

Improved Ability to Teachers in Up a Plan of Learning (RPP) English through Training in State SMK Pidie Jaya

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Abstract: *This study aims to determine the percentage increase teacher capacity building in Pidie Jaya SMK in Developing a Lesson Plan (RPP) Curriculum 2013 through Supervision Training Model. in Developing a Lesson Plan Curriculum 2013. This study is held on one of the Vocational High School in Pidie Jaya, namely SMK 1 Trienggadeng. This research was conducted for three months from June to August 2017. The subjects were servant teachers who teach at SMK in Pidie Jaya 5 (five) and in collaboration with the Department of Education superintendent of Aceh province in the district of Pidie Jaya. Subjects were 5 (five) English teacher who taught at the State employee SMK All in Pidie Jaya. This is due to the results of interviews and previous studies as well as information on the deputy head of SMK Negeri 1 Bandar Dua that English teachers have never received any training on how to prepare a curriculum RPP 2013. Researchers apply the model of action research study, referring to the research model designed Kemmis the process cycle consists of four phases, namely designing activities (planning), action (action), observe (observation), and reflection (reflective). These stages are repeated until the problem is resolved. The result showed that the ability of teachers write lesson plans Curriculum 2013, in the first cycle (one) was 59.47%, and the second cycle (two) is 90%. The increase in the average value of teachers in preparing a lesson plan curriculum in 2013 was $59.47\% - 90\% = 30.53\%$. the results of questionnaire analysis of the attitudes of teachers indicate that teachers agree to write lesson plans Curriculum 2013 because of their professional abilities improved after getting training. In addition teachers are also able to write lesson plans whereby Curriculum 2013 Curriculum 2013 Lesson Plan is a guide for teachers to implement the learning process in a professional manner in the educational unit.*

Keywords: *Training, Capacity Building, Developing a Lesson Plan (RPP)*

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I. Introduction

Education is an important aspect of human life. The level of success in their own education is largely determined by the quality of the learning process. According to Ningsih (2008: 27-28), the main thing that should always be considered is how to create a quality learning process. Quality learning is learning that can create a learning environment that is challenging, fun, encourage exploration, given the successful experience and develop thinking skills. This will be achieved when teachers are competent in carrying out learning activities.

Adaptive teaching competency of teachers in SMK Pidie Jaya generally derived from non-education background. Resulting in the lack of teachers have pedagogical competence, it affects the ability of teachers to prepare a plan of action learning process. It is very important pedagogical competence dominated by teachers, in order to prepare a plan for learning activities to understand the syntax of learning activities, learners' character, the character of the subject matter, and methods suited to the subject matter.

The above problem is a reflection of the lack of supervision. This is the opposite of the Traffic cognitively teacher has mastered the material taught, but did not understand the give / teach the subject matter on learners. As a result, the material being taught is very difficult to be understood by students so that learning activities take place unattractive.

The importance of the role of teacher to the advancement of education, the government has determined that the teacher's job into a profession. This is in accordance with Law No. 14, 2005, article 1, paragraph 1, which states that teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students in early childhood, formal education, primary education and secondary education. Furthermore, Article 3 UUSPN No. 20 of 2003 states that the national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and

fear of God Almighty, morals noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

Teachers should understand well what to do in carrying out its duties and responsibilities as a teacher in the field of education. There are three main tasks that must be done by the teacher (a) learning plan, (b) implementing the learning, and (c) assess learning. Based on the three main tasks that must be done the teacher lesson planning plays a very vital role for the implementation and assessment of learning will be as good as the teachers to make the learning plan well. Instead teacher would fail to carry out learning and assessment of learning on learners if not well planned. This is in accordance with the opinion of Sagala (2010; 29) that in order to improve the quality of learning, educators began by constructing lesson plans that take the form of instructional design or lesson plans.

Preparation of the teaching program planning plays a very important in the development of curriculum, because decisive step in the implementation of learning and evaluation of learning for learners. Teacher made learning plan is a reference or guidelines concerning the activities to be carried out during the learning takes place. Sudjana (2012 : 34) also said that the learning plan is a draft of what will be done teachers in implementing the learning. In other words, the learning plan is a projection or estimate will be implemented teacher when the teacher teaches learners. Furthermore, he added that the teacher made lesson plans outlined in the form of Learning Implementation Plan (RPP). By making a complete lesson plans and teachers will be able to carry out systematic instructional activities become more focused and effective in achieving the learning objectives set.

