Analysis of Pre-Service Primary School Teachers' Ability in Developing Learning Implementation Plan

Abdul Hafid[1], Muhamman Amran[2]
Universitas Negeri Makassar, Indonesia[1,2,]
Email: hafidabdul196403@gmail.com

Abstrak. The problem of the research is to describe pre-service primary school teachers' ability in developing lesson plans. The research was conducted in Primary School Teacher Education Study Program (PGSD), Campus VI UNM, Bone. There were 20 pre-service primary school teachers participating in this research. The research is a descriptive qualitative research. The results showed that the average pre-service primary school teachers already had the ability to develop a lesson plan. It can be concluded that pre-service primary school teachers class of 2017 in primary school teacher education study program already have good abilities in developing lesson plans.

Keywords: Ability, pre-service primary school teacher, learning implementation plan

INTRODUCTION

Education is very important in preparing human resources. Education is expected to produce graduates who are able to compete in increasingly advanced world conditions so as to guarantee the sustainability of a nation's development. This underlies the awareness of the urgency to improve the quality of human resources. Improving the quality of human resources is a reality that must be carried out in a planned, directed, intensive, effective and efficient manner. In order to achieve this, education becomes a substantial matter in the process of increasing the competitiveness of each individual.

Education involves learning activities and instilling values. As Law of the Republic of Indonesia Number 20 of 2003 Article 3 National Education System concerning that:

National education has the function of developing capabilities and shaping the character and civilization of the nation with dignity in the framework of educating the nation's life. Education aims to develop the potential of students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education is one of the provisions for humans to live life in the future. Education is very important so that humans do not become backward and have the provision to live every part of life as individuals in society. The implementation of

education is expected to be able to achieve the functions and goals of national education which can produce quality, competitive, and noble human beings. Education is a complex activity. One of the dimensions that cannot be separated from the world of education is the policy regarding the curriculum. The curriculum is the main element in making a significant contribution to realizing the process of developing the quality of human resources.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for implementing learning activities to achieve national education goals. (Law No. 20 of 2003)

Based on this explanation, it is clear that the curriculum has become the heart of the world of education. However, the curriculum will not be said to be successful without the components in it. One of the components that greatly influence the success of a curriculum in order to achieve the goals of national education as contained in Law No. 20 of 2003 is the learning process. Learning is a process, method, and action to make a person or living being learn. Another definition, learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is said to occur when there is a process of exchanging information between students and teachers. In this case, the one who has an important role in carrying out the learning process in accordance with the goals of national education is a teacher.

The teacher is a stakeholder in the world of education. It is said to be a stakeholder because teachers are people who are the holders and also providers of support for education or educational institutions. According to Kamus Besar Bahasa Indonesia (Great Dictionary of Indonesian Language) a teacher is a person whose job, livelihood, and profession are teaching[1]. In learning, the teacher acts as a motivator and facilitator in charge of guiding and providing conditions that allow students to feel comfortable and believe that the skills and achievements achieved will receive appreciation and attention.

Teacher is a profession that is not easy. His responsibility to be a teacher and educator is not light. In learning, teachers are often faced with several difficulties including difficulties in determining learning methods and models, difficulties in designing media, and difficulties in understanding the characteristics of each student. Not only a teacher, pre-service teachers in this case students majoring in education have similar difficulties.

The difficulties faced by the teacher in learning occur because there are reasons. Based on observations that have been made in several schools related to teacher difficulties in the learning process, information can be obtained that these difficulties occur due to the lack of readiness of a teacher in designing and designing learning plans so that when implementation occurs there are several difficulties that arise and affect the success of learning and of course also affects the educational goals contained in the curriculum.

Based on this description, as an institution that produces prospective teacher scholars, especially in the PGSD study program for elementary school teacher candidates, it is necessary to get a picture of the student's ability to develop learning tools. This is the basis so there is a need to conduct a research in order to get factual information about the pre-service primary school teachers' ability in developing learning tools.

RESEARCH METHOD

The type of research used by the researchers is qualitative research. Satori et al. Define that "Qualitative research is a research that emphasizes the quality or the most important thing in the nature of goods / services" [2, p. 22]. This is similar to the view that "Qualitative research is based on efforts to construct their views which are researched in detail, formed with words, holistic and complex images"[3, p. 6]. The type of research used in this research method is descriptive qualitative which systematically describes a particular symptom factually and accurately about the phenomenon that occurs.[4, p.47]

In a qualitative research, the presence of the researcher is both an instrument and a data collector. As one of the characteristics of qualitative research in data collection is carried out by researchers themselves. Meanwhile, the presence of researchers in this study as observers / participants, meaning that in the process of collecting data the researcher made observations and listened as carefully as possible even to the smallest detail.

