM 2013 (K-13)**



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By:

RUDI HARYANA HIDAYAT

E1D113131

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Jl. Majapahit No. 162, Telp: (0370) 623873, Mataram

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By

RUDI HARYANA HIDAYAT

E1D113131

rudiharyanahidayat@gmail.com

Has been approved in Mataram, November 2018

Advisor

Drs. I Made Sujana, MA
NIP. 19651231199103 1 016

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RUDI HARYANA HIDAYAT

Mataram University, Mataram West Nusa Tenggara

ABSTRACT

This study investigated the Student Teachers preparation in developing lesson plan, pictured their difficulties, and also tried to find out the source of problems in designing lesson plans based on curriculum 2013. As the study employed qualitative data analysis, the data were collected through document and interview to the Student Teachers. There were 24 lesson plans from 31 Student Teachers analyzed and matched using the checklist of curriculum 2013 lesson plans based on the regulation of the Minister of National Education No. 22 Year 2016 concerning the process standard. The findings showed that 17 (71%) out of 24 lesson plans were categorized as good, although there were still some difficulties in terms of designing learning material, learning media, and evaluation. However, the interview results showed that there were two sources of problems in designing lesson plans; first, most of the Student Teachers did not really know about the Minister of National Education Regulation No 22 Year 2016, and second, they lack training in designing lesson plans in accordance to the regulation. Based on the findings in this study, the Student Teachers are suggested to learn more about the concept of designing lesson plan based on curriculum 2013 to make better teaching and learning activities.

Keywords: lesson plan, curriculum 2013, student teachers, ability, difficulties

1) INTRODUCTION

Curriculum 2013 (K-13) has been implemented since 2013 in Indonesia. This curriculum has made some changes from the previous curriculum; *KTSP* or the School-Based Curriculum, with an expectation that this curriculum would create better teaching and learning process. Since it was implemented, this recent curriculum has been revised for several times, because some problems were found during the implementation of some aspects in this curriculum into a real teaching and learning activity.

In 2014 – the first year of the implementation of curriculum 2013, the Minister of National Education released some problems found in the implementation of this curriculum which then became the consideration of the government to implement curriculum 2013 in limited schools and some other schools which were not ready to implement curriculum 2013 instructed to use the previous curriculum until curriculum 2013 revised. Then in 2016, the Minister of National Education released the revision of curriculum 2013 which then implemented in national level in academic year 2016/2017.

Considering those aspects which have to be included in a lesson plan, the development of the curriculum often confuses the teachers in implementing the curriculum to a K-13 lesson plan. Teachers usually get some difficulties in designing lesson plan based on this curriculum. The K-13 lesson plan is designed quite differently from the previous curriculum's lesson plan, the *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or School-Based Curriculum which was applied since 2006 and the *KBK (Kurikulum Berbasis Kompetensi)* or Competence Based Curriculum which was applied since 2004. While *KTSP* allows schools to design their own syllabus, it is different from the lesson plans' syllabus based on curriculum 2013 that is designed at national level. In line with this, Khusniyah (2015) stated that the syllabus and lesson plans are two important components of curriculum that should be prepared and developed well by the teachers to make an effective, interesting, and fun teaching and learning process in a classroom.

2) RESEARCH QUESTIONS

- 1) How is the Student Teachers' (PPL) ability in designing lesson plan based on curriculum 2013 (K-13)?
- 2) What are the Student Teachers' (PPL) difficulties in designing lesson plans based on curriculum 2013 (K-13)?
- 3) What is the source of problems in designing lesson plans based on curriculum 2013 (K-13)?

3) THE PURPOSE OF STUDY

The purposes of this study are to find out and to describe the Student Teachers' ability, difficulties, and the source of problems in designing lesson plans based on curriculum 2013 (K-13).

4) METHOD

This study, this research is a qualitative research design using descriptive approach to find out the Student Teachers' competence and difficulties in designing lesson plan based on curriculum 2013. This research was conducted to the Student Teachers from the English Department Faculty of Teacher Training and Education University of Mataram. There were 24 lesson plans were designed by 31 Student Teachers who were assigned in schools adopting the curriculum 2013 in academic year 2017/2018.

