
EVALUATION OF DESIGN INSTRUCTIONAL OF THE LESSON PLAN WRITING CLASS

Eirene Mary

Pendidikan Agama Kristen, Sekolah Tinggi Teologi Simpson Ungaran, Indonesia
Email: eirenetraining@gmail.com

ABSTRACT

Writing a lesson plan is a skill that a teacher should have. Lesson plan will help teacher in creating a meaningful learning. Student teacher must be educated and trained to be able to prepare a lesson plan. An instructional design is needed to achieve the course objectives in Lesson Plan Writing. The instructor made an instructional design which were consisted from four components of lesson plan, namely learning materials, course objectives, teaching strategy and learning assessment. This research was conducted to evaluate the implementation of the instructional design by the instructor. The author used qualitative methods to describe the learning process. The data collection technique carried out is through observation, interviews and documentation. The results of this study show that the implementation of the instructional design can achieve the course objectives, where students can make 15 lesson plans. And the assessment carried out by students on the implementation of the instructional design reached 92.6% with the Excellent category.

Keywords: evaluation; instructional design; lesson plan

ABSTRAK

Keterampilan menyusun RPP adalah keterampilan yang harus dimiliki oleh seorang guru. RPP akan membantu guru dalam menciptakan pembelajaran yang bermakna. Para mahasiswa calon guru harus perlu dididik dan dilatih untuk dapat menyusun RPP. Diperlukan suatu rancangan pembelajaran untuk mencapai standar kompetensi yang telah ditetapkan dalam mata kuliah Praktek Perencanaan Pembelajaran. Dosen membuat desain pembelajaran yang terdiri dari empat komponen RPP yakni materi pembelajaran, kompetensi, strategi dan evaluasi. Penelitian ini dilakukan untuk mengevaluasi sampai sejauh mana keberhasilan penerapan desain pembelajaran yang dilakukan oleh dosen. Peneliti menggunakan metode kualitatif untuk menggambarkan proses pembelajaran yang dilakukan. Teknik pengumpulan data yang dilakukan adalah melalui observasi, wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa penerapan desain pembelajaran yang dilakukan dapat mencapai tujuan yang telah ditetapkan, dimana mahasiswa dapat membuat 15 RPP. Dan penilaian yang dilakukan oleh mahasiswa terhadap implementasi desain pembelajaran mencapai 92,6% dengan kategori Sangat Baik.

Kata Kunci: desain pembelajaran; evaluasi; rencana pelaksanaan pembelajaran (RPP)

INTRODUCTION

According to Indonesian Law number 20 year 2003 concerning the National Education System, Article 1 number 1, states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can be actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and country. To ensure the achievement of this purpose of education, a teacher should

prepare the learning experience for the student. As stated by Halamury and Sahertian, that the teacher is a component that determines the success of the education because the teacher is a central figure in learning.(Halamury & Sahertian, 2021) The teacher should prepare the lesson carefully and systematically. One skill that should be mastered by a teacher is the skill to prepare a lesson.

According to the regulation of the Minister of Education and Culture Number 22 year 2016 about Standard of Educational Process for the

Primary and Secondary Level, there are things that are included in lesson planning. Those things are the planning learning process, preparation of media and learning resources, learning assessment tools and learning scenarios.

Sanjaya states that a lesson plan contain the learning activities to be done to achieve the learning objectives(Sanjaya, 2010) In addition Arifuddin states that developing lesson plan should be do to achieve an effective and quality learning process.(Arifuddin, 2021)

The author, as the instructor of Lesson Plan Writing Course for the student teacher of Christian Education major, made several efforts to maximize the leaning process in the practice of making lesson plan. First effort was to design a learning instruction for this class. This instructional design had been carried out in the second semester of school year 2021/2022 at Simpson Theological School at Ungaran, Central Java, Indonesia.

The background of this research is to evaluate the effectiveness of the instructional design implemented in the learning proses of making lesson plan for the student teacher. According to Borg and Gall, educational education is the process of making judgments about the merit, value or worth of educational programs, projects, materials and techniques.(Borg & Gall, 1983)

The evaluation model is Goal Oriented Evaluation Model. This model of evaluation Evaluation is conducted to find out whether the implementation of the instructional design can achieve the objectives of the course. There will be continuous evaluation to make sure how far the achievement of the course objectives. This model of evaluation was developed by Tyler (Arikunto & Jabar, 2018). Tyler's view was that curriculum should be organized around explicit objectives and that the success of curriculum should be judged on the basis of how well students achieve the objectives.(Borg & Gall, 1983)

This research wants to answer the question of "Do the instructional design of the course can achieve the course objective?" by describing it. It is expected that this research can give some input in developing instructional design for the achievement of the course objectives.

