



Teacher professional education coaching to produce high quality lesson plan

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2021-03-06 Revised: 2021-03-22 Accepted: 2021-04-06 Published: 2021-04-19</p> <p>Keywords Coaching Quality lesson plan Teacher Professional Education</p>	<p><i>The real condition in the SMPN 4 Malang portraying the struggle of some Teacher Professional Education program (Program Profesi Guru/PPG) graduates in understanding the K-13 based curriculum, its planning the lesson plan and implementation in their class. This article aims to describe the community service activities teacher professional education coaching to produce high quality lesson plan. The Community Service team reaches out their hands to answer their needs by constructing a coaching and mentoring program in three phases, initiation, implementation and evaluation. Initiation process was done through seminar and focused group discussion, whereas the implementation focused on assisting the revised lesson plan and evaluating the document with the constructed evaluation instrument, then lastly evaluation was done in the microteaching and reflection stage. The results shows that the teachers were already aware of the process standards and content standards of lessons plan, in facts there were still some components that in practice didn't written properly. Besides, there were also some parts of the lesson plan contents which didn't match each other. To sum up, after this project, it is highly expected that the PPG graduates' teachers in SMPN 4 Malang have less difficulties in understanding the government education regulation, in order to plan a more attractive and productive lesson as well as generate self-evaluation tool for further analysis or study. It is suggested to teachers to upgrade their lesson plan by implementing STEAM approach, 4Cs skills and using innovative teaching methods, besides the teachers still need good knowledge and practice in implementing sorts of online teaching platforms.</i></p>
<p>Kata kunci Pembinaan Rencana pelajaran yang berkualitas Pendidikan Profesi Guru</p>  	<p>Pembinaan pendidikan profesi guru untuk menghasilkan RPP yang berkualitas. Kondisi riil di SMPN 4 Malang menggambarkan perjuangan sebagian lulusan Program Pendidikan Profesi Guru (PPG) dalam memahami kurikulum berbasis K-13, perencanaannya, RPP, dan implementasi di kelasnya. Artikel ini bertujuan untuk mendeskripsikan kegiatan pengabdian masyarakat pembinaan pendidikan profesi guru untuk menghasilkan RPP yang berkualitas. Tim Pengabdian Masyarakat mengulurkan tangan untuk menjawab kebutuhan mereka dengan menyusun program coaching dan mentoring dalam tiga tahap yaitu inisiasi, implementasi dan evaluasi. Proses inisiasi dilakukan melalui seminar dan diskusi kelompok terfokus, sedangkan pelaksanaan difokuskan pada pendampingan revisi RPP dan evaluasi dokumen dengan instrumen evaluasi yang dibangun, kemudian evaluasi dilakukan pada tahap microteaching dan refleksi. Hasil kegiatan menunjukkan bahwa guru sudah mengetahui standar proses dan standar isi RPP, pada kenyataannya masih terdapat beberapa komponen yang dalam praktiknya tidak ditulis dengan baik. Selain itu, terdapat pula beberapa bagian isi RPP yang tidak cocok satu sama lain. Kesimpulannya, setelah adanya kegiatan ini, diharapkan para guru lulusan PPG di SMPN 4 Malang mengalami tidak lagi kesulitan dalam memahami peraturan pendidikan pemerintah, guna merencanakan pembelajaran yang lebih menarik dan produktif serta menghasilkan alat evaluasi diri. Untuk analisis atau studi lebih lanjut, disarankan kepada guru untuk meningkatkan RPP mereka dengan menerapkan pendekatan STEAM, keterampilan 4Cs dan menggunakan metode pengajaran yang inovatif, selain itu guru masih membutuhkan pengetahuan dan praktik yang baik dalam menerapkan berbagai platform pengajaran online.</p> <p>Copyright © 2021, Sabilah et al This is an open access article under the CC-BY-SA license</p> 

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INTRODUCTION

Teachers nowadays supposed to leave the conventional ways of teaching. The new demands offer the teachers to facilitate the students with teaching practices based on the advancement of globalization era. The globalization affects educational transformation and the process of teaching and learning should maintain the integration of teaching strategies contained critical thinking, creativity, communication, collaboration (4C). The aspects mentioned are the characteristics of 21st century skills. The 21st century skill refers to an advancement of today's class which involve comprehensive understanding and performance of literacy. Rather than an all-inclusive single literacy, teachers must accept the changing and flexible nature of literacies that address areas as diverse as technology, multimedia, relationships and culture (Kartadinata, 2010). These areas, in turn, require the classroom to be a space capable of addressing the increasing multiplicity and integration of different modes of meaning-making, where the textual relates to the visual, the audio, the spatial, and the behavioral.

