



Improving the quality of learning through lesson plan preparation workshops for an independent learning model

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history Received: 2023-01-20 Revised: 2023-02-07 Accepted: 2023-02-10 Published: 2023-03-01</p> <p>Keywords Community service Independent learning Learning quality Lesson plan</p> | <p><i>Making lesson plans is still difficult for some teachers. The lesson plan has too many components, so it takes a long time to design one learning activity. Lesson plan one sheet is the solution to this problem. However, there are still teachers who do not understand how to make a one-sheet lesson plan that suits the needs of students. The purpose of this service activity is to increase the teacher's understanding of the one-sheet lesson plan, so that the teacher can increase the effectiveness of his learning. Therefore, a workshop on making lesson plans was held for Islamic Elementary School teachers in Baki District, Sukoharjo, at Islamic Elementary School 4 Sukoharjo. Previously, a needs analysis was carried out for Islamic Elementary School teachers in Baki District, Sukoharjo. The survey results show that teachers have not consistently made lesson plans. Teachers also have not adapted them to student needs and are only used as administrative requirements in the learning process, so that lesson plans do not have much impact on helping teachers. However, the teacher knows that making lesson plans is the teacher's obligation and feels not burdened. After attending the workshop, the teacher began understanding the independent learning curriculum and designing a one-sheet lesson plan based on student needs. Islamic Elementary School teachers in Baki District, Sukoharjo, feel that a one-sheet lesson plan is more efficient than a regular lesson plan. Through the one-sheet Lesson plan, it is hoped that teachers will be more effective in preparing student learning activities and focus more on the learning process and evaluation to improve the quality of their learning.</i></p> |
| <p>Kata Kunci Kualitas pembelajaran Pembelajaran mandiri Pengabdian masyarakat RPP</p> | <p>Peningkatan kualitas pembelajaran melalui lokakarya penyusunan RPP untuk model pembelajaran mandiri. Membuat RPP masih sulit bagi sebagian guru. RPP memiliki komponen yang terlalu banyak, sehingga membutuhkan waktu yang lama untuk merancang satu kegiatan pembelajaran. Rencana pelajaran satu lembar adalah solusi untuk masalah ini. Namun, masih ada guru yang belum memahami cara membuat RPP satu lembar yang sesuai dengan kebutuhan siswa. Tujuan dari kegiatan pengabdian ini adalah untuk meningkatkan pemahaman guru terhadap RPP satu lembar, sehingga guru dapat meningkatkan keefektifan pembelajarannya. Oleh karena itu diadakan workshop pembuatan RPP bagi guru-guru Madrasah Ibtidaiyah se-Kecamatan Baki, Sukoharjo, di Madrasah Ibtidaiyah 4 Sukoharjo. Sebelumnya telah dilakukan analisis kebutuhan terhadap guru Madrasah Ibtidaiyah di Kecamatan Baki Sukoharjo. Hasil survei menunjukkan bahwa guru belum konsisten membuat RPP. Guru juga belum menyesuaikannya dengan kebutuhan siswa dan hanya digunakan sebagai persyaratan administrasi dalam proses pembelajaran, sehingga RPP tidak banyak berdampak membantu guru. Namun, guru mengetahui bahwa membuat RPP adalah kewajiban guru dan merasa tidak terbebani. Setelah mengikuti workshop, guru mulai memahami kurikulum belajar mandiri dan merancang RPP satu lembar berdasarkan kebutuhan siswa. Guru Madrasah Ibtidaiyah di Kecamatan Baki, Sukoharjo, merasa bahwa RPP satu lembar lebih efisien dibandingkan dengan RPP biasa. Melalui RPP satu lembar ini diharapkan guru lebih efektif dalam mempersiapkan kegiatan belajar siswa dan lebih fokus pada proses pembelajaran dan evaluasi untuk meningkatkan kualitas pembelajarannya.</p> <p>Copyright © 2023, Anggrella, et al This is an open access article under the CC-BY-SA</p>  |