5) FINDINGS AND DISCUSSION

a) The Student Teachers' Ability in Designing Lesson Plan Based on Curriculum 2013 (K-13)

There were four quality levels of the lesson plans based on the completeness of each component; very poor, poor, good, and very good. The lesson plan whose completeness less than 25% was categorized as 'very poor', more than 25% but less than 50% was categorized as 'Poor', more than 50% but less than 80% was categorized as 'good', and the lesson plan with the completeness of its components more than 80% was categorized as 'very good'. The completeness on each component in every lesson plan was described as follows:

Table 4.1

The percentage of lesson plans completeness designed by the Student Teachers

Lesson Plans	Percentage of Completeness	Quality			
		Very Poor	Poor	Good	Very Good
1	73%			✓	
2	55%			✓	
3	73%			✓	
4	41%		✓		
5	13.5%	✓			
6	73%			✓	
7	64%			✓	
8	60%			✓	
9	45%		✓		
10	27%		✓		
11	55%			✓	

12	77%			✓	
13	32%		✓		
14	55%			✓	
15	77%			✓	
16	64%			✓	
17	50%			✓	
18	72%			✓	
19	72%			✓	
20	45%		✓		
21	41%		✓		
22	68%			✓	
23	73%			✓	
24	64%			✓	
Total		1	6	17	0
Percentage of Quality		4%	25%	71%	0%

From the Table 4.1. above, it can be inferred that there was 1 lesson plan (4%) categorized as very poor, because it did not meet the requirements of K-13 lesson plan with least of completeness, 6 poor lesson plans (25%) with less completeness, 17 good lesson plans (71%) with most completeness, and no lesson plans with completeness more than 80% (0%).

Based on the regulation, there were eight prime components in lesson plans. They could be also as the criteria in analyzing the content of lesson plans designed by the Student Teachers. Those components were identity, core competence, basic competence, indicator, material, learning activity, evaluation, and learning media. From those components, there were some components that the Student Teachers were easy to design and some of them were quite difficult, it could be found from the percentages of completeness in every component that was designed by the Student Teachers in the Table 4.2.

Those 24 lesson plans were designed by the Student Teachers during the program. So from the data above it was found that most of the student teachers were capable of

designing the good lesson plans based on the requirements of curriculum 2013 (K-13). 71% of the lesson plans were designed with the completeness above 50 – 70% based on the Minister of National Education regulation No. 22 year 2016.

b) The Student Teachers' Difficulties in Designing Lesson Plan Based on Curriculum 2013 (K-13)

The difficulties were found from the analysis of every component of the lesson plans which were designed by the Student Teachers. Each component in every lesson plan was analyzed to find out whether it met the requirements of lesson plan based on curriculum 2013 or not. It was found that some components in each lesson plan met the requirement of curriculum 2013 lesson plan (M) and some did not (N) and they were described as follows:

Table 4.2

The criteria of each component in the lesson plans designed by the Student Teachers

Lesson Plan	Components of Lesson Plan							
	Identity	Core Competence	Basic Competence	Indicator	Material	Activity	Evaluation	Media
1	M	M	M	M	N	M	N	M
2	M	M	M	M	N	M	M	N
3	M	M	M	M	N	M	N	M
4	M	M	M	N	N	M	N	N
5	N	N	N	N	N	M	N	N
6	M	M	M	M	N	M	N	M
7	M	M	N	M	M	M	N	N
8	M	N	N	M	N	M	M	M
9	M	N	N	N	N	N	M	M
10	M	N	N	N	N	N	N	N
11	M	N	M	M	N	M	M	N
12	M	N	N	M	M	M	N	M
13	M	N	N	M	N	N	N	N
14	M	M	M	M	N	M	N	N
15	M	M	M	M	N	M	M	M

16	M	M	M	M	N	M	N	M
17	M	M	M	M	N	N	N	M
18	M	M	M	M	N	N	M	M
19	M	M	M	M	N	N	M	M
20	M	N	N	N	N	M	M	N
21	M	M	M	N	N	M	N	N
22	M	M	M	M	N	M	M	N
23	M	M	M	M	N	M	N	M
24	M	M	M	M	N	M	N	N
Total (M)	23	16	16	18	2	18	9	12
Total (N)	1	8	8	6	22	6	15	12
Percentage (M)	96%	66.5%	66.5%	75%	8.5%	66.5%	37.5%	50%
Percentage (N)	4%	33.5%	33.5%	25%	91.5%	33.5%	62.5%	50%