Quality learning and of course quality teachers are the demands of the Sustainability Development Goals (SDGs), which are a response to the needs of the 21st century (Lai & Peng, 2020). This is clearly stated in SDGs point 4, namely Quality education (Chisingui & Costa, 2020). Apart from the new demands of 21st century skills, not all high school teachers in Indonesia fully aware about it and still teaching conventionally. They often expressed frustration over the wide range of language and academic levels and the fact that they received limited Professional Development (PD) or in-service training on how to access materials. Furthermore, it necessary to introduce and promote the proper PD which meet the characteristic of 21st century skills. Encountering the changing needs of students in the 21st century of teaching and learning, teachers have to pursue professional development. Teachers have to do this by assessing and reexamining their teaching preparation and practices. They also need to take the responsibility for their professional development in their teaching. In addition, teachers' need a wide variety of ongoing opportunities to improve their skills. Bolam (2000) states that Teacher Professional Education (TPE) also known as "in-service" or "teacher education" is the instruction provided to teachers to promote their development in a certain area (e.g., technology, reading instruction, and subject mastery).

Despite the teachers' awareness to develop their professionalism, it is also the schools' policy which aim to ensure that teachers continue to strengthen the teaching practice throughout their career. School systems use a variety of schedules to provide this collaborative learning and work time for teachers. The most effective professional development engages teams of teachers to focus on the needs of the students, so that teachers learn and problem solve together in order to ensure all students achieve success. There are so many types of TPE that have been provided from time to time.

Based on the most current study conducted by Lissari, TPE or Program Profesi Guru (PPG) in University of Muhammadiyah Malang has offered comprehensive plan to improve high school teachers' capacity in teaching preparation, implementation, and evaluation (Lissari, 2018). The program has been initiated in various forms of activity, such as imprinting professional character as teachers, improving positive impact on teaching activities in classroom, developing skilled teachers with excellent ICT knowledge and usage, shaping a good teacher motivator. However, not all PPG graduates absorbed all the materials and training optimally. They still need further guidance and assistance in evaluating the documents and lesson plan before beginning their classes.

SMPN 4 Malang is one of the progressive junior high school participants of PPG program that put more concerns on this problem. Based on the preliminary meeting and informal interview with the head master and several PPG graduates teaching at the respective school, they admitted that PPG graduates still had some hindrances in understanding the change of education regulation and the implementation of modified K-13 based curriculum. Not less than three PPG graduates teach in each grade. More than half of them said that they improved their knowledge and strategies in teaching upon PPG graduation yet they still lack in planning and recording what happened in the classroom as reflection phase for further analysis. Most of them suggested the team to help them with document analysis as well as evaluation practice in order to comprehend the curriculum implementation better.

A coaching program for the preparation of lesson plans and teaching practices for certified junior high school teachers is proposed, based on the RPP standards designed by Regulation of the Minister of Education and Culture (so forth RMEC) No. 22/2016 using a scientific approach and 4C. SMPN 04 Malang is a school that is deemed strategic as it is located in the heart of Malang and is popular with the community. With a total of 45 teachers, there are 30 teachers who have been certified. Therefore, amongst 30 teachers at least 70% of them (21 teachers) still face problems in writing lesson plan. It can be seen from the RPP documents that some elements do not match each other and not all the contents match with the forms refers to RMEC No. 22/2016. Otherwise, teachers RPP are still do not fulfil the criteria of good RPP that suggested to be based on 21st century teaching and learning. Hence, the need of writing RPP based on Regulation of the minister of education and culture and 21st teaching and learning coaching is urgent to be conducted at SMPN 4 Malang. Therefore, the community service team of English Language Department-UMM will take action on that urgent problems.

Based on the situation analysis, the problems of the PPG teachers in the school partner were first teachers' limited internalization of the education regulation, especially for the updated or new regulations for secondary school learning, resulting in lower confidence to deliver the lesson. Referring to the preliminary informal interview with the teachers, most had difficulties in understanding the revised regulation, not to mention the implementation of the regulation in their teaching practice (RMEC No. 22/2016). The limited comprehension led to further difficulty in designing lesson plan and other teaching devices.

