Analysis of learning implementation plans (RPP) for prospective biology teacher students

Risa Audina, Risma Delima Harahap *

Study Program of Biology Education, Faculty of Teacher Training and Education, Universitas Labuhanbatu, North Sumatera, Indonesia

*Corresponding Author Email: rismadelimaharahap@gmail.com

Abstract

The purpose of this study is to analyze the learning implementation plan (RPP) for the independent learning curriculum of college student teacher candidates at Labuhan Batu University, in the microteaching course. The components of making the RPP for the independent learning curriculum consist of 3 components, namely: (1) learning objectives, (2) learning steps, (3) assessment. The data obtained were taken from RPP documents made by student teacher candidates in the microteaching course. This study used a qualitative descriptive method, the instrument used was a checklist sheet about the suitability of the RPP components of the independent learning curriculum. The results of the analysis obtained the component of learning objectives with a score of 55.50% based on effectiveness during the learning process. The steps obtained a score of 75.50%, based on the arrangement made from the beginning to the end of the lesson. The last component studied is the assessment, the data obtained is 47.70%.

Abstrak

Tujuan dari penelitian ini untuk menganalisis rencana pelaksanaan pembelajaran (RPP) kurikulum merdeka belajar mahasiswa calon guru Universitas Labuhan Batu, pada mata kuliah microteaching. Adapun komponen dari pembuatan RPP kurikulum merdeka belajar terdiri dari 3 komponen yaitu: (1) tujuan pembelajaran, (2) langkah-langkah pembelajaran, (3) penilaian. Perolehan data diambil dari dokumen RPP yang dibuat oleh mahasiswa calon guru pada mata kuliah mikroteaching. Penelitian ini menggunakan metode deskriptif kualitatif, instrumen yang digunakan adalah lembar checklist tentang kesesuain komponen RPP kurikulum merdeka belajar. Hasil analisis diperoleh komponen tujuan pembelajaran dengan skor 55.50% berdasarkan keefektifan selama proses pembelajaran berlangsung. Langkah-langkah diperoleh skor sebesar 75.50%, berdasarkan susunan yang dibuat dari awal hingga akhir pembelajaran. Komponen terakhir yang ditetiti adalah penilaian, diperoleh data sebesar 47.70%.
A. Introduction

Every learning activity is certainly expected to be carried out by an educator by mastering the scope of learning. Education is a learning process that is realized in a conscious state carried out by educators and students to achieve their potential, have skills and be able to apply them in the community, nation and state (Paraniti & Noviyanti, 2019).

According to Law no. 14 of 2005 article 10 paragraph 1 concerning teachers and lecturers, it is explained that teachers and lecturers must be able to carry out their professional duties well. A teacher is required to have 4 core competencies, namely: (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. Pedagogic competence and professional competence are emphasized on teacher and lecturer being able to present interesting learning and understanding of the material to student. Therefore, careful design preparation is needed before starting the lesson.

The success of a learning activity is largely determined by the quality of the plans made by teachers and lecturers. Usually, someone who carries out activities without planning will tend to fail (Harahap & Nazlia, 2019). Learning planning is a reference that should be carried out by educators for the success of the activities carried out. The initial planning activity that can be done is to make RPP (learning implementation plan). RPP is obtained from the development of a syllabus that directs the learning process. The teachers will be more focused by first making RPP before learning takes place (Chusni et al., 2017).

Preparation of lesson plans is important for teachers and prospective teachers in learning. Based on Permendikbud Number 22 of 2016, the identity of the RPP includes the name of the education unit, class/semester, subject, subject matter/subject theme, and time allocation. The components of the lesson plans made by each education student should be in accordance with what has been determined (Budiyasa, 2020). The skills of making lesson plans must be in accordance with applicable rules and regulations, assessment in writing lesson plans can be measured based on the form of lesson plans made, level of indicator abilities (cognitive, skills and attitudes). Detailed learning activities based on scientific approaches, selection and use of learning methods, and being able to adjusting the learning media to the learning model, learning indicators to choose the material to be delivered, and the selected evaluation technique (Suciati & Astututi, 2016).

Teacher candidate students are expected to be able to prepare lesson plans since the fifth semester in the practice of microteaching learning. With the microteaching course, it is hoped that prospective teacher students will be able to master the preparation and teaching practice well, which will support the future for student teacher candidates in carrying out their duties, both during the teaching program (PPL) and after going directly to the world of work. The lesson plans made by students will be assessed by the supervisor so that it can be seen the level of ability of prospective teacher students in preparing the lesson plans.

