

## QUALITY OF MAKING LESSON PLANS BY SENIOR HIGH SCHOOL TEACHERS IN SIAK REGENCY

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**Abstract:** This study aimed to find out and to analyze quality of lesson plans by senior high school teachers in Siak Regency. The lesson plans designed by teachers of the schools function as a guideline for them to run teaching and learning process at schools. It is a descriptive research. Data of this study were collected through an instrument filled out by 142 respondents. They were senior high school teachers in Siak regency. Data analysis was presented through descriptive statistics. The research findings revealed that quality of making lesson plans of senior high school teachers in Siak regency belong to the very high category (4.304 or 86.10%). The lesson plans aimed to match teaching material with predetermined competencies, allocate time effectively and efficiently, decide media/tools as well as teaching materials, describe learning objectives and in detail, decide assessment techniques in accordance with the demands of the curriculum, organize teaching materials based on sequences and groups, decide appropriate teaching methods, design learning procedures in accordance with competencies required, and decide appropriate references (textbooks, modules, computer program and so forth) to be used. These findings show that making a lesson plan requires creativity and pedagogical skills. Creativity and motivation lead to positive action in presenting quality, realistic, and concrete lesson plans

**Keywords:** *Teacher; Quality; Making; Planning; Teaching and Learning*

### A. INTRODUCTION

Learning is the acquisition of knowledge or skills through study, experience, or being taught. Activities of learning are written in a curriculum design. The activities are carried to present various innovation and experiences. Learning and innovation relate to experience. This means that the success of learning carried out by a teacher can be reflected from innovation and experiences of students. It is important for a teacher to make sure that lesson plans he/she designs can support him/her to teach his/her students well.

In addition, it is essential for a teacher to plan everything in details in order that learning objectives can be achieved. Lesson plans plays an important role for the achievement of learning objectives. Therefore, a teacher requires to prepare the plans very well. If not, learning activities cannot run well and the learning objectives cannot be achieved. Lesson plans can also help predict learning outcomes or targets. Practically speaking, the ability to design a lesson plan of teachers may vary in line with pedagogical skills they have. Therefore, a teacher needs to the pedagogical skills in order that they can prepare lesson plans well.

Lesson plans are prepared before learning activities are carried out in a classroom. The plans prepared by a teacher guide him/her in to carry out teaching and learning activities in a classroom. The plans may also anticipate and predict probable condition in teaching and learning process. A teacher must not come to his/ her class without lesson plans. No lesson plans also means that a teacher does not have a realistic picture of the goals to be achieved and strategies to be used

to run teaching and learning activities. Therefore, lesson plans must be prepared in details and measurable manner.

Research findings at SMA Dian Harapan Jakarta revealed that only 81% of the teachers had lesson plans (Zendrato, 2016). In other words, the data showed that some teachers or approximately 19% of teachers of the school did not have lesson plans. The data also showed that some teachers did not concern with lesson plans yet. Suggests that teachers open up to improve their professional competence. They assured that planning in learning is a necessity so that all learning activities can be described and evaluated (Hanifa, 2017; Mustafa & Zulhafizh, 2017; Zendrato, 2016). Quality of teaching and process carried out by a teacher is difficult to be measured without a lesson plan.

Reassured that teaching without planning results in ineffective learning (Callahan & Clark, 1988). It is very reasonable because a teacher does not think in detail about activities to be carried out in the class. Lesson plans provide various advantages for teachers. Said that lesson plan prepared before teaching and learning activities can bring some advantages for many parties (Zulhafizh, 2020; Zulhafizh & Permataasari, 2020; Lee et al, 2016). Assured the advantages because lesson plans function: 1) to be an administrator or evidence of an effective and efficient teaching learning activities; 2) to design to achieve all the objectives of the learning program within the allocated time; 3) to evaluate and to map competence of students 4) to enable teachers to motivate and build good relationships with students; 4) to provide students with a planned learning experience; 5) to become an instrument of performance evaluation and to improve teaching skills (Kemp, 1994; Hoover & Hollingsworth, 1975).

That planning in learning activities is a mental process, conceptualization, and priority (Ball et al, 2007). A teacher that does not prepare a lesson plan means that he/she is not mentally ready to teach his/her students. In addition, no lesson plan means that no concept that will be applied and the activities that will be prioritized by a teacher. Teachers cannot teach well without a plan and what he/she teaches will do in a classroom shall be written a lesson plan (Cicek & Tok, 2014). Therefore, she/he can map the various activities that are carried out—before and after teaching and learning process. Instruct teachers to write lesson plans (Clark & Dunn, 1991). They are clear evidence of the readiness of teachers to carry out learning activities or programs (Reynolds, 1992; Kagan & Tippins, 1992; Clark & Yinger, 1980; Peterson, Marx, & Clark, 1978; Morine-Dersheimer & Vallance, 1976; Zahorik, 1975).

## **B. MATERIAL & METHODS**

This research used the descriptive method. The instrument used to collect the data of this research is questionnaires. This instrument consisted of nine important items in related to the preparation of lesson plans carried out by teachers of senior high schools in Siak Regency, Riau Province. The instrument was adapted from Asmani (2009) and UUGD (2005) related to classroom management. The instrument used the Likert scale consisting of five answers or response options. Instruments or questionnaires were shared to the teachers online by using google form.