Learning plan prior to the implementation of learning do become very important to do a teacher for learning will work effectively when prepared with good planning. Learning will not achieve its effectiveness if it was never designed or planned. Yaumi (2013: 4) states that the effectiveness of learning is a measure of the extent to which teachers are aware of their responsibilities.

If teachers fail to achieve the level of mastery required and the eventual implementation of the learning into effective learning. Learning planning as outlined in the RPP to be a barometer of whether the teacher's learning can achieve maximum results in the learning process of students to master the competencies taught both related to the mastery of attitude, knowledge, skills. Designed lesson plans teachers should be focused on how the teachers' efforts to be made in selecting and determining the appropriate steps so that it can be applied in carrying out the study. The determination of the appropriate measures should be designed to drive learning activities that can make the learners gain the maximum learning experience for the implementation of learning implemented. Sagala (2010: 31) states that the learning experience will train students to master the skills that match the material being studied.

The learning experience indicates learning activities which do learners to interact with the learning objects to achieve basic competence, and can be chosen according to their competence, and can be accomplished in the classroom and outside the classroom. Furthermore Sagala also said that the shape of the learning experience can be demonstrated, practiced, simulate, conducting experiments, analyzing, applying and others. Teachers should be able to create or design a lesson plan that can make the students actively involved in learning a credible form. The main purpose of the preparation of the RPP is how efforts to do so as the implementation of quality learning activities for students.

The studies described above can be concluded that learning is the most important part of planning that must be done or made teachers to the implementation of the implementation of quality learning. Learning planning as outlined in the RPP must be made in a complete and systematic so that the implementation of learning can be held optimally for learners. Teachers will not get the most out of the learning activities conducted prior to implementing learning if the teacher does not create a good learning plan. Sudjana (2012: 35) states that being a great mistake when implementing learning teachers do not bring RPP especially if the teacher does not make the lesson plan.

The fact that is found today still a lot of teachers in the educational unit that does not have sufficient capacity to draw up a complete lesson plan and systematically. The lack of the ability of the teacher is motivated by several factors, among others; (1) lack of understanding of the importance of the role of teachers' lesson planning. Teachers are still many who think that the RPP as administrative requirements merely to be prepared for the benefit of supervision both by the principal or supervisor is not for the benefit of the implementation of learning activities so that there are some teachers who select the shortcut to have RPP such as copying directly (Copy Paste) from colleagues other schools, publishers of books, the internet, and so forth; (2) less optimal implementation of the academic supervision of activities carried out by the superintendent of schools in the guide and nurture teachers to improve their skills in preparing the RPP. Teachers rarely get planned and ongoing guidance from supervisors on how to prepare lesson plans in accordance with the required standards applicable curriculum; 3) teachers rarely get the chance to attend upgrading courses or about how to develop lesson plans. If teachers are given the opportunity to participate in training activities or training preparing lesson plans teachers will gain a good understanding of how to construct a complete and systematic RPP; and (4) The school

superintendent rarely examine in detail whether teacher-made lesson plans in accordance with the standards established if not appropriate, the supervisor is obliged to guide teachers to enhance the RPP made.

This is in line said by Sudjana (2012: 35) that the supervisor should check or check whether all the components in the RPP has been listed in accordance with established standards, and the supervisor must remind the teacher that made a complete and systematic RPP. If teachers do not understand it is the duty of the school superintendent to direct and explain to the teacher.

Teachers are required to have sufficient capacity to be able to compile a complete and systematic lesson plans so that the learning process can be accomplished in accordance with the demands of the curriculum. New curriculum, the curriculum in 2013 also demanded that teachers should have the ability to compile a complete and systematic RPP. As stated in the Permendikbud No. 56 of 2013 relating to the standard process that every educator is obliged to draw up lesson plans complete and systematic so that the learning interactive, inspiring, fun and challenging, motivating the students to actively participate and provide enough space for innovation, creativity and independence according with their talents, interests and physical and psychological development of learners.

SMK in Pidie Jaya is a limited number of schools in the province of Aceh that have been given the opportunity to implement the curriculum of 2013. Success or failure of the implementation of the curriculum 2013, certainly is not released from how the efforts of teachers in implementing the curriculum into the learning process in the classroom. One of the most important efforts to be done by teachers before the learning process is done is to create or arrange learning planning in accordance with the demands of the 2013 curriculum. Teachers should be able to design a learning plan which refers to the components, systematics, and the principles of curriculum development RPP, 2013, in order to the learning process is carried out in accordance with the demands of the curriculum class of 2013.

the implementation of the curriculum in 2013 at SMK Pidie Jaya has not been implemented optimally. It can be seen from the process of learning the curriculum as expected by 2013. One main reason is the teachers do not yet have sufficient capacity to make a lesson plan that is in accordance with the demands of the curriculum, 2013.