Teachers experienced higher challenge in adjusting the knowledge standard with its basic competence and learning indicators in the current format of the lesson plan. The lesson plan should also include teaching methods and procedures suitable to the learning objectives and learning materials which could be another hindrance for the teachers. The end product of the lesson plan covers the assessment scenario where the teachers found it problematic in selecting the most suitable one. Hence, it is deemed urgent to provide assistance and guidance as well as evaluation to elevate the problems in designing quality lesson plan according to current education regulation for secondary school level.

The identified problems are analyzed based on some following issues. Professional high school teachers according to Law No. 14 of 2005 have to acquire an S1 or D-IV education degree plus professional education in accordance with their educational and non-educational backgrounds. Teachers are required to always consider the changing trends and demands of education in the future, with the character of students who are more likely to be quick in moving their learning needs (Evans, 2006; Lee et. al., 2015) and for this reason the design of teacher professional education is divided into PPG for those with an educational background of S1 and professional education of teachers with a non-educational background. This is done to facilitate the needs of diverse future needs.

The most common strategy chosen by the government has been the Training of Trainers (ToT) model. Teachers who have successfully participated in this training are supposed to train other teachers. However, Flint, Zisook, and Fisher (2011) suggest that this ToT model of TPE is not effective in contributing to teachers' learning. Widodo et al. (2006) conducted a study with science teachers at three districts in West Java Province and found a similar result. This study found that only around 50% of teachers applied what they had learnt in TPE, with only 27% of them applying it for more than one year. Since 2006 there has been an initiative to adopt a Japanese TPE model called Lesson Study (Saito et al. 2006), which is considered effective for improving teaching processes and student achievements (Firman 2010). Even so, Firman (2010) warned against a backwash phenomenon. Without sufficient support from the school and the supervisors, innovations will not be sustained. Moreover, adaptations are needed before applying it to the Indonesian context. For example, two models of Lesson Study (school based and subject matter based), adopted from Japan and introduced in Bandung and Sumedang (two districts in West Java Province), have been found difficult to apply in Kalimantan, where schools are isolated and transportation is an issue (Widodo et al. 2010).

The current TPE provided by Indonesian government is PPG, the specific purpose of this program is to develop professionalism periodically and continuously, produce teachers who have various competencies in the implementation and design of teaching, assess learning evaluations, provide guidance and training to students when conducting research, and finally follow up on the results of the assessment of ongoing learning activities. However, following the others TPE that had been applied, there are pros and cons arises in PPG program. A survey on the impact of participation in TPE on teaching practice has identified four weaknesses in the existing forms of TPE (Widodo et al. 2006). First, although there are a number of programs, they involve a limited number of teachers, many of whom participate in several programs. Second, TPE is usually top down, with predetermined subjects, strategies, instructors and timetables. As a result, many problems faced in teaching practice remain unsolved. Third, conducting TPE programs at training centers means teachers have to leave their schools and classes are left without teachers. Finally, schools do not provide sufficient support for the teachers to apply the innovations they learn during TPE. As Watson and Manning (2008) suggested, in-school support is required for teachers to implement what they learn from TPE.

Guidance and professional development of teachers and school staff are carried out based on the needs of institutions, groups, and individual teachers and staff themselves. From an institutional perspective, the development of teachers and staff is intended to stimulate, maintain, and improve the quality of staff in solving problems which arises in particular areas. It also goes on to say that teacher development based on institutional needs is important, but what is more important is based on the individual needs of teachers and staff to undergo the professionalization process. Due to the substance of study and the learning context always develop and change according to the dimensions of space and time, the teacher is required to always improve their competences.

The design of PPG program that refers to content- based and content-specific pedagogy has long been stated by Shulman (1987), stating that a professional teacher needs to have good knowledge and ability in Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge will be successfully demonstrated if the teaching and learning planning is perfectly constructed too. As agents of change, teachers should continue to develop their teaching ability in the classroom and practice their skill to design learning, one of which is by always evaluating learning devices that have been and will be used to meet the standards of quality teaching (Shulman, 1987). A teacher must be familiar with alternative concepts and difficulties that will be faced by students with diverse backgrounds and be able to arrange,

organize, run and assess subject matter, all of which are summarized in the learning planning, which is formed in a measured Learning Implementation Plan (Uno: 2007).