The samples of the research were teachers who taught in senior high schools. The number of the sample was 142. They were teachers of SMAN 1 Siak, SMAN 2 Siak, SMAN 1 Bungaraya, SMAN 1 Sei Apit, and SMAN 1 Tualang. The samples were randomly taken in accordance their commitment or readiness to fill in and send their responses back to the researchers. The data, then, were analyzed by presenting the respondents' answers in a descriptive statistic. This strategy is carried out to find out the standard of actions taken by teachers in preparing lesson plans.

## **C. RESULT & DISCUSSION**

### **1. Result**

The aspect analysis of making a lesson plan by the respondents can be seen from the mean and standard approach as seen in Table 1.

Table C.1. Interpretation of Making Learning Plans

No.	Indicators	Mean	Standard Deviation	Category
1	Describing the objectives of a lesson chronologically and in details	4.330	0.881	Very high
2	Deciding teaching materials in line with the predetermined competence	4.600	0.715	Very high
3	Organizing teaching materials based on the sequence and groups	4.270	0.843	Very high
4	Allocating time effectively and efficiently	4.410	0.696	Very high
5	Deciding appropriate teaching methods	4.230	0.738	Very high
6	Designing learning procedures in line with competences required	4.230	0.796	Very high
7	Deciding media/tools as well as teaching materials	3.960	0.841	High
8	Deciding appropriate references (textbooks, modules, computer program and so forth)	4.390	0.790	Very high
9	Deciding assessment technique in line with curriculum requirements	4.320	0.758	Very high
<i>Mean</i>		4.304	0.784	Very high

Table 1 shows showed that the mean in the aspect of preparing a lesson plan was 4.304 and the deviation standard was 0.784. The data revealed that the activity of making a lesson plan was in the very high category. The aspect of making the lesson plan consisted of nine statements which the respondents focused on. They are (1) Describing the objectives of a lesson chronologically and in details that belonged to the very high category, the mean was 4.330 and the standard deviation was 0.881, (2) Deciding teaching materials in line with the predetermined competence that belonged to the very high category, the mean was 4.600 and the standard deviation was 0.715; (3). Organizing teaching materials based on the sequence and groups that belonged to the very high category, the mean was 4.270 and the standard deviation was 0.843; (4) Allocating time effectively and efficiently that belonged to the very high category, the mean was 4.410 and the standard deviation was 0.696; (5) Deciding appropriate teaching methods that belonged to the very high category, the mean was 4.230 and the standard deviation was 0.738.

Furthermore, (6). Designing learning procedures in line with competences required that belonged to the very high category, the mean was 4.230, and the standard deviation was 0.796; (7) Deciding media/tools as well as teaching materials that belonged to the high category, the mean was 3.960, and the standard deviation was 0.841; (8). Deciding appropriate references (textbooks, modules, computer program and so forth) that belonged to the very high category, the mean was 4.390, and the standard deviation was 0.790; and (9). Deciding assessment technique in line with curriculum requirements that belonged to the very high category, the mean was 4.320, and the standard deviation was 0.758. These data, in addition, showed that there are eight indicators that belonged to the very high category and one indicator belonged to the high category.

## 2. Discussion

Designing lesson plans by the teachers of senior high school in Siak Regency, Riau Province, in general, belonged to the very high category and the mean was 4.304. The percentage was 86.10%. This means, there were 13.90% of teachers who have not compiled lesson plans yet. This is in line with research findings revealing that that only 81% of teachers compiled the lesson plans before he came to classrooms to teach students. In principle, a teacher requires to compile and have lesson plans (Zendrato, 2016). They function to evaluate teachers related to problems they have in class and to identify progress in the achievement of learning objectives. Assured that a teacher is

required to make a lesson plan of teaching activities even though he/she has had the plan in his/her mind. He/she is required to write the lesson plans since the lesson plan is a realistic plan of what she/he will do in his/her classroom (Wilén et al, 2000).

Stated that a teacher who makes a lesson plan, is a teacher who endeavors to show his/her hope that students can achieve success in learning activities. In addition, a lesson plan even guides students about the expectations that they will get from their teachers, in terms of knowledge, experience, skills, management, and many more (Wong & Wong, 2009). It is very possible that students do not get an overview of the learning activities they will go through if their teacher does not have a good lesson plan. Therefore, a teacher who does not make a lesson plan needs to immediately evaluate and reflect him/herself on how important a lesson plan is. The lesson plan is designed not only for the sake of administration purposes but also for the sake of professionalism of a teacher.

Data regarding the nine indicators asked in the questionnaire also revealed that deciding media/tools as well as teaching materials was lower than other indicators. It can be seen from the mean that was 3.960. It was the lowest mean amongst all indicators. Media or tools used by a teacher supports learning activities. Media and learning tools can make a teacher transform his/her knowledge and experience (Mustafa, Hermendra, & Zulhafizh, 2019). A teacher must also be wise to decide and use media for teaching and learning. The inability to use media can interfere learning activities and outcomes. Media used is required to be hand in hand with the abilities and skills of the teacher. On the other hand, the creativity of teachers in using media is needed. The best way is to become a learning teacher so that he/she can follow various learning developments, especially those related to the use of media or tools for teaching and learning.