METHODS

The method used for this research is descriptive qualitative research. Hamzah stated that descriptive research strives to illustrate by using words and numbers or problem profiles to answer the questions of who, when, was, and how for certain purposes and uses.(Hamzah, 2019). This research describes the evaluation of the instructional design of Lesson Plan Writing course.

This research was conducted at Simpson Theological Seminary Ungaran. The author was the lecturer of the Lesson Plan Writing course at the Second Semester of 2021/2022 academic year. Data collection technique includes interviews with the students and questionnaires. Primary sources for this research are the syllabus, course contract and final grades of the students.

The object of this research was the students of Lesson Plan Writing Course of Christian Education major. Six participants were participating in the course. The research was conducted at the end of Second Semester school year 2021/2022, at the month of June 2022.

The students were given questionnaires and were interviewed in order to collect the data for this research. The results of interviews and questionnaires, and the document were presented descriptively.

The evaluation of the components of instructional design are the following: the component of learning content, component of learning objectives, component of teaching strategy, and component of learning assessment. The classification of the evaluation is determined by the score of the questionnaires.

Table 1. Evaluation Category

Score	Category
91 – 100	Very Good
81 – 90	Good
71 – 80	Fair
61 - 70	Poor

The following are the Indicators for the evaluation of each components:

- a. Component of Learning Materials
 - 1) Quality of lesson material

- 2) Suited with student's experiences
 - 3) Lesson delivery
 - 4) Systematics of lesson material
 - 5) In accordance with course contract
- b. Component of Course Objectives
- 1) The course has clear objectives
 - 2) The course objectives are made known to the students
- c. Component of Teaching Strategy
- 1) The use of different teaching methods
 - 2) Teaching methods effectiveness
 - 3) Interaction in the learning process
 - 4) Convenient learning environment
- d. Component of Learning Assessment
- 1) Objective assesment
 - 2) Explanation of the result of learning assesment
 - 3) Learning assesment is in accordance with learning objectives

After the data is collected, researchers perform data analysis by reducing data, presenting data and verifying data.

RESULT AND DISCUSSION

A. Learning Content

According to Sanjaya, learning content are everything that is the content of the curriculum which must be mastered by students in accordance with learning objectives in order to achieve the course objectives in a particular educational unit.(Sanjaya, 2010) The learning content taught in this course were divided into four component as follows, learning content, course objectives, teaching strategy and learning assessment.

Based on the interviews with the students, the learning content had helped them to understand the components of a lesson plan or an instructional design. The students admitted that in the first meetings, they were confused about the components in the lesson plan, but eventually they can differentiate objectives, teaching strategy dan learning assessment. One student stated that the understanding of this learning content will enable the student to make a systematic lesson plan.

Based on observation and the analysis of the syllabus, all the learning content planned by the instructor were delivered. This is also in accordance with the result of the questionnaires given for the students. The percentage of learning content component is 92,9% which categorized Very Good.

B. Learning Objectives

The course objectives is that the student has the skill of preparing Christian Education Lesson Plan both in the church and school. According to Sanjaya, learning objectives is a minimum competence that should be achieved by the students in the mastery of concept or learning content which area given in the class at certain level of education.(Sanjaya, 2010)

As it is written in the course syllabus, the course objective is that the student can implement an instructional design or lesson plan that is in accordance with the curriculum and the application in the learning process of Christian Education. At the end of the course, the students are expected to make a Christian Education lesson plan that can be used in the educational program both in the church and in the school.

The following table is the final grade for the students in the course.

Table 2. Students' Final Grade

Number of students	Grade Range	Category
2	91 – 100	Very Good
2	81 – 90	Good
2	71 – 80	Fair

Based on the interviews with the students, the learning process has increased their knowledge in making a lesson plan. Although they admitted that they found hard to determine learning objectives. It was difficult for them to write an operational learning objectives. Learning objectives that can be measured.

Based on the observation, the learning process of the learning objectives took a number of class meetings. The instructor had to make sure that the students can construct operational learning objectives.

Students assessment about the learning objectives component in percentage is 95% which is categorized as Very Good.