Minister of education and culture Nadiem Anwar Makarim during his speech at the 2019 national teacher's day event said the concept of "free education to learn", is freedom of thought and freedom to innovate (Ainia, 2020). In the previous curriculum concept, namely the 2013 curriculum, in Permendikbud number 22 of 2016, in making the 2013 RPP there are 13 components that must be fulfilled, namely, (1) school identity, (2) subject identity, (3) class/semester, (4) subject matter, (5) time allocation, (6) basic competencies and indicators of competency achievement, (7) learning objectives, (8) learning materials, (9) learning methods, (10) learning media, (11) learning resources, (12) learning steps, (13) assessment. As with other curricula, the independent learning curriculum certainly has rules in the implementation of learning, one of which is in the making of RPP, in which this RPP will serve as a guide for teachers in carrying out their duties as good and correct educators (Hendri, 2020).

The implementation of the learning process based on the independent learning curriculum, both teachers and prospective teachers are required to be able to design predetermined learning (Gularso, 2017). A good level of understanding greatly influences the quality of teachers in teaching to create quality education (Nurasiah & Suprianto, 2015). Teachers and prospective teachers can make RPP according to its essence and in accordance with the guidelines. Based on the circular letter of the Minister of Education and Culture No. 14 of 2019 conveys the three core components of the RPP made on one page, so that it is more efficient, effective, and student-oriented. Efficient means that in writing lesson plans, it is explained briefly and does not waste time and energy. Effective means that lesson plans are written to achieve learning objectives. The third is student-oriented, taking into account the readiness, interest, and learning needs of students in the classroom (Hendri, 2020).
independent learning curriculum, there are three components in making lesson plans, namely, (1) learning objectives, (2) learning steps, and (3) assessment.

Labuhan Batu University is one of the universities that has implemented an independent learning curriculum since the 2020-2021 academic year. As a prospective teacher, in the practice of microteaching, each student is required to make lesson plans in accordance with the applicable curriculum. Several cases were found that there were still many teachers and prospective teacher students who did not understand how to make lesson plans (Ita, 2021). As is known before the independent learning curriculum, the 2013 curriculum was the reference for educators. Of course, in making learning implementation plans there are factors that cause conformity. According to (Harahap, 2015) the cause of the discrepancy in lesson plans is the inability of a teacher to motivate students in learning, as well as the use of monotonous learning methods, media and sources obtained during the learning process are obtained only from books. Good communication is also needed to develop student empathy (Niswati, 2020)

Based on the explanation above, the problems to be studied can be formulated, namely: (1) how is the level of ability of prospective teacher students in preparing the RPP for the independent learning curriculum (2) whether the RPP made by student teacher candidates in the practice of microteaching is in accordance with the standard RPP components of the independent learning curriculum.

The objectives achieved in this study were: (1) to obtain exposure to information on the level of ability of prospective teacher students in making lesson plans in microteaching practices. (2) obtain exposure to information about the suitability of the lesson plans made by student teacher candidates with the standard components of the independent learning curriculum.

This research is expected to provide benefits to various parties. (1) student teacher candidates in preparing lesson plans for microteaching courses can correct deficiencies in preparing lesson plans in accordance with independent learning curriculum standards. (2) more active student teacher candidates in studying the preparation of lesson plans in accordance with the standards of the independent learning curriculum. (3) can provide information related to the ability of prospective teacher students to prepare lesson plans in accordance with independent learning curriculum standards.

B. Material and Method
The type of research carried out is a type of qualitative descriptive research, research seeks to explain an event or systematic event according to actual events (Harahap & Nazliah, 2019). Research data were taken from observations of lesson plans compiled by student teacher candidates for Semester V in the course microteaching at Labuhan Batu University. Furthermore, the researchers analyzed the completeness of the components, the composition of the lesson plans, and the components of the content of the lesson plans prepared by prospective teacher students in the practice of microteaching. The sample used is the RPP document for student teacher candidates for semester V as many as 36 RPP documents, of which there are 30 RPP documents that lead to the RPP for the independent learning curriculum, then analyzed using a checklist containing the rubric of 3 (three) ideal components of the RPP for independent learning according to the Decree of the Minister of Education and Culture No. 14 years 2019.