This research will be carried out in the PGSD FIP UNM Study Program while the focus of the research is the description of the abilities and difficulties of prospective elementary teachers in developing learning. Data sources are an important part of research, because they can collect data as material to conclude research. Data sources can also be interpreted as anything that can provide information related to the research. Thus, the researchers can collect valid and accountable data related to the description of the abilities and difficulties of pre-service primary school teachers in developing learning. The data source is the students of the PGSD FIP UNM Study Program.

The data collection procedure in this study collected information through several techniques as follows:

Questionnaire

The research use quetionnaire technique, "the questionnaire is a series of questions related to a certain topic given to a group of individuals with the intention of obtaining data"[5, p. 199]. In this case the question comes from the theoretical indicator from which the research want to study. This questionnaire will be given to students to describe the abilities and difficulties of prospective elementary teachers in developing learning.

Interview

The technique used in this research is in-depth interview which is the process intended to explore information holistically and clearly from informants. With interviews, researchers will know more deeply about the informants in interpreting situations and phenomena that occur. "By in-depth qualitative interviewing, we mean face-to-face encounters between the researchers and informants directed toward understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words" [6]

By using qualitative in-depth interviews which is a face-to-face meeting between the researcher and the informant which is directed to understand the informant's perspective on their life, experience or situation as expressed in their own words. This interview was conducted to obtain information for research purposes by means of a dialogue between the researcher and the informants with the impression that an intense relationship had been established between the researcher and the informants. This interview will be conducted to students in PGSD FIP UNM.

Data Analysis

Data analysis was carried out through three activities that run simultaneously. The three phases are as follows:

Data Reduction

The data obtained from the field is quite a lot, so it is necessary to record it carefully and in detail. This requires the data to be analyzed through data reduction. "Data reduction refers to the process of selecting, focusing, simplifying, separating, and transforming" raw "data as seen in written field notes" [5] Data reduction, namely the process of selecting, concentrating, paying attention to simplification, abstracting, and the formation of rough data that emerge from written records in the field [7]. Reducing data means summarizing, selecting main things, focusing on important things, looking for themes and patterns [7]. Reducing the data will provide a clearer picture and make it easier to collect further data.

Data Display

After reducing data, the next step in data analysis which is displaying data or presenting data. Display in this context is a collection of information that has been structured and allowed to draw conclusions and take action [5]. By displaying data, it will be easier to understand what happened, plan the next work based on what has been understood [7]. In this study, the presentation of the data used is narrative text.

Conclusion Drawing

The next step is drawing conclusions. In this activity, researchers look for the meaning of objects, record sequences, and patterns from the beginning of data collection. Researchers reveal the end of the action based on the data that has been presented. Checking the validity of the data is carried out to minimize the occurrence

of errors in the data collected during the research by double-checking existing data collected from various previous data collection techniques, namely by: First, presenting the validity of the data provided that the observation is carried out by carefully observing and reading the research data sources, so that the required data can be defined. Furthermore, accurate results descriptions can be obtained in the process of detailing and presenting the data. Second, triangulation is to determine the validity of data by eliminating differences in the construction of reality that exist in the context of a study when collecting data about various phenomena that occur and comparing them with various sources, methods, and theories. Third, the presentation of data with reference adequacy is carried out by reading and examining data sources and literature sources that are relevant to the research problem repeatedly in order to obtain a deep understanding.

The research stages include several parts including:

1. Preliminary research, namely the researcher observes the description of the abilities and difficulties of prospective elementary teachers in the RPP.
2. Data collection, namely collecting information about the ability and difficulty of prospective elementary teachers in developing lesson plans.
3. Writing reports, namely researchers write reports according to the results obtained based on observations and data collection.

RESULT AND DISCUSSION

Result

This research was conducted at PGSD Study Program UPP Watampone Campus VI UNM Bone. It is located in Tanete Riattang, Watampone City, Bone Regency, South Sulawesi Province. The research subjects in this study consisted of students class 2017 who had completed all lectures related to educational or pedagogical subjects. The same is true for the subject capabilities of the field of study, especially those related to learning. There were 20 students selected with details of taking 4 samples from each student in each class. This research was conducted from June to August 2020.