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INTRODUCTION

The 21st century is marked by the development of technology and information that affect various aspects of life (Susanto & Meiryani, 2019). Quality human resources influence the development of technology and information in the 21st century (Joy, 2020; Susanto & Meiryani, 2019). Education produces quality human resources (Hasibuan & Prastowo, 2019; Jacobs, 2010; Jedaman et al., 2020). Teacher competence is determined by improving the quality of education, as stated in the Minister of National Education Regulation Number 16 of 2007 (Haryono et al., 2019; Jufni et al., 2020; Sumiati & Ahmad, 2021). Besides being competent in the teaching process, educators must be skilled in designing learning (König et al., 2020; Maba & Mantra, 2018).

The skill of designing learning is a competency that professional educators must possess because, with careful planning, educators can adjust material with suitable methods, strategies, models, and learning media to achieve learning goals. So that standards in the curriculum can be achieved following the competencies that students must possess in the 21st century (Nesari & Heidari, 2014). Competency demands that students must have in the 21st century oblige teachers to be more creative in creating quality learning activities (Haryati et al., 2021). Quality, interesting, fun, and meaningful learning activities can be pre-designed by the teacher in the form of a good and structured lesson plan according to the learning steps (Haryati et al., 2021; Iqbal et al., 2021). Lesson Plan is a guide used by teachers to tell what to do from the beginning to the end of learning and move from one step to another smoothly so that it keeps students focused and concentrated while learning (Bin-Hady & Abdulsafi, 2018). Lesson Plan is a systematic process used by teachers to decide what and how students should learn (Alanazi, 2019).

Previous research has shown that a well-structured lesson plan can improve the quality of learning (Hamid et al., 2018; Suarto, 2017). In addition, teachers can improve the quality of learning by designing learning activities based on reflections on their teaching practices (Uştuk & Costa, 2021). Lesson Plan can help teachers manage time during the learning process and carry out learning efficiently according to a predetermined time (Bin-Hady & Abdulsafi, 2018). The lesson plan can help teachers adapt learning to curriculum content, increase confidence when teaching in class, make teachers more focused on learning material, make the learning process smoother and more comfortable, and predict problems that can occur during learning (Taskin, 2017). The lesson plan is the key to success in the learning process. A lesson plan can improve the quality of material, student skills, and students' social attitudes, accommodate various learning methods according to student needs, and organize classes during the learning process so that students can learn effectively and achieve competence (Alanazi, 2019). Suppose the lesson plan is of good quality. In that case, the time spent during the learning process is efficient, no time is wasted, students participate in learning in an organized manner, and the work done by the teacher in class becomes efficient.

Making lesson plans must pay attention to several things so that they can have a positive impact on students. The teacher must read teaching materials such as teacher books, student books, and other learning resources such as videos, textbooks, or references to determine what material students will learn and what methods and procedures will be used (Bin-Hady & Abdulsafi, 2018). A good Lesson plan contains at least three components: learning objectives, learning activities, and assessment. Learning objectives contain objectives to be achieved through learning activities in the classroom. Learning objectives must refer to core competencies, basic competencies, and indicators, including audience, behavior, condition, and degree elements. Learning activities contain teacher and student activities from the beginning to the end of the learning process. Learning activities refer to learning objectives, models, approaches, and learning methods which consist of a preliminary, core, and closing activities. The assessment contains what aspects will be assessed and what instrument will be used.

However, so far, teachers find it challenging to design and develop lesson plans because they find it difficult to develop indicators following the Basic Competency of the curriculum. In addition, teachers do not understand the application of a scientific approach, and teachers find it challenging to choose learning resources and media, especially technology-based media (Jasmi, 2014; Nurfitri et al., 2020; Srihidayanti et al., 2015). Based on the analysis in the field, the Lesson plan format is considered too rigid and detailed, has too many components, and takes much time to design one learning activity (Jasmi, 2014). Based on the Ministry of Education and Culture's policy contained in the Ministry of Education and Culture circular letter No. 14 of 2019 explaining that there is a simplification of the Lesson plan into an active learning-based independent learning lesson plan or known as a one-sheet lesson plan. The simplification of the Lesson plan aims to be more efficient, effective, and student-oriented. It is hoped that a one-sheet lesson plan can be used to reflect and improve teaching plans for teachers (Audina & Harahap, 2022; Sari et al., 2020). However, based on the observations in Baki District, many teachers still have not implemented the one-sheet lesson plan and do not understand the components of the one-sheet lesson plan.