Since Teacher Professional Education is considered as a program to meet the needs of a professional teacher through a consecutive approach, the aim of which is to integrate the knowledge of teaching materials and pedagogical knowledge (Kartadinata, 2010). There is an opinion which states that some PPG participants who follow the consecutive approach program, their pedagogical skills and learning design still need to be improved. The same thing happened to some PPG graduates who are now working at high schools in Malang city, Indonesia. State Junior High School 4 Malang (SMPN 4 Malang), is one example where the graduates of this program still need guidance, as evidenced by the initiation of the Principal to ask for help from the Community Service Team to evaluate and perfect the lesson plans that will be applied in class. This initiation is important and is considered a brilliant step to ensure that students receive quality education from PPG graduates who have worked in the real professional environment, in this context at SMPN 4 Malang. This article aims to describe the community service activities teacher professional education coaching to produce high quality lesson plan.

METHOD

Initiation

During the initiation process, the Community Service Team met the school headmaster and the teachers who already joined PPG program to identify practical problems faced in the field. The SMPN 4 Malang headmaster and six PPG teachers concluded two major problems, the understanding of currently revised regulation for curriculum change and lesson plan development. According to the head master and the teachers, the most critical problems which need prior solution is preparing the lesson plan and micro teaching by referring to the RMEC No. 22/2016. The team asked for cooperative collaboration to help solving the problems by the following the design of community service program that propose at this present.

The first step was to conduct a brief seminar on the current education regulation change to improve PPG teachers' understanding and awareness of the decree. The seminar was supported by a focused group discussion to deeply analyze what they have learnt and what were available in their implemented lesson plans. This activity was conducted in one day seminar and FGD. In the initiation session, the team delivered evaluation instruments and evaluation indicators to the PPG teachers to perfect their lesson plans.

Implementation

This part is very important to present because the main procedures of coaching In the implementation stage, the PPG teachers were divided according to their teaching grade, one group represented grade VII, one group deputized grade VIII, and the other represented grade IX. Each group consisted of five PPG teachers with one group captain. The captains from the three groups acted as the coordinators of the discussion as well as during the revision and submission.

Each group was given fourteen days to revise their lesson plan, to evaluate his/her own writing, then to submit the revised products. One Community Service Team (CST) member was responsible to assist one group. The CST had some other fourteen days after the first submission to review, comment, edit, or suggest the betterment for the lesson plans with the teachers' consent. During the review process, the CST visited the school twice a week to provide ample discussion time for further microteaching activity. On the schedule when the revisited lesson plan is ready, then the teacher will do micro teaching. Micro teaching in this case is practice teaching by implementing the teacher lesson plan and it takes about 30 minutes teaching completed with 15 minutes comments from reviewer (CST) and 10 minutes comments and suggestions session from other teachers. In conducting the sessions of seminars, lesson plan consultations and micro teaching, a head master will join actively till the programs finish and evaluated together.

Evaluation

Upon the completion of the reviewing process, the revised lesson plans were re- submitted and re-evaluated by the CST members. When the lesson plans have met the criteria of quality teaching device, microteaching was done per group. The CST observed and provided insightful feedback for the lessons. The final product of the lesson plans was compiled as the school assets.

Partner institution's participation

Partner institution in this project will contribute in the following roles: (1) Sharing information related to the problems for the preliminary study or situation analysis; (2) Providing access to information or documents in order to give the project team insight into the making of the instruments; (3) Providing seminar room and facilities such as LCD Projectors, Board and Marker, and other stationaries; (4) Taking part in the sessions of the program; (5) Involving in the

evaluation process of the program; and (6) Maintaining the implementation of the proposed solution after the program ends.

On the other hands, partner institution, in this case teachers will actively following the programs, such as; (1) Involve as an active participant in following seminars and discussions the RMEC no 22, 2016. (2) Actively join FGD to formulate suitable model of lesson plan for SMP level. In this period, the CST also initiate to give a model of one-page lesson plan to examine and analyze together. One-page lesson plan (commonly mentioned as one-page RPP) is a new paradigm in education that is proposed by the Minister of Education and Culture in 2020. Therefore, one day when the decree about the using of one-page RPP is released, the teacher will be ready. (3) Actively involved in writing lesson plan according to their periods of teaching. (4) Prepare to be ready to teach in micro teaching session and supervised by CST and other teachers. There are 15 teachers who will involve in this project, five teachers from each grade. One group of teachers will be assisted by at one team of CST intensively. Meanwhile, the projects that will be done together, involved with a Head master are seminars, FGD and evaluation.