The research was conducted using a research questionnaire, interviews and documentation study with research subjects and several informants both inside and outside the classroom. The research results were analyzed by researchers using qualitative descriptive techniques, which means that the researcher will describe, describe, and interpret all the data collected so that they are able to obtain a general and comprehensive picture.

Based on the results of questionnaires and interviews with research subjects regarding the ability of students in compiling Learning Implementation Plans, there are 7 indicators used as a reference to find out the students' ability in developing a Learning Implementation Plan, which are as follows: (1) Understanding the steps of curriculum analysis, based on the questionnaire and interviews, there were students who do not understand curriculum analysis activities in developing learning tools,

this happens because students have not studied them well. (2) Understanding the standard content of the subjects, based on the results of the analysis of the instruments and interviews there are still students who do not understand the standards of each subject in each subject. This happens because students when compiling lesson plans do not pay attention to the standard content of each of these subjects. (3) Understanding the hierarchy of the core competency standards of subjects, on this indicator based on the results of analysis and interviews, information is obtained that the ability of students to understand the core competencies of each subject is categorized good, this happens because students are able to understand well the content or content from core competence 1 to core competence 4. This shows that students also understand things related to the content that must be achieved in this competency from each subject. (4) Understanding the existing content on basic competencies, on this indicator from the results of the instrument and interviews with students who were the samples in the study showed that on average students already understood the content contained in basic competencies. This happens because students already understand the operational verbs used and the dimensions of knowledge that must be developed in each basic competency in the development of learning tools. (5) Mastering the systematic implementation of learning plans, from the results of the instruments and interviews with students who were the samples in the study, it shows that on average students already understand the components of the learning implementation plan. In fact, the results of the interviews showed that students were able to systematically mention the components of the learning implementation plan. This happens because students often get the task of developing a lesson plan for each subject in a field of study that has something to do with learning. (6) Able to carry out development activities of learning objectives from basic competencies in accordance with the KKO on the bloom taxonomy, on this indicator from the results of the instruments and interviews with students that on average students already understand the technique of developing learning objectives based on aspects C1 to C6. On this indicator students are also able to see the relationship between the existing content in basic competencies with the learning objectives being developed. This happens because students have been able to carry out various formulations of learning objectives because they have understood well the methods of developing learning objectives. (7) Able to carry out indicator development activities based on HOTS-based learning objectives, from the results of the instruments and interviews with students that on average students already have the competence to be able to develop learning indicators well. This happens because students already understand the meaning of indicators and already understand the reference or orientation of the indicators in the preparation of learning tools. Students who do not really understand the indicator preparation technique are expected to develop themselves by reading various sources related to indicators which are carried out independently.

Discussion

Based on the data that researchers have previously presented to identify how this was done to students class 2017 PGSD UPP Watampone Campus VI UNM Bone regarding their ability to develop learning tools will be described in the following further discussion. From the results of the research, it shows students of class 2017 PGSD Study Program UPP Watampone Campus VI UNM Bone about their ability to develop learning tools properly and correctly. From the description that has been stated that the ability of students in planning the implementation of learning is on average, it is already good, while what is lacking is the ability of students to conduct curriculum analysis and standardize the content of the subjects. This is in line with Uno (2009: 18) that "teachers are required to have a number of competencies in order to carry out their duties properly". The basic competencies possessed by teachers are pedagogical competence, competence, personality competence, social competence, and professional competence". Nowadays, teachers are always required to develop themselves according to the development of the saman. PGSD students who are prospective teachers in elementary schools are expected to have good competence in developing lesson plans. Therefore, the ability of students to develop a plan for implementing learning well will be a good provision when becoming a teacher or when in a community in the world of education. Based on the research results and theoretical studies above, the researchers conclude that on average students already have the ability or competence to develop learning tools.

CONCLUSION AND SUGGESTION

Based on the results of the research conducted, students in Primary School Teacher Education Study Program class 2017, who are pre-service primary school teachers already have good abilities in developing lesson plans. Based on the findings during the learning process, some suggestions that the researcher will convey to several parties are as follows: (1) it is better if the lecturer should further improve the student's ability in developing learning tools, (2) other researchers who are interested in examining the issues relevant to this research should do better research with a wider scope and deeper discussion.

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