Data analysis was carried out using steps (1) examining each lesson plan and then given a raw score. (2) scores were analyzed to obtain the level of ability of prospective teacher students in preparing good and correct RPP. The preparation of RPP was viewed from how students wrote RPP based on the 3 components of the RPP for the independent learning curriculum. The data analysis technique used descriptive analysis which was then presented in the form of a table, and chart.

C. Results and Discussion
The independent learning curriculum is carried out with students’ morning learning independence (Baharuddin, 2021). Free learning is an educational system in the era of the industrial revolution 4.0, to achieve an independent education system, and is expected to grow new literacy (Yamin & Syahrir, 2020)

The independent curriculum is a new curriculum implemented in Indonesia, as we know that prior to the independent learning curriculum the curriculum used was the 2013 curriculum, where in the 2013 curriculum there were 13 learning indicators, while in the independent learning curriculum there were only 3 learning indicators. In the concept of independent learning, between educators and students is a subject in the world of education. Which means that teachers or lecturers are not used as justifications in learning, but there needs to be cooperation between educators and students in finding justification (Yamin, 2020).
The table 1 and figure 1 show the average of the indicators for the student teacher plans for teacher candidates at Labuhan Batu University, including the sufficient category; which means that many of the designs are in accordance with the components of the independent learning curriculum. The instrument component of the learning objectives of the assessment results reaches a score of 55.50% which means that some student teacher candidates have been able to formulate learning objectives in the lesson plans well. Learning objectives are written to improve and understand students in learning. Learning objectives are written with reference to the learning needs of students. Learning objectives contain the learning processes and outcomes that will be achieved by students in accordance with the basic competencies. Taking learning objectives is based on competence by using observed operational verbs.

Table 1 Analysis result

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>The results of the analysis of “RPP Merdeka Belajar”</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning goals</td>
<td>Learning objectives in accordance with the independent learning curriculum</td>
<td>55.5 %</td>
</tr>
<tr>
<td>2</td>
<td>The design of the learning steps</td>
<td>Able to determine the steps of learning in the preliminary activities. In the core activity the respondent facilitates student with various methods, strategies in explaining the material to be delivered</td>
<td>75.5 %</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation</td>
<td>Respondent are able to determine the assessment technique that uses the type and form of assessment based on the method used.</td>
<td>47.7 %</td>
</tr>
</tbody>
</table>

The results of the assessment of the components of the learning steps obtained a score of 75.50% which means that students are quite able to write down the learning steps. In writing the RPP in accordance with the independent learning curriculum, the learning steps must be written efficiently which contains the activities to be carried out in the learning process. Learning activities must be interactive, inspiring, fun, challenging, and filled with motivation.

The results of the analysis of the assessment components obtained a score of 47.70%, which means that prospective teacher students have not been able to provide a good form of assessment. The assessment is made in a simple manner and pays attention to indicators of competency achievement and leads to assessment standards. There are three forms of assessment in the independent learning curriculum that have been applied in the 21st century, namely, assessment for learning, assessment as learning and assessment of learning.

Education is an activity that is carried out by each individual to develop his potential and personality, trying to consciously change himself into a better human being (Syam, 2017). An activity that is often carried out by each individual to develop his potential and personality is to consciously try to change himself into a better human being (Syam, 2017).
In Indonesia, curriculum changes have occurred several times, this is done to adjust to the development of globalization conditions in society (Suwija & Atmaj, 2021). Every change in the curriculum occurs, of course, changes in the content of the curriculum also change, including the components of the preparation of the lesson plans. Every curriculum change a teacher or lecturer is required to be able to adapt to changes. Planning and learning designs must be made so that learning can take place regularly (Fitriyah & Hayati, 2020). The concept of the 2013 curriculum, while the components measured are the details of teaching and learning activities between teachers and students, this curriculum is viewed using a modern pedagogic dimension based on a scientific approach which has stages including: observation, asking, reasoning, experimenting, and communicating. The current independent learning method is based on the circular letter of the Minister of Education and Culture number 14 of 2019 regarding the simplification of the implementation of learning, namely: (a) the preparation of a learning implementation plan is carried out with efficient, effective, and student-oriented principles, (b) thirteen RPP components that have been regulated in regulations the minister of education and culture number 22 of 2016 concerning the standard of primary and secondary education processes, the core components are learning objectives, steps for learning activities, learning assessments that must be carried out by teachers, while other components are complementary, (c) schools, groups of subject teachers The same kind in schools can freely choose, use, and develop lesson plans formats independently to the maximum extent possible for student success.