Previous research shows that teacher competence in designing learning can be increased through participatory training (Rintayanti et al., 2020) and workshop (Fitria & Fidesrinur, 2021). So that there is a need for participatory activities and workshops to understand teachers how to design a one-sheet lesson plan for the Islamic Elementary Education Teacher working group. In addition, it is necessary to explore the teacher's experience in designing while teaching at school. The contributions of this community service activity are (1) encouraging the improvement of the quality of teacher learning through designing appropriate learning activities; (2) encouraging the increased implementation of the

independent learning program at Islamic Elementary Education; (3) increasing teacher competence according to the Regulation of the Minister of Education of the Republic of Indonesia No. 16 of 2007; (4) encourage the achievement of SDG's goal number 4, in realizing quality education, the role of quality and professional teachers is needed.

SDGs goal number 4 has 10 targets consisting of several aspects (seven targets which are expected results and three targets which are means to achieve these targets) (UNESCO, 2015). The ten targets include those related to primary education, namely target number one "universal primary and secondary education". In detail, this target ensures that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. To achieve this goal there are several existing means. The first tool is to establish effective learning environments. This goal is to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. The second tool is to improve the quality of teachers. This facility is carried out by increasing the supply of qualified teachers (UNESCO, 2015).

This community service activity aims to understand and assist Islamic Elementary School Teachers regarding the problems encountered in designing learning activities for the one-sheet Lesson plan model (free learning lesson plan). Kegiatan ini dilakukan untuk meningkatkan kualitas pembelajaran dan guru sesuai target yang ada di dalam SDG's. At the end of this activity, we hope the quality of teacher learning can improve by designing appropriate learning activities because teacher professionals are skilled in teaching and evaluating learning and can also design learning.

METHOD

Community service activities were carried out at Islamic Elementary School 4 Sukoharjo, Baki District, Sukoharjo Regency, on September 22nd-28th, 2022, with the target of working groups for Madrasah Ibtidaiyah Teachers in the Baki District. There were 18 teachers participated in this community service activity. This activity is a workshop on designing a Lesson Plan and how to compile/design a Lesson Plan for independent learning based on active learning / Lesson Plan 1 sheet. In this service activity, a questionnaire was also carried out to find out the teacher's experience in designing Lesson Plans before holding the workshop. The steps for this community service activity are 1) needs analysis, starting with the preparation of workshop activities by coordinating with the school and the Madrasah Ibtidaiyah Teacher working group regarding the goals to be achieved; 2) implementation of activities in the form of workshops consisting of delivering material related to the concept of independent learning, the importance of skills in designing learning activities, differences between the old Lesson Plan and Lesson Plan 1 sheet, how to prepare a Lesson Plan with various learning models according to the syntax, question, and answer, and continue with designing Lesson Plan independent learning model; 3) surveying the Madrasah Ibtidaiyah Teacher working group to explore teacher experiences related to designing Lesson Plans. The survey consists of seven questions that each teacher must answer. Each question relates to the number of Lesson Plans made by the teacher in one semester, the resources used in making Lesson Plans, the contribution of students' needs in making Lesson Plans, the reasons for making Lesson Plans, the benefits of Lesson Plans, the teacher's feelings when making Lesson Plans, and the teacher's opinion regarding Lesson Plan one page. The data obtained from the survey will be analyzed quantitatively and descriptively.

RESULTS AND DISCUSSION

Through structured planning, teaching and learning activities can be carried out well to achieve learning objectives. This activity consists of 3 stages: needs analysis, independent learning model lesson plan workshop, and survey. In detail, the results of the workshop activities are described in the description below.