Based on the results of initial studies conducted by researchers, teachers -Teacher SMK in Pidie Jaya yet have adequate ability in preparing the curriculum RPP 2013 is complete and systematic. It is based on: (1) According to interviews with several English teacher SMK Pidie Jaya, data showed that there was only one person an English teacher who has been training curriculum in 2013, According to the teacher that the training they follow have not reached the stage equip teachers on how to prepare a lesson plan curriculum 2013, so even though it has got a debriefing curriculum in 2013 but technically he is still confused as to draw up lesson plans the curriculum in 2013, especially English in addition to that, the interview with the vice principal of curriculum areas in SMK Negeri 1 Bandar Dua District Pidie Jaya stated that not only English teachers alone but there are about 40% of teachers of other subjects also experienced the same thing which is evidenced by collecting RPP only about 40% of teachers alone the rest not because the teacher gave the reason that they are not yet fully understand how create a lesson plan curriculum, 2013, (2) the results of the analysis of the documentation against RPP subjects English Language Curriculum 2013 is being collected, the data obtained: (a) the RPP made the teacher has not fully describe the characteristics of the learning curriculum of 2013, (b) RPP made the teacher has not complied with the components and systematic lesson plan curriculum, 2013, (c) teachers do not yet have adequate ability in developing components of RPP English curriculum in 2013, for example, the lack of ability of teachers to: (1) make the identity of the Subject, (2) formulating the indicators, (3) formulate learning objectives, (4) pick teaching materials, (5) selecting learning resources, (6) selecting a model of learning, (7) designing learning scenarios, and (8) makes the assessment forms the curriculum in 2013, and (d) a lot RPP held by teachers is the result of the work of others (copy paste).

Referring to the problems that have been raised earlier about the importance to Enhancing the ability of teachers in preparing lesson plan curriculum in 2013 fully and systematically so that the implementation process of quality learning for learners in the educational unit it is necessary to no effort seriously and planned to do to the professional competence teachers to develop optimally, particularly those associated with the ability of teachers write lesson plans.

Through this study, researchers give professional assistance to teachers of English SMK Pidie Jaya in improving their ability to prepare lesson plans Curriculum 2013 is complete and systematically under the supervision of the Academic Supervision shape. There are many alternatives for professional help or guidance teacher can do to improve the professional competence of teachers such as through training, workshops, training, coaching, in-service education, pre-service, in-house training, lesson study, on the job training, etc. ,

Teacher coaching model chosen in this study is the Achievement Motivation Training, training is meant here that education and training in a coaching model that teachers can use to help teachers find the best solution to the problems faced in their respective field of work. The problems in this research is the problem

faced by teachers of English SMK Pidie Jaya district that do not have sufficient ability to draw up a complete lesson plan curriculum 2013 and systematically.

Based on the issues raised above, the problem in this study is whether through activities to improve the ability of teachers SMK Pidie Jaya in compiling Learning Implementation Plan (RPP) curriculum in 2013 in a complete and systematic?. The aim of this research was to determine the training activities to improve the ability of teachers SMK Pidie Jaya in compiling Learning Implementation Plan (RPP) curriculum in 2013 in a complete and systematic.

From this research, the expected future benefits are as follows: a) for teachers of English, this study is expected to provide motivation and encouragement for the English teachers, so as to empower and develop the profession as well as the competence of teachers of English SMK Pidie Jaya; b) the working group principals (MKKS), may be a picture and report these operational measures in an effort to develop the profession and competence of teachers, so we hope to continue to be given support, encouragement and facilities in training activities; c) for principals, as inputs to determine the policy to improve the English teacher work commitment in implementing the learning tasks, so as to achieve the goals expected; d) for school inspectors, research is expected to appeal to the superintendent of schools in the guide, nurture, train, and evaluate the performance of the English teachers SMK Pidie Jaya.

II. METHODS

This study was conducted in public schools Pidie Jaya namely SMK N 1 Bandar Baru, SMK N 1 Bandar Dua, SMK N 1 Trienggadeng and SMK N 1 Ulim. It took three months, from June until August 2017. The subjects in this study were determined by means of purposive items, namely the technique of Determining with certain considerations (Sugiono, 2008: 85). Those who Become the subjects in this study were 5 English teachers in state vocational Pidie Jaya. Research design used here is school action research referring to Kemmis research models and is designed with two cycle processes. Each cycle consists of four phases of activities: planning, execution, observation and reflection.