C. Teaching Strategy

The teaching strategy implemented in this course was active student teaching strategy. Teaching methods used in this course were lecture and class discussion. Sometimes assignments were given.

After the discussion of each component in lesson plan, the students were asked to exercise the writing of each component. As Widiasih has written in her research that lesson planning writing practice with feedback technique can increase the teacher's ability to write a good, right and innovative lesson plan.(Widiasih, 2021)

The instructor develop comfortable learning atmosphere. As it is written by Munthe that learning package that is in accordance with the emotional stage or cognitive stage will be imprinted in the students' mind.(Munthe, 2009). Some students stated that sometimes they felt incapable to fulfill the task but since they were continually motivated by the instructor to keep on practicing.

The students were asked to put into practice or to write each component after being taught. The students practiced to write the lesson plan according to each component. The instructor made sure that each student has fully understand each component and can write down many examples of each component.

Students' assessment about the teaching strategy implemented by the instructor by percentage is 92,5% which categorized as Very Good.

D. Learning Assessment

Learning assessment for this course was in a form of lesson plan writing project. The instructor gave assignment in class or as homework. During practice in the classroom, the instructor can make assessment of the students' understanding about each component in the lesson plan. Final project for the course was 15 lesson plans for Christian Education in school and church context.

All the students were able to submit 15 lesson plans.

Students' assessment about the learning assessment component in this course in percentage is 88,8% and categorized as Good.

The whole assessment of students for each component of lesson plan can be seen in the table below.

Table 3. Students' Assessment

Component	Score	Perfect Score	%	Category
Learning content	251	270	92,9	Very Good
Learning objectives	114	120	95	Very Good
Teaching Strategy	111	120	92,5	Very Good
Learning Assessment	80	90	88,8	Good
TOTAL	556	600	92,6	Very Good

The overall result of the implementation of the instructional design for the course is 92,6% and is categorized as Very Good.

CONCLUSION

The skill of lesson plan writing is a mandatory skill for a teacher. A student teacher should learned how to write a lesson plan. In a lesson plan writing course, the instructional design should be implemented in order to achieve the course objectives. This research shows that the instructional design implemented by the instructor has achieved the course objectives. The assessment made the students based on the components of the instructional design showed very good results. The course objective were achieved where each students wrote 15 lesson plans in the church and school context.

ACKNOWLEDGMENTS

In completing this research, the students in the author's class gave their support and cooperation. The author got memorable teaching learning moment with them and would like to acknowledge them in the completion of this

research. They are Alisya, Ayu Kristia, Cici Siki, Fitriyanti, Napriyadi and Yuli Purnamawati, Lesson Plan Writing Class, Second Semester, School Year 2021/2022.

REFERENCES

- Arifuddin, A. (2021). PELAKSANAAN WORKSHOP DI SMP NEGERI 6 MEDAN UNTUK MENINGKATKAN KUALITAS KOMPETENSI GURU DALAM MENYUSUN RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DAN SILABUS TAHUN PEMBELAJARAN 2019/2020. *Benchmarking - Jurnal Manajemen Pendidikan Islam*, 5(1), Art. 1.
- Arikunto, S., & Jabar, C. S. A. (2018). *Evaluasi Program Pendidikan* (2 ed.). Bumi Aksara.
- Borg, W. R., & Gall, M. D. (1983). *Educational Research* (Vol. 1-4). Longman Inc.
- Halamury, M. F., & Sahertian, C. D. W. (2021).

Lesson study berbasis saintifik bagi guru pendidikan agama Kristen di Sekolah Dasar. *KURIOS (Jurnal Teologi Dan Pendidikan Agama Kristen)*, 7(2), Art. 2. <https://doi.org/10.30995/kur.v7i2.324>

- Hamzah, A. (2019). *Metode Penelitian Kualitatif: Rekonstruksi Pemikiran Dasar serta Contoh Penerapan Pada Ilmu Pendidikan, Sosial & Humaniora*. Literasi Nusantara.
- Munthe, B. (2009). *Desain Pembelajaran*. Pustaka Insan Madani.
- Sanjaya, W. (2010). *Perencanaan dan Desain Sistem Pembelajaran*. Kencana.
- Widiasih, D. A. P. (2021). Efektivitas Pendekatan Kerja Praktek dengan Teknik Umpan Balik untuk Meningkatkan Kemampuan Guru dalam Menyusun RPP. *Journal of Education Action Research*, 5(1), Art. 1. <https://doi.org/10.23887/jear.v5i1.32499>