Need Analysis

Needs analysis activities were conducted to obtain information through interview techniques regarding the problems faced by the principal and the Islamic Elementary School teacher working group in the Sukoharjo. Based on the results of the interviews, it was found that teachers find it challenging to understand the concept of an independent learning curriculum. These difficulties include designing learning activities, developing indicators based on essential competencies, lacking innovation in applying various learning strategies/models in optimizing 21st-century skills (communication, creativity, critical thinking, and collaboration), and difficulty choosing technology-based media. From the problems stated above, workshop activities are needed by presenting material related to the concept of independent learning and how to design a one-sheet lesson plan model, as well as various innovative learning and how to evaluate it.

Workshop

Training activities in designing learning can help teachers design appropriate lesson plans (Spooner et al., 2007). Workshop activities begin with the delivery of material related to the duties of professional teachers who are not only required to be skilled in teaching but must be skilled in evaluating and designing lessons. So far, learning design is considered only an administrative task, while implementation in the field does not follow the teacher's lesson plan. This condition will impact the student learning process and the achievement of learning objectives and competencies that

students must have (Iqbal et al., 2021). Apart from being seen as mere administration, Lesson plans with many components and a rigid format cause teachers to feel they are wasting too much time designing learning activities rather than preparing and evaluating the learning process. This condition causes a change in the Lesson plan design to become a Lesson plan one-sheet of an independent learning model based on active learning. The difference between the old Lesson plan and the Lesson plan one-sheet lies in its accessible format. It consists of three components from the previous 13 components to make learning activities more efficient, effective, and student-oriented. The three components of the independent learning model Lesson plan consist of learning objectives, learning activities, and assessment assessments, so one sheet is enough to design. Workshop activities are shown in Figure 1.



Figure 1. Workshop on the Development of the Lesson Plan for the independent learning model

Furthermore, the presenter explained how to formulate indicators and learning objectives and apply various innovative learning models to develop student competence. Some of the innovative learning models are problem-based learning, project-based learning, discovery learning, and STEM. Previously learning models were chosen because these learning models can improve high-level thinking competencies and students' 21st-century skills (critical thinking, creativity skills, communication, and collaboration) (Darhim et al., 2020; Guo et al., 2020; Purwaningsih et al., 2020). So far, teachers have not understood the differences in the innovative learning models suggested in the Indonesian curriculum. The difference from the learning model lies in the learning steps. The workshop activities ended with the division of groups to design lesson plans for independent learning and evaluation models. This activity is beneficial for the teacher. The enthusiasm for questions and answers during the workshop activities showed these results. Some questions asked by the teacher are:

Respondent 1

"Why do we have to study various innovative learning models? In my opinion, the demand to study many different learning models is ineffective because looking at the old education system with the lecture method alone proves that many successful students can still achieve their goals!"

The speaker's response

Nowadays, times have changed, marked by the development of technology, which causes job competition to become increasingly stringent. So that we as educators must prepare quality human resources so that when students graduate, students can survive and compete in the world of work in the future. If students are only required to memorize, how can they adapt when they are already at work? Inevitably, we, as educators, are required to optimize our students' abilities. Teachers must also want to learn to keep up with the times. We train students so they can communicate well, think and collaborate.

Respondent 2

"The changing times have caused many students today who do not have bad character. How to deal with these students?"

The speaker's response

The development of the era also impacts the development of information technology, students today and students in the past are very different. In the 21st century, many students have been spoiled with technology that helps them. In the 21st century, many students have been spoiled with various kinds of technology that help them. This condition causes students and parents to be less cooperative/communicative. As a result, students cannot observe social life in their environment. Students are more dominant in observing social media/the virtual world. The role of the school is significant, providing a good example, giving appreciation/awards to students so that students feel valued, and inserting moral

messages/experiences that can motivate students so that students are more sensitive to their social environment. Never use violence against students because today's students are in an online world, so those who pay attention to them are also their online friends. And that can be a boomerang for teachers/schools. We as educators must also be firm, which means not spoiling/ignoring if students make mistakes. For example, cheating on exams, being late for school, and others. So that students know which behavior is good and which is not good, and students can learn to be responsible for themselves.

