

The Suitability Analysis On Students' 2013 Curriculum-Based Lesson Plans Of Teacher Professional Education In Position 2020 Towards Scientific Approach

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Abstract: *The current research aimed to determine the suitability of 2013 Curriculum-based lesson plans' steps with scientific approach. The research used descriptive quantitative method. The data included 17 lesson plans which were created by students of teacher professional education in position 2020. The level of suitability of 2013 Curriculum-based lesson plans with scientific approach was categorized into very suitable, suitable, quite suitable, less suitable, and not suitable categories. Those categories were derived from learning objectives, learning steps (learning activities), and assessment. Learning steps followed scientific approach. Based on the analysis, the 2013 Curriculum-based lesson plans were in line with the aspects of learning plans as stated in them. Having a learning objective with a percentage of 100% and an assessment with a percentage of 81%, the components were in "suitable" category. The component of learning steps that got "very suitable" category was the set induction with a percentage of 100% and the closure with a percentage of 100%. In main activities, several of them received suitable categories, namely observing with a percentage of 88%, asking with a percentage of 88%, experimenting with a percentage of 81%, and lastly, questioning and communicating activities getting a percentage of 75% with "quite suitable" category. Thus, the lesson plans had been in line with scientific approach. The results of this analysis can be used as a reference for teachers to prepare 2013 curriculum lesson plans by using scientific approach.*

Keywords: 2013 Curriculum-based lesson plans, scientific approach

INTRODUCTION

The position of teachers is very essential and strategic in national development education, especially in formal institutions. A teacher is an educator, mentor, trainer, and curriculum developer who can create conducive learning conditions and atmosphere (Rusman, 2009). The success of a lesson in the classroom is largely determined by the role of the teacher in compiling a lesson plans which is manifested in the Learning Implementation Plan (RPP).

The Indonesian Ministry of Education and Culture Regulation number 22/2016 states that, every educator in every education institution is obliged to compile a complete and systematic lesson plans so that learning could be interactive, inspirational, fun, challenging, and efficient. Moreover, it should motivate students to participate actively, provide sufficient space for creativity initiatives, and provide independence according to their talents, interests, and the physical and psychological development of students. Based on the regulations, teachers are expected to prepare lesson plans properly and correctly, because it will affect the implementation of learning in order to achieve learning objectives in accordance with the curriculum used.

The lesson plans (RPP) prepared by the teacher must be in accordance with the 2013 Curriculum. The 2013 Curriculum is prepared based on the competency standards of graduates. A good and correct RPP component consists of school identity, subject identity or theme/sub-theme, class/semester, subject, time allocation, learning objectives, basic competencies, indicators, learning materials, learning methods, learning media, learning resources, learning steps, and assessment of learning outcomes. According to The Indonesian Ministry of Education and Culture Regulation number 81 A of 2013 about curriculum implementation explains that one of the characteristics of 2013 Curriculum-based lesson plans is that there are scientific activities including observing, questioning, experimenting, reasoning, and communicating.

Teachers have important abilities in implementing the curriculum, whether the curriculum is successful or not, it depends on the activities and creativity of the teacher in developing and realizing the curriculum. Therefore, the ability of teachers to compile their own lesson plans is highly expected because the teachers themselves know how their own ability in the learning model mastery, using methods to the assessment tools, as well as coping with the students' characters.

In fact, at some schools, some teachers still have not been able to compile a lesson plans by using 2013 Curriculum. Based on Dewi (2020), the teachers still had trouble to construct lesson plans by themselves because they tended to copy what on the internet. In this case, copying meant plagiarizing the existing lesson plans for their own use, so that the teachers did not really understand whether the plagiarized lesson plans were suitable with the students' condition and the school environment or not. Another research from Kinarsih (2017) reveals the same result as Dewi's (2020) research that teachers only duplicated other people's lesson plans. The teachers' difficulties were varied from determining the allocation of time, deciding indicators, to choosing learning methods.

Mawardi (2019) also shows that the ability of teachers to prepare lesson plans was still lacking. This was due to the lack of knowledge in preparing lesson plans and less optimal mentoring in compiling lesson plans, so most of them took shortcuts by taking lesson plans from the internet and even copied other teachers' lesson plans.

Based on the findings above and considering the 2013 Curriculum-based lesson plans (RPP) is important for teachers, the authors were interested in analyzing the suitability of the 2013 Curriculum-based lesson plans with scientific approach compiled by students of Teacher Professional Education in Position (PPG Daljab) 2020.