Assessment techniques are also a very important component in the preparation of the lesson plans. Each curriculum certainly has different assessment techniques, in curriculum 13 a student teacher candidate and teacher must be able to recognize appropriate assessment techniques and methods. Overall value taking has cognitive, affective, and psychomotor aspects. In contrast to the independent learning curriculum, the assessment is taken through a comprehensive attitude, has the aim of honing students' thinking skills and can be developed. In addition, the teacher assesses the skills possessed by each student, tolerant attitude, cooperation, can communicate well, and is able to capture various information and channel it in the form of correct arguments according to information (Prabowo & Retnasari, 2020).

Curriculum changes of course also change the order of components in making lesson plans. On this occasion the researchers analyzed the lesson plans for prospective teacher students at Labuhan Batu University. microteaching course (TA. 2021-2022). In the RPP, the objectives must be made to show the clarity of the learning process that will take place (Risnani, 2008). In the independent learning curriculum, there are three components in making lesson plans, namely, (1) learning objectives, (2) learning steps, (3) assessment. These three components are efficient, effective, and student-oriented. Prospective teachers are expected to create an interesting learning atmosphere, and educators have insight and directed knowledge (Lubis & Lubis, 2019) The suitability of teaching materials with indicators is also important to pay attention to (Suciati & Astututi, 2016). At the final stage of the study it was found that in the analysis it was known that some students had not been able to make RPP campus teaching curriculum. made as a guide for teaching teachers (Utami, 2013)

The independent learning curriculum is the curriculum that applies after curriculum 13. The independent learning curriculum has been implemented at Labuhan Batu University since 2020, which means this curriculum has not been implemented for a long time. The concept of the independent learning curriculum is a student learning concept with the national education system, as it is known that its essence education is humanizing humans (Yamin, 2020). In this curriculum students are invited to solve problems that are obtained without fully involving the teacher, students and teachers are both looking for solutions to existing problems. Communication between students and teachers is the main thing, and the use of technology media such as the internet is linked when learning takes place. This makes learning less rigid and students are free to explore. The implementation of the independent learning curriculum is expected to create superior human resources in the face of the modern world, can advance the Nation and the State, and create the character of students who have a strong mentality and high social spirit. Changing the curriculum, of course, also changes the components in making RPP. The RPP for the independent learning curriculum functions to plan learning activities in the learning process which is expected to later achieve basic competencies (Suciati & Astututi, 2016).

Based on the data generated from the analysis of the components of the independent lesson plan for student teacher candidates in the
microteaching course, overall it can be said that they are quite capable of making lesson plans. Students already understand the components of the arrangement that are in accordance with the standards of the independent learning curriculum. The material taught in accordance with the objectives is also important to pay attention to (Suciati & Astututi, 2016). As for the learning steps, data obtained by 75.50%, this can be said to be in the category of being able to make learning steps. Steps are making strategies that are in accordance with learning interests and in accordance with the material being taught (Harahap & Nazlia, 2019). The last component in making RPP independent learning is assessment, the results obtained are 47.70% of students who are able to write RPP assessments, so the assessment must include both the success stage in the test or activity during learning (Suciati & Astututi, 2016).

Researchers have the hope that as student teacher candidates are able to study more actively in making learning implementation plans (RPP) as the basic capital for prospective teachers in the future, thus creating a teacher who can be said to be able to make lesson plans, the suitability of making lesson plans is one of the factors for successful learning take place.

D. Conclusion

The conclusion of this study is that the ability of prospective students of biology education teachers at Labuhan Batu University in preparing an implementation plan for learning the RPP for independent learning during the microteaching course is said to be quite good, but the suitability of the 3 components of the RPP for the curriculum for independent learning, learning objectives, steps, and assessments are still need to be fixed.

E. Acknowledgement

The author would like to thank various parties who have helped carry out the research, especially to the fifth semester teacher candidate students of the Labuhan Batu University microteaching course which is the focus of observation in this research as well as to the supervisors.

F. References


Niswati, S. (2020). Analisis Kemampuan Pedagogik...