Respondent 3

"In the current curriculum, there is a demand for skilled literacy. How is it different from learning in the past which memorized?"

The speaker's response

Literacy and memorization are different. Literacy is not just reading and then memorizing but also processing and understanding information. If memorizing is the ability to remember, memorizing is not necessarily understanding. Students only rely on memorization during tests/exams, so if they retake the exam with the same questions, they will not be able to do it because their ability to remember is short-term memory. Different if students can understand the information. If the student understands, he can relate/analyze one problem with another problem so that the student can solve their problem.

Survey after the Community Service Activity

Survey activities were carried out to explore teacher experiences in designing lesson plans. The survey results relating to the number of lesson plans made by teachers in one semester are shown in Figure 2.

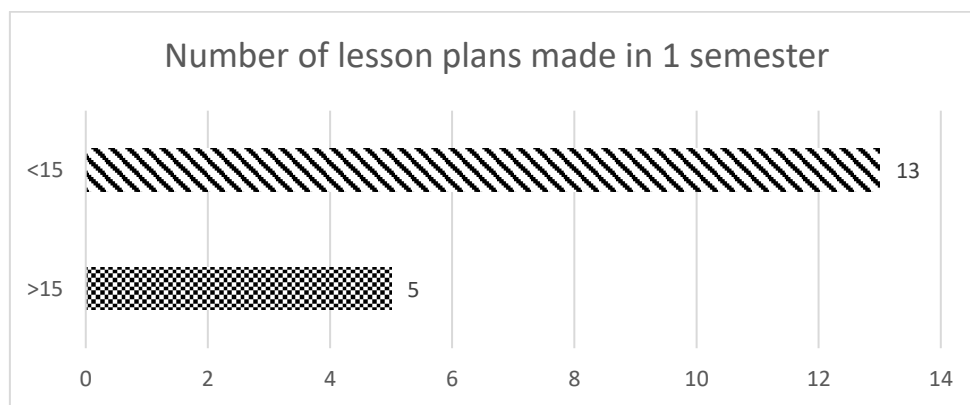


Figure 2. Number of lesson plans made in 1 semester

The survey results showed that, on average, 13 respondents had taught for more than ten years, four respondents had taught for more than five years, and one respondent had taught for less than three years. This result shows that most teachers are experienced in carrying out the learning process and know the characteristics of their students and infrastructure. Based on a survey of Madrasah Ibtidaiyah teachers in Baki District, 13 respondents compiled lesson plans for more than 15 lessons plans in one semester. In comparison, five respondents compiled Lesson plans less than 15 lesson plans. Furthermore, teacher independence in designing lesson plans is shown in Figure 3.