1) Data collection techniques in this action research is a questionnaire, observation and assessment RPP study are as follows: a) the questionnaire used to obtain preliminary data on the ability of preparing lesson plans; b) observation is used to collect data relating to the activities of participants organized RPP Training Curriculum 2013 in activities; c) evaluating the RPP study used to assess the RPP made teachers. 2) data collection tool in the study of these actions as follows: a) in the form of a booklet questionnaire pre-test and post-test related to the teacher's knowledge of how to prepare a lesson plan curriculum, 2013; b) observation using observation sheet activities of teachers in the preparation of RPP Curriculum 2013 in training activities; c) Assessment focused on the ability of teachers to complement the existing components in the curriculum lesson plan format in 2013, as a component; a) the identity of the subjects; b) the formulation of indicators; c) the formulation of learning objectives; d) the assessment of teaching materials; e) learning scenarios; and f) forms of assessment; 3) a data analysis technique is by using quantitative methods with techniques percentage by the formula: $\text{final score} = \frac{\text{total acquisition score}}{\text{maximum total score}} \times 100$. 4) The criteria of success of the action on this study can be seen from the fulfillment indicator-indicators as follows: 1) increase the ability of teachers to write lesson plans (RPP) curriculum in 2013 occurred in each cycle of action; 2) the acquisition value of the RPP study made teachers have reached the minimum limit value set at 80 .; 3) 80% of the existing number of subjects have reached the minimum limit set value.

III. Results And Discussion

Description Initial Condition

Based on interviews with the school superintendent Pidie Jaya dated January 25, 2017 data showed that in general the ability of teachers is very low, especially in the context of learning plan. The data is reinforced by the results of pretest at the first meeting on 5 June 2017. It can be seen from the average ability of teachers to prepare lesson plans in the pre-cycle only reached 47.72% with less category. From these results it can be concluded that the ability of English teachers in preparing lesson plans are still lacking. It is seen mainly in the aspect of the identity of 80.00% subjects, aspects of learning indicators 66.67%, aspects of the formulation of learning objectives by 63.33%, aspects of choosing teaching materials amounting to 33.33%, the aspect of selecting learning resources by 33 , 33%, choose the model of learning aspects of 33.33%, the aspect of designing learning scenarios by 53.33% and amounted to 35.00% assessment aspects.

Description Results Cycle 1

Cycle I is held from June 1, 2017 until July 10, 2017, with a series of activities carried out systematically from planning (planning), implementation (action), observations (observation) and reflection (reflection).

Results Cycle 1 meeting one of the results of observations of the teachers' understanding SMK in Pidie Jaya in understanding the material presented by researchers together with the supervisor are: (a) teachers

understand how to prepare a lesson plan curriculum together researchers in 2013 described the supervisor is 42.53% (not good), (b) teachers understand the learning assessment form curriculum in 2013 described joint research supervisor is 50.40% (unfavorable), (c) teachers understand the scientific approach described joint research supervisor is 40.92% (unfavorable), and (d) teachers understand the learning models described joint research supervisor is 68.80% (pretty good). The average value of teachers SMK in district Pidie Jaya understand the material presented joint research supervisor is 44.22 (less good).

Results Cycle 1 second meeting of the observation of a teacher's ability Pidie Jaya SMK curriculum prepare lesson plans in 2013 are: (a) teachers write lesson identity is 80% (good), (b) teachers formulate lesson indicator is 68.89% (pretty good) (c) teachers formulate learning objectives was 60% (pretty good), (d) teachers understand selecting teaching materials are: 43.33% (unfavorable), (e) teachers choose teaching resources is 40% (less good), (f) the teacher chooses learning model is 83.33% (excellent), (g) teachers create learning scenarios is 64.44% (pretty good), and (h) teachers make learning assessment was 45% (less good). The average value of a teacher's ability Pidie Jaya SMK is 58.60 (less good).

Results 1 meeting cycle 3 of the observation of a teacher's ability Pidie Jaya SMK curriculum prepare lesson plans in 2013 are: (a) the identity of the teachers write lesson is 73.33% (pretty good), (b) teachers formulate lesson indicator is 66.67% (pretty good), (c) teachers formulate learning objectives was 70% (pretty good), (d) teachers choose teaching material is 53.33% (unfavorable), (e) teachers choose learning resources is 60% (pretty good), (f) the teacher chooses learning model is 56.67% (unfavorable), (g) teachers create learning scenarios is 68.89% (pretty good), and (h) teachers make learning assessment is 46.67% (not good). The average value of a teacher's ability Pidie Jaya SMK curriculum prepare lesson plans in 2013 was 60.35 (pretty good).