Summary of the process

On February 5, 2020, the team coordinated with the headmaster and PPG teachers in SMPN 4 Malang and was warmly approved since the addressed problems suit their needs. During the meeting, the team, the headmaster, and the teachers collaboratively planned the community service process as follows (Table 1).

Table 1. Planned schedule for implementing community service

No	Agenda	Time
1	Seminar and Focused Group Discussion	First week of August, 2020
2	Distribution of Evaluation Instrument	Third week of August, 2020
3	First Lesson Plan Submission	Second week of Sept, 2020
4	Lesson plan evaluation by the CST and self-evaluation: direct coaching twice a week	Last week of Sept, 2020
5	Second Lesson Plan Submission (Re-Submission)	Second week of Oct, 2020
6	Microteaching session	Last week of Oct, 2020
7	Lesson Plan compilation and display	First week of Nov, 2020

RESULTS AND DISCUSSION

Preparation

In preparing the project, there were some activities conducted and the documents were attached in this project reports. The activities were as follows: (1) Sent a letter of agreement to the headmaster SMNP 04 to start the program (Figure 1). (2) Made an appointment to talk about the program. (3) Conducted discussion with the Head master. It was conducted at 7th, August 2020. The discussion was about to explain to the Headmaster about the program, the procedures, FGD, monitoring and evaluation, output, and reflection. Besides, the discussion was also to get the agreement of rights and obligation to both SMPN 4 Malang teachers and the teams. Herewith the documents of the discussion.



Figure 1. Coordination with the Headmaster of SMPN 04 Malang

The results of the discussion were: the agreement about the schedules such as, FGD, workshop, lesson plans submission, lesson plan revisions, teaching practice, monitoring and evaluation, and the reflections towards the program.

Implementation program

The implementation toward the program have been done in accordance with the schedule determined. The activities related to the program were FGD, Task-based program to prepare the lesson plan, reviews, lesson plan revisions, monitoring and evaluation, and the reflections.

Focus group discussion

The aims of conducted the FGD was to give clear understanding to the teachers about the program and also what to do from beginning to the end of the program. FGD was conducted at August, 19th 2020 attended by 10 teachers and the headmaster. Based on FGD, it was decided that there were 8 teachers who will involve in the program. They were 4 Bahasa Indonesia teachers from class VIII and 4 Teachers from class VIII and IX.

Workshop

Workshop was conducted in SMPN 04 Malang and there were attended by 8 teachers from SMPN 04 Malang and the teams of community service from University of Muhammadiyah Malang. The materials presented were as follow: (1) The theory of writing lesson plan, (2) RPP format, (3) practice and review on lesson plan, (4) Overview on the decree related to process standard and content standard, and (5) shown the instruments of assessing lesson plan and teaching practice. (see appendix 5, 6, 7).

The results of workshop were; teachers understand about the theory of writing lesson plan and aware about its format, teachers agree to make lesson plan both based of the format written in the RMEC No 22 Year 2016 and RMEC No 37 Year 2018 and one page lesson plan. The teachers aware of each components of lesson plan and how they connected each other. The products of teacher's lesson plan can be seen in appendix 8. Herewith the photos of FGD and the workshop.



Figure 2. FGD and workshop on writing lesson plan

Teacher's lesson plan

There were twelve lesson plans collected from the SMPN 04 teachers, they were six lesson plans from English teachers and six lesson plans from Bahasa Indonesia teachers. Twelve lesson plans were collected by the teachers before being reviewed by the experts and another 6 lesson plans were collected after the lesson plans had been reviewed by the expert and ready to implement in the teaching practice sessions.