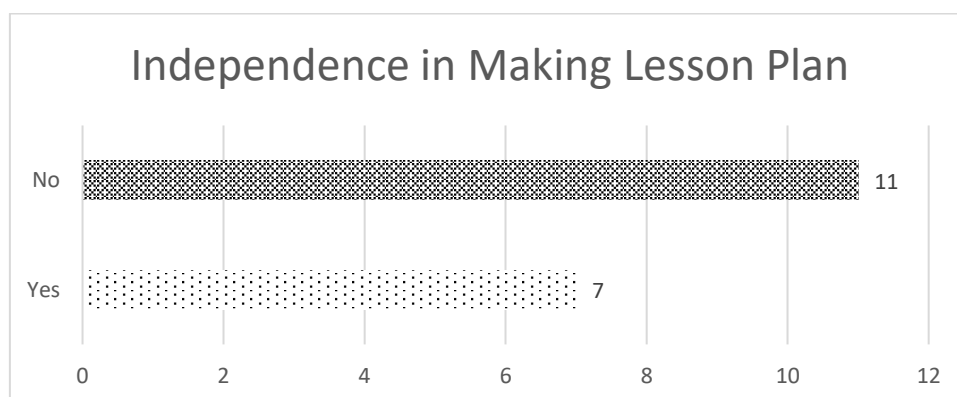


Figure 3. Independence in Making Lesson Plan

Based on Figure 3, 11 respondents stated that they had never made a lesson plan independently but looked for it from other sources. This situation will impact the lesson plan's suitability for the characteristics of students and their environment. Teachers must have the skills to make lesson plans independently. The importance of skills in preparing lesson plans is due to the needs of students, the characteristics of student learning, and the other infrastructure in each school (R. Garrett et al., 2019; T. Garrett, 2008). So, the teacher must adjust the demands of achieving learning objectives with different learning strategies. The next question is a follow-up to the previous question, the teacher who answered was not asked to determine where the lesson plan was obtained. In more detail, the Lesson plan sources used by teachers are shown in Figure 4.

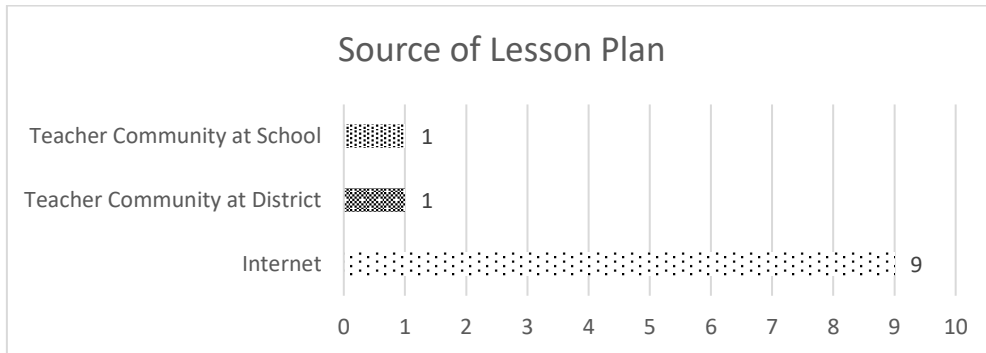


Figure 4. Lesson Plan Sources

Based on the survey results, the Lesson plans prepared by dominant respondents came from the internet (9 people), while one respondent was Teacher Community at School and Teacher Community in District. The next question is to dig up information about the teacher's awareness in making lesson plans. The teacher's reasons for making Lesson plans are shown in Figure 5.

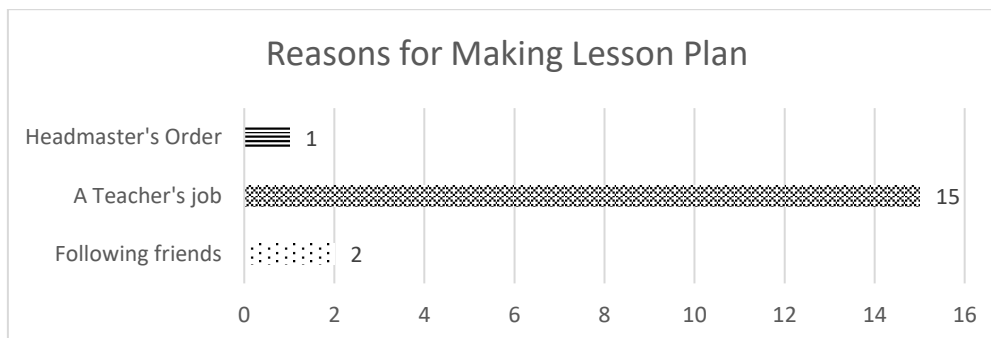


Figure 5. Reason for Making Lesson Plan

As many as 15 teachers answered that making a lesson plan is a teacher's job. The teacher realizes that making a lesson plan is something the teacher must do before carrying out the learning process. Volunteering to make lesson plans will determine the quality of lesson plans made by the teacher (Iqbal et al., 2021). One teacher believed that making lesson plans was an order from the principal. Two other teachers thought about making Lesson plans because they followed other teacher friends. The next question is about the contribution of the lesson plan made by the teacher in achieving the learning objectives. The results of the teacher's answers are shown in Figure 6.