The research problem in this study was "how the suitability of 2013 Curriculum-based lesson plans (RPP) with scientific approach created by students of Teacher Professional Education in Position (PPG Daljab) 2020 was". This study aimed to determine the suitability of the 2013 Curriculum lesson plans' steps with scientific approach created by students of Teacher Professional Education in Position (PPG Daljab) 2020. The results of this study were expected to have benefits for researchers as information for students of Teacher Professional Education (PPG) and elementary school teachers in constructing Curriculum 2013-based lesson plans with scientific approach.

RESEARCH METHODS

This research used quantitative descriptive. Quantitative research was used to calculate the percentage suitability of 2013 Curriculum-based lesson plan components towards scientific approach.

The subjects in this study were 17 2013 Curriculum-based lesson plans created by students of Teacher Professional Education in Position (PPG Daljab) 2020. Observation data were analyzed with descriptive statistics. This data was used as a preliminary study in analyzing the learning activities that had been carried out related to the lesson plans used.

Quantitative data analysis was used to determine the suitability percentage of 2013 Curriculum-based lesson plans' components with a scientific approach using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

f = The frequency of calculated percentage

N = The number of frequencies that are used as data
(Sudijono, 2009: 43)

Table 3.1 Criteria Of The Level Of Suitability

Score range	Criteria
$p \geq 90\%$	Very suitable
$80\% \leq p \leq 90\%$	Suitable
$70\% \leq p \leq 80\%$	Quite suitable
$60\% \leq p \leq 70\%$	Less suitable
$p < 60\%$	Not suitable

(Modified by Nana Sudjana, 2005)

RESULTS

The current analysis was done on students of Teacher Professional Education in Position (PPG Daljab) 2020. The current study used descriptive method by collecting data from 2013 Curriculum-based lesson plans created by students of Teacher Professional Education in Position (PPG Daljab). The components, that were analyzed, were learning objectives, learning activities, and assessments. It was based on the simplification of 2013 Curriculum-based components in the Circular Letter of Ministry number 19 of 2019 in which the second point states that the 13 components of lesson plans have been dissolved in the Minister of Education and Culture Regulation number 22 of 2016 about Basic and Secondary Education Process Standards, which the core components are the learning objectives, the steps for learning activities, and the learning assessment. Those components must be carried out by the teacher while the other components are complementary.

Table 3.2 Assessment recapitulation on components of 2013 Curriculum-based lesson plans (RPP) with scientific approach

Aspect	Percentage	Criteria
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Learning Objective	100%	Very suitable
Learning Activities		
1. Set Induction	100%	Very suitable
2. Main activities		
a. Observation	88%	Suitable
b. Questioning	75%	Quite suitable
c. Experimenting/Collecting information	88%	Suitable
d. Reasoning	81%	Suitable
e. Communicating	75%	Quite suitable
3. Closure	100%	Very suitable
Scoring	81%	Suitable
Mean Aspect	87%	Suitable

Table 3.2 shows the results of the recapitulation of components in the lesson plans. From the table, the aspects of lesson plans include learning objectives, learning activities (set induction, main activities, and closure), and assessment. Meanwhile, the 2013 Curriculum-based main activities referred to observing, questioning, experimenting, reasoning, communicating.

A total of 17 Teacher Professional Education in Position (PPG Daljab) 2020 students' lesson plans had been analyzed from several component aspects, namely learning objectives, learning activities with scientific approach, and assessment. The learning objective component got a percentage of 100% with "very suitable" category. Learning activities consisted of opening activities getting a percentage of 100% with "very suitable" category, main activities consisted of several activities based on the scientific approach getting a percentage of 88% with "suitable" category for observing activities, 75% was "quite suitable" category for questioning activities, 88% was in "suitable" category for experimenting activities, 81% was in "suitable" category for reasoning activities, and 75% was in "quite suitable" category for communicating activities. Closure received a percentage of 100% with "suitable" category. The assessment component received a percentage of 81% with "suitable" category.

DISCUSSION

Based on the analysis of 2013 Curriculum-based lesson plans with scientific approach that had been carried out, most of the PPG Daljab 2020 students had been able to prepare lesson plans well. The ideal lesson plan components included the identity of the educational unit, the identity of the subjects/themes, the class/semester, the allocation of time, core competencies, basic competencies, indicators of competency attainment, learning materials, learning steps, assessment of learning outcomes, as well as learning media/tools, materials, and learning resources. The components, that were mentioned, have been adjusted to Minister of Education and Culture Regulation number 22/2016. However, based on the Circular Letter of the Minister of Education and Culture number 19 of 2019 about simplification of learning implementation plans, those components are simplified into learning objectives, learning steps, and assessments.

The scientific approach was included in the learning activities of lesson plans. The scientific approach consisted of some activities such as observing, questioning, experimenting, reasoning, and communicating to help students understand various materials using a scientific approach. However, in the lesson plans made by PPG Daljab 2020 students, there were steps that had not emerged yet.