In terms of the age of respondents, 93.66% or 133 of the respondents was in the age range 23-49 and 6.34% or 9 of them was in the 50-56 age range. Skirbekk (2004) reassured that human productivity at work is not more than 50 years. The quality of work productivity of people who are 50 years old and more decrease. Furthermore, stated that people who are 50 years old and more have better quality on service or giving teaching instructions (Aubert & Crépon, 2003). What said advocated that the activity of planning and using media for teaching and learning will be very effective for teachers who are under 50 years old (Skirbekk, 2004; Aubert & Crépon, 2003). Assured that people who are under 50 years old are more flexible in adjusting and organizing ideas and information and using communication technology (Lallemand & Rycx, 2009). However, said that elder age does not always limit productivity and creativity (Bertschek & Meyer, 2008). If the older people have great motivation, they can do various activities (Mustafa et al, 2018; Zulhafizh et al, 2013). Furthermore, quality actions in making lesson plans based on the mean approach is presented in the following figure.

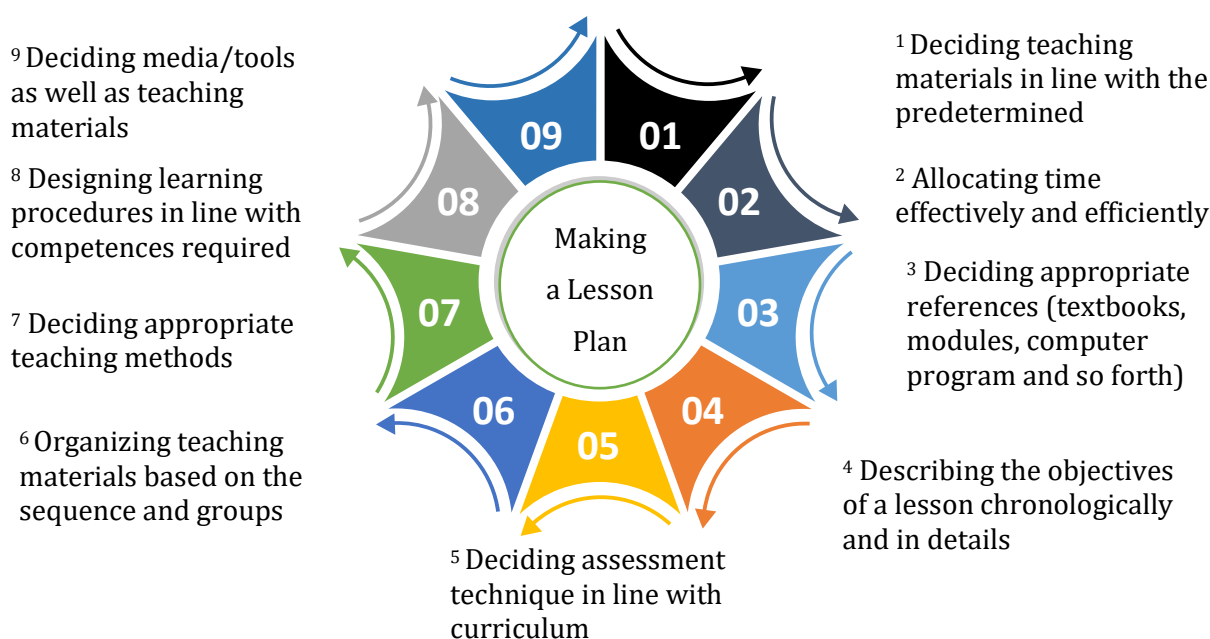


Figure 1. Quality Actions Mapping in Making A Lesson Plan

#### D. CONCLUSION

Making a lesson plan for teaching and learning activities is important. The lesson plan functions as a road map during the teaching learning activities. The absence of a lesson plan can bring negatively effect on the achievement of learning objectives. Pursuant to the mean approach, the activities of making a lesson plan at the senior high schools in Siak Regency, Riau Province belonged to the very high category, that was 4.304 or the equivalent was 86.10%. Based on the mean approach, the order of the indicators from the highest to the lowest mean is presented as follows: (1) Deciding teaching materials in line with the predetermined competence, (2) Allocating time effectively and efficiently, (3) Deciding appropriate references (textbooks, modules, computer program and so forth), (4). Describing the objectives of a lesson chronologically and in details, (5) Deciding assessment technique in line with curriculum requirements, (6) Organizing teaching materials based on the sequence and groups, (7) Deciding appropriate teaching methods, (8) Designing learning procedures in line with competences required, and (9) Deciding media/tools as well as teaching materials. The research findings revealed that making a lesson plan requires creativity and pedagogical skills. The existence of this creativity and motivation leads to positive effect on presenting quality, realistic, and concrete lesson plans.

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