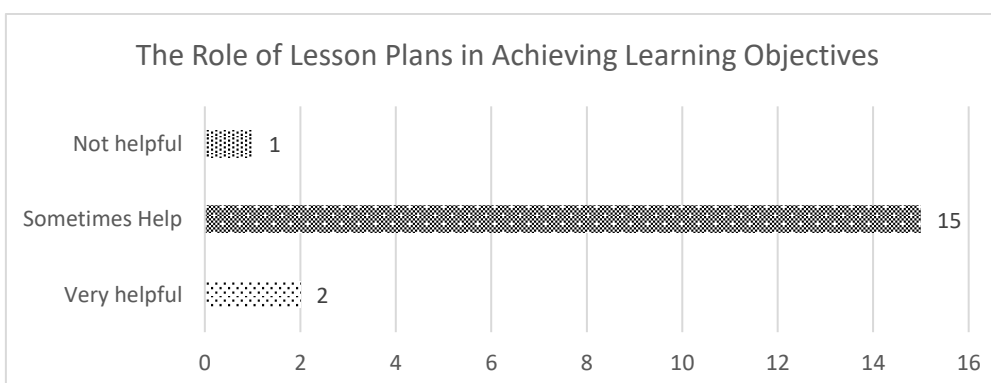


Figure 6. The Role of Lesson Plans in Achieving Learning Objectives

Based on Figure 6, as many as 15 teachers said that their lesson plans did not always help achieve the learning objectives. More seriously, one teacher stated that his lesson plan did not help achieve the learning objectives. The teacher's lesson plan cannot achieve the learning objectives because, so far, the teacher has not designed learning based on student characteristics and the conditions in their school. Lesson plans that are not following the characteristics of students will find it challenging to achieve learning objectives (Sesiorina, 2014). Besides that, based on the results of the teacher interviews, they also do not understand various innovative learning models and have not been able to formulate learning indicators. The achievement of learning objectives can be achieved if designing learning activities according to learning characteristics, infrastructure, and student learning needs (Bin-Hady & Abdulsafi, 2018; Milkova, 2005).

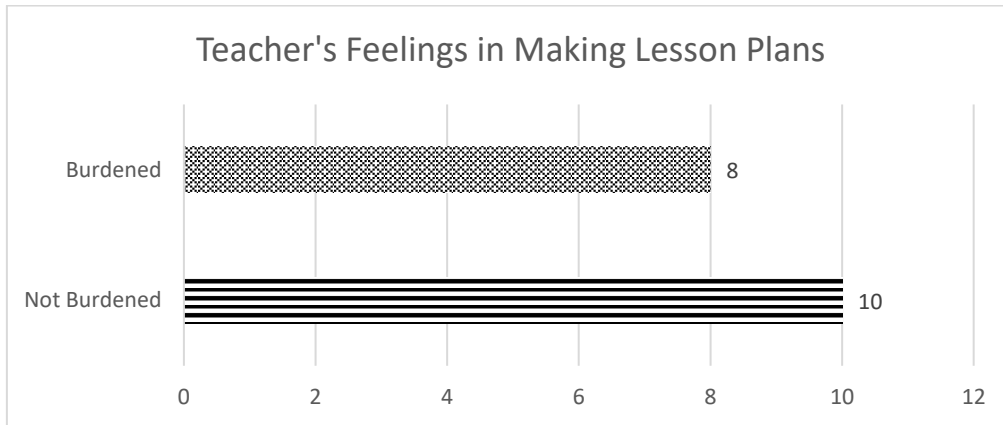


Figure 7. Teacher's Feelings in Making Lesson Plans

The survey results related to teachers' feelings in designing lesson plans showed that nine respondents said they were not burdened with making lesson plans, and eight respondents felt burdened. As many as eight respondents stated they were burdened because they felt they wasted much time designing the lesson plan. In the last question, the teacher was asked about the latest policy regarding the one-sheet lesson plan. The results of this question are shown in Figure 8.

