



Comparison of teaching planning in learning activities

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ABSTRACT

This study discusses the crucial role of effective teaching and learning processes in nurturing high-quality human resources and fostering the development of well-rounded individuals. It emphasizes the need to cultivate various aspects in students, including cognitive, language, religious, moral, and social dimensions, along with values such as tolerance and empathy. This study utilizes qualitative research to comprehend an ongoing phenomenon observed by researchers. The findings revealed that the implementation of the 2013 curriculum in Indonesia encourages teachers to focus on five key learning experiences: observing, imitating, collecting information, relating, and communicating. Teachers are expected to serve as facilitators, offering feedback and structuring learning activities in line with curriculum guidelines. On the other hand, the curriculum development process (KTSP) emphasizes the need to consider student potential, interests, and talents during curriculum planning. Flexibility and relevance in curriculum development are essential to accommodate the diverse backgrounds of students.

Keywords: Teaching; learning; student planning; curriculum

1. INTRODUCTION

The implementation of the teaching and learning process for students is a number of ways in order to prepare quality human resources and become the basis for the formation of a complete personality. Therefore, in providing learning materials, there are aspects that must be developed and instilled in students, including cognitive, language, religious, moral and social aspects. The education provided must touch social aspects

including tolerance, caring, mutual respect, mutual respect, being able to work together, empathy and so on. The learning process that takes place in the classroom is centered on the teaching staff, more active than the students. This causes low interest in student learning, low student activity in learning so that students cannot understand and master the subject matter presented. This problem ultimately has an impact on the low level of achievement of learning outcomes.

In the 2013/2014 school year, the government set a limited implementation of the 2013 curriculum for 1,270 high