There were still weaknesses in the lesson plans with a scientific approach. There were several aspects that had a percentage of 75% with "quite suitable" category, namely in questioning and communicating activities. However, other activities had "suitable" category.

Observing is an activity that is very useful for students to answer their curiosity, so that the learning process is meaningful. Observing activities in learning as stated in Minister of Education and Culture Regulation (Permendikbud) number 81a, teachers should widely provide opportunities for students to observe through scrutinizing, watching, listening, and reading. Observing is not just seeing but describing something by using the five senses, so that the scientific aspect of observing activities is maximized.

The results of questioning on the (PPG Daljab) students' lesson plans were "quite suitable". This questioning activity does not mean the teacher always asks students, but students ask the teacher. In other words, the activity of questioning is asking unfamiliar information that is observed or factual to hypothetical questions. The questioning activity according to Minister of

Education and Culture Regulation (Permendikbud) number 81a 2013 is asking questions about information that is not understood yet. The expected competencies in this activity are to develop creativity, curiosity, and the ability to formulate questions to form critical thinking. It is related to Kurniasih (2014) who states that effective teachers are able to inspire students to improve and develop their attitudes, knowledge and skills. Through this questioning activity, it is hoped that the development of the students' ability will also develop.

Experimenting in scientific approach means the students collect data with several techniques such as experimenting or reading books as reference sources. From the findings of the lesson plans that had been analyzed by the researcher, experimenting activity was still listed in the lesson plans, for example the teacher asked students to collect information from several references, students made rhymes, and students were asked to collect data on Indonesian cuisine from various sources. In this context, experimenting was not just practicing, but also finding information in line with the material. According to Widyastono (2013) collecting information can be obtained from various sources in various ways, such as reading references, paying attention to the phenomenon or object under study, or carrying out experiments that are included in the activity of experimenting/gathering information.

Reasoning activity was not fully available in the PPG Daljab students' lesson plans. Based on Minister of Education and Culture Regulation (Permendikbud) number 81a of 2013, it was processing information collected, whether limited to the results of collecting activities or expanded to the results of observing and trying/gathering information. Reasoning activity is a logical and systematic thought process on the observed reality to get a conclusion. From the analyzed lesson plans, students were only asked to conclude. The previous stage had to be given an activity that guided students to reason before drawing conclusions.

Communicating are activities where students are given the opportunity to communicate what they learn. This activity can be done by writing down or telling what is found in observing, trying/finding information. From the results of the PPG Daljab students' lesson plans' analysis, most of them did not include communication activities. It was only limited to collecting assignments without any communicating activities. In fact, communicating activities are activities that re-examine what is found in reasoning activities. Communicating activities are not only carried out in oral, but also written. In addition, communication activities are carried out by students by making tables, diagrams, graphs or making essays. It is expected to develop the ability to think systematically, to behave honestly, and to develop appropriate language skills.

The assessment components in the student lesson plans consisted of the suitability of authentic assessment techniques and forms, the suitability of learning objectives, the suitability of answer key and questions, and the suitability of scoring guidelines. Based on the results, it belonged to "very suitable" category but with a percentage of 81%, there were still some discrepancies. According to Minister of Education and Culture Regulation (Permendikbud) number 23 of 2016, the assessment of learning outcomes of elementary and secondary education students includes aspects of attitudes, knowledge, and skills.

Based on the results of the component analysis on the 17 lesson plans, it was known that 2013 curriculum was suitable with a scientific approach. The process of preparing 2013 Curriculum-based lesson plan by using scientific approach was carried out by PPG Daljab students in 2020. The Teacher Professional Program (PPG) aimed to improve the competency of teachers and increase their competence to be more professional as well as smart at implementing 2013 Curriculum learning with a scientific approach. Using this analysis, it was expected that the ability of teachers in the preparation of 2013 lesson plan with a scientific approach will improve.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

Based on the results of the analysis above, it was concluded that the suitability of the PPG Daljab 2020 students' 2013 Curriculum-based lesson plan component was suitable with the scientific approach. The components in "very suitable" category were objectives and assessments. Learning activities based on a scientific approach, which were in "very suitable" category, were the set induction and closure. Main activities with "suitable" category were observing, experimenting, and reasoning. Meanwhile, asking and communicating, was "quite suitable" category.

SUGGESTION

The suggestion for further research is to do a follow-up analysis for 2013 Curriculum-based lesson plan for teachers in elementary schools in terms of scientific approach to see the level of suitability. In addition, it is expected that teachers should maximize learning by implementing scientific approach. It also can be used to make 2013 Curriculum-based lesson plan with scientific approach.

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