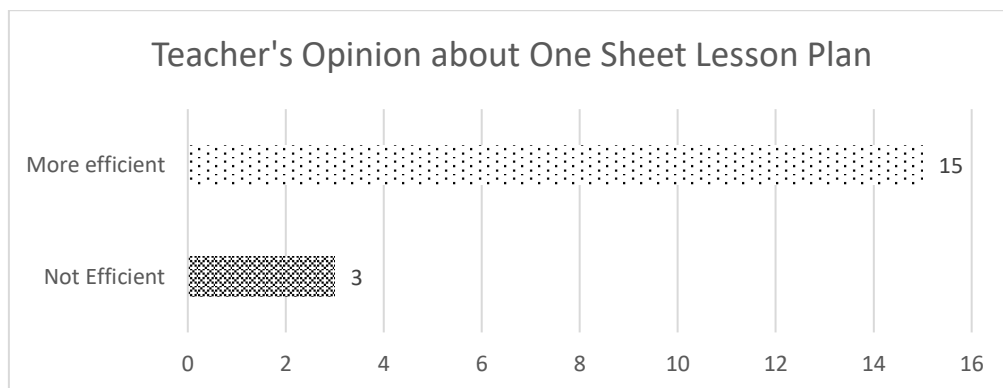


Figure 8. Teacher's Opinion about One Sheet Lesson Plan

Based on the survey data, according to one sheet Lesson plan is more efficient and effective than the 2013 curriculum, which is too complex (consisting of 13 components). Based on the results of interviews during the needs analysis, teachers cannot design their learning tools because there are too many components in the curriculum that waste a lot of teachers' time. So far, teacher plans have come from the internet.

After carrying out this community service activity, the teacher is assisted in understanding the independent learning curriculum and designing the lesson plan. So far, the lesson plan has only been considered the teacher's administrative task, so the teacher does not design a lesson plan based on student needs. Through the independent learning model lesson plan, it is hoped that teachers will be more independent in preparing student learning activities and focus more on the learning process and evaluation to improve the quality of their learning. A more straightforward lesson plan also helps teachers make innovations in their learning. Innovative learning can improve learning outcomes and student skills (Carter & Kurtts, 2019; Choi & Walters, 2018; Diniyyah et al., 2022).

This learning activity is in line with one of the 4th SDG's focuses, namely the development of innovative learning. Teachers are trained to make one-sheet lesson plans so they have the opportunity to develop their innovations in learning. Learning innovations developed by teachers will make learning more effective (Lee, 2011). Effective learning is one of the 10 more detailed focuses of this 4th goal (UNESCO, 2015). Learning effectiveness means changes in the

knowledge, skills and attitudes of students after the learning activities have been completed (Gaziel, 1997). Learning effectiveness will be influenced by learning style, course design, teaching and other factors (Lee, 2011).

CONCLUSION

The lesson plan is the teacher's reference in the learning process. The teacher is expected to be able to make a good Lesson plan so that it can have a positive impact on students. The old lesson plan format, which consisted of 13 components, has changed to a new format lesson plan or one sheet, consisting of three components: learning objectives, learning activities, and assessment. Based on the needs analysis, several Islamic Elementary School teachers in Baki District, Sukoharjo, still find it challenging to create a new lesson plan format. The survey results show that in 1 semester, some teachers have made more than 15 Lesson plans. The sources used in making Lesson plans come from the internet. An analysis of student needs was not done before making a lesson plan. In other words, the lesson plan is only used as a requirement for the administration of the learning process. The teacher already realizes that making a lesson plan is something the teacher must do before carrying out the learning process. However, the teacher feels that the Lesson plan is not very helpful. This condition is because it is not adapted to the needs of students. The teacher is not burdened with making lesson plans and believes that one sheet lesson plan is more efficient than the old format lesson plan. After the workshop, teachers began to be able to understand the independent learning curriculum and design a new lesson plan format based on students' needs. The following recommendation is to train teachers to form a Professional Learning Community (PLC) to improve the quality of learning conducted by teachers.

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