Some of the disadvantages that occur during the execution of the cycle 1 that lead teachers have not been able to achieve mastery minimal set was motivated by several factors, namely: (1) curriculum in 2013 a new curriculum where teachers' understanding of the curriculum is still lacking, especially related to how to prepare lesson plans. Teachers are still confused with the materials presented by researchers and school inspectors, such as how to prepare a lesson plan material, shape curriculum in 2013, scientific approaches and models of learning. Based on the result of reflection, the researchers determined that the ability of teachers SMK in Pidie Jaya in preparing the RPP curriculum in 2013 has not met the minimum completeness, it is necessary to proceed to the next cycle or cycles 2.

Description of Research Results Cycle 2

Cycle 2 is held from July 12 2017 until August 7, 2017, with a series of activities carried out systematically from planning (planning), implementation (action), observations (observation) and reflection (reflection).

On reflection cycle 2 meeting one of the results of observation of teachers' understanding SMK in Pidie Jaya in understanding the material presented by researchers together with the supervisor are: (a) teachers understand how to prepare lesson plans Curriculum 2013, which are described researchers together supervisor is: 88, 53% (good), (b) teachers understand the learning assessment form curriculum in 2013 described joint research supervisor is 83.73% (excellent), (c) teachers understand the scientific approach described joint research supervisor is 80.60% (both), and (d) teachers understand the learning models described joint research supervisor is 76.80% (pretty good). The average value of teachers SMK in Pidie Jaya in understanding the material presented by researchers together with the supervisor was 83.89 (good).

On reflection cycle 2 meeting 2 of the observation of a teacher's ability SMK in Pidie Jaya in preparing the RPP curriculum of 2013 were: (a) the teacher wrote down the identity of the subjects was 100% (very good), (b) teachers formulate indicators of learning is 82, 22% (good), (c) teachers formulate learning objectives is 93.33% (very good), (d) teachers choose teaching material is 80.00% (excellent), (e) teachers choose learning resources are 76.67% (good), (f) the teacher chooses learning model is 96.67% (very good), (g) teachers create learning scenarios is 95.56% (very good), and (h) teachers make learning assessment is 83, 33% (good). The average value of a teacher's ability SMK in Pidie Jaya prepare RPP was 87.37 (good).

In the second cycle of reflection 3 meeting of the observation of a teacher's ability SMK in Pidie Jaya in preparing the curriculum RPP 2013 were: (a) the identity of the teachers write lesson is 93.33% (very good), (b) teachers formulate lesson indicator is 93, 33% (very good), (c) teachers formulate learning objectives is 96.67% (very good), (d) teachers choose teaching material is 100% (very good), (e) teachers choose learning resources is 73, 33 (good), (f) the teacher chooses learning model is 99.67% (very good), (g) teachers create learning scenarios is 91.11% (very good), and (h) teachers make learning assessment is 95, 00% (less good). The average value of a teacher's ability SMK in Pidie Jaya in preparing the curriculum RPP 2013 is 92.63% (very good).

From the results of the implementation of the second cycle can be concluded (a) in the first meeting, teachers' understanding of the material presented has reached the minimum threshold set by the acquisition of an average value of 83.89 (good), (b) at the second meeting, the ability of teachers RPP compiled Curriculum 2013

has reached the minimum threshold set by the acquisition of the mean value of 87.37 (good), and (c) at the meeting of 3, the ability of teachers write lesson plans Curriculum 2013 has reached the minimum threshold set by the acquisition of the mean value of 92 , 63 (very good).

Based on the results of this reflection on the second cycle, the researchers concluded that the preparation of the RPP curriculum by teachers SMK 2013 in Pidie Jaya has met the specified minimum completeness and does not need to be continued in the next cycle.

IV. Conclusion

From the results of research and discussion that has been done, the researcher can provide the following conclusions: 1) the ability of teachers prepare lesson plans through training increased significantly from cycle 1 to cycle 2. The average value in cycle 1 was 59.47 increased to 90, 00 in cycle 2. 2) the results of the action research schools found that training can improve significantly the ability of teachers in preparing lesson plans English Curriculum 2013 through training activities.

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