Based on the data above, there were found three less complete components of the lesson plans that the Student Teachers found them difficult to develop; the material, the evaluation, and the media of each lesson plan. 91% of the lesson plans designed by the Student Teachers were less complete in term of material, there were only two lesson plans that met the requirements of curriculum 2013 in term of material; lesson plan number 7 and 12. 62.5% of them were less in term of evaluation, and 50% of the lesson plans were lack of completeness in term of media. Those components can be considered as the difficulties of the Student Teachers in designing lesson plans based on the curriculum 2013.

c) The Source of Problems in Designing Lesson Plan Based on curriculum 2013 (K-13)

Based on the interviews with the Student Teachers, it was found that there were two sources of problems in designing lesson plans based on the curriculum 2013 (K-13). Those problems were most due to Student Teachers unfamiliarity with the Minister of National Education Regulation in designing lesson plans based on curriculum 2013, and they lack training in designing K-13 lesson plans based on the regulation no. 22 year 2016 issued by the Minister of National Education.

Student Teachers as the candidates of real teachers also need to know the latest regulation in designing lesson plans to meet the requirement of curriculum 2013. They had to be well-taught about the current regulation from the Minister of National Education to meet the requirement of the curriculum, so they could design a proper lesson plans to make an active and efficient learning in classroom.

6) CONCLUSION

Based on the analysis, it was found that there were 1 lesson plan (4%) categorized as 'very poor', because it did not meet the requirements of K-13 lesson plan with least of completeness, 6 'poor' lesson plans (25%) with less completeness, 17 'good' lesson plans (71%) with most completeness, and no lesson plans with completeness more than 80% (0%). So from the data above it was found that most of the student teachers were capable of designing the good lesson plans based on the requirements of curriculum 2013 (K-13).

The data also showed that none of the lesson plans reached 80% of completeness, which means that none of them is categorized as 'very good'. Three components of the lesson plans were found by Student Teachers difficult to develop: the material, the evaluation, and the media of each lesson plan. 91% of the lesson plans designed by the Student Teachers less complete in term of material, 62.5% of them lack in term of evaluation, and 50% of the lesson plans lack of completeness in term of media.

There were two points that could be considered as the source of problems in designing lesson plans based on curriculum 2013 by the Student Teachers from English Department, Faculty of Teacher Training and Education, University of Mataram. They are; first, most of the Student Teachers did not really know about the Minister of National Education Regulation no. 22 year 2016 about the process standard in designing lesson plans based on curriculum 2013, and second, they lack of training in designing curriculum 2013 lesson plans based on the regulation.

7) SUGGESTIONS

1) For the Student Teachers

Based on the result of the analysis of the ability, difficulties, and source of problem of the Student Teachers in designing lesson plans based on curriculum 2013, it is suggested that the Student Teachers understand and be well-informed about the Minister of National Education Regulation No 22 year 2016 about the process

standard in designing K-13 lesson plans. They are also expected to adequate training in designing lesson plans based on the regulations. The Student Teachers should pay more attention to some components of K-13 lesson plans that they still find difficult to be developed: learning material, evaluation/remedial/enrichment learning, and learning media/tools.

2) For the lecturers of English Education Department

From the data, it was found that there were still some problems for the Student Teachers in designing lesson plans based on curriculum 2013. So it is expected that the lecturers of any subject related to curriculum are expected to guide the Student Teachers in preparing their selves to teach in real school environment by giving any material needed, especially in teaching practices. In addition, the lecturers may give to the Student Teachers some training related to the way to design lesson plans based on the Minister of National Education Regulations.

3) For Further Researches

This research was limited to see the completeness of every component in the lesson plan. It is suggested that further researchers can analyze the components in the lesson plans more specifically using Likert Scales to know how good the Student Teachers are at writing every component in the lesson plan and to get a deeper discussion about K-13 lesson plans, such as: the learning material, learning media, and evaluation.

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