The first review toward lesson plans were in the following corrections: (1) the indicators sentences. The operational verbs were not specific and measured. The revisions were also in terms of developing other indicators of learning that

were suggested to reflect HOTS teaching and learning, using 4C (critical thinking, creativity, collaboration, and communication) and using bloom taxonomy levels C3 and above. HOTS is defined as an incision among the three top levels of ability in the cognitive dimension (analyzing, evaluating, creating), and 3 levels of knowledge dimension (conceptual, procedural, metacognitive) (Anderson & Krathwohl, 2001). Therefore, HOTS activity is important to help stuents to get ready for solving problems, acclimatizing themselves in a new atmosphere, and making decisions about a particular problem, (2) The formulaic sentences on the teaching and learning objectives was incomplete. Some sentences on the learning objectives were not using A, B, C, and D formula completely. Some lesson plans missed C or B and even D which related to the degree of the learning. In addition, the characters value was also didn't appear to some objectives. (3) The statement about the approach and the teaching model. It was found that the teachers' lesson plan used scientific approach. Therefore, in the review process, it was suggested to use STEAM approach as suggested in the Curriculum 2016. The models or methods of teaching written in as group discussion, lecturing, and task-based learning instead of expected to be written in the forms of innovative teaching methods, such as using project-based learning, cooperative learning, problem-based learning, discovery or inquiry learning or others. (4) Teaching materials were incomplete found to almost all lesson plans submitted. As a result, the reviewers suggested to rewrite the materials to be more complete and contain of the main materials in accordance with the basic competence. (5) Teaching resources. Some sources had been completed with the web-based materials such as video, YouTube, animation and picture series taken from the internet. However, they were still limited on specific sources instead of taken variety of learning sources such as story, film, novel, short dialogue, or literary works. (6) Teaching procedures. Basically, all teaching procedures in terms of pre-teaching, whilst- teaching, and post-teaching had been implemented well based on the steps of the methods. However, some teachers still missed some teaching procedures especially in pre-teaching activities. For example; implemented brainstorming, motivating the learners or addressing the teaching objectives. (7) Assessment. The elements of assessment should match with the indicators and also the teaching objectives. However, it was found that the instruments of assessment of some lesson plans were not in line with the indicators and teaching objectives. Besides, there were also some parts of the assessment that were missing, such as the instruments, rubrics, scoring system, and the answers key.

Teaching Practice

The teaching practice was conducted in SMPN 4 Malang. There were 3 teachers who represent in the teaching practice, they were two Bahasa Indonesia teachers and one English teacher. The process of teaching was recorded and documented into a video. In teaching, the teacher used lessons plan which have been revised. After the process of editing and discussion with the teachers about the results, then the video created and uploaded into YouTube.



Figure 3. Process of recording the online teaching

CONCLUSION

There are some conclusions can be drawn regarding the implementation on the programs, they are as follows: (1) Due to the need of updating the teaching learning process, therefore this social community program concentrated on both writing lesson plan based on the decree and one page version. (2) The lesson plan created by the teachers still need some revisions in terms of; (a) writing the indicators of learning, (b) formulating the teaching learning objectives, (c) writing the steps of teaching procedures based on the teaching method, (d) developing materials based on TPACK, 4C's model and STEAM approach, and (e) creating the assessment model and the rubrics. (3) The coaching programs need to be more intensive because the teachers will be more aware on the mistakes they make. (4) The lesson plan based on the decree is not all needed in the real implementation, sometimes some parts of the lesson plan doesn't work well in class. The video of teaching is very useful for the teachers as the form of reflections on their teaching learning process.

Recommendations that can be given are: (1) the headmaster must conduct the monitoring toward the teacher's lesson plan continuously to guarantee that the teachers do not face any difficulties regarding of writing lesson plan. (2) Teachers of Bahasa Indonesia and English must upgrade their lesson plan based on new approach, STEAM and new concerns in teaching about 4Cs (creativity, critical thinking, collaboration, and communication) and using innovative teaching methods. (3) The activities of teaching virtually are still regarding as a new model in this pandemic Covid-19 period, as a result the teachers still need good knowledge and practice in implementing it regarding the teaching platform (Zoom, Google classroom, Google meet, LMS, Edmodo, Google drive, etc.), as a result the headmaster needs to train the teachers in sorts of training and workshop to get better results of teaching and learning process. (4) It is suggested that there is a kind of peer-teaching amongst the teachers in SMPN 04 Malang regarding the lesson plan and online teaching. Considering that there are senior and juniors teachers and this suggestion is to avoid the gap between them in terms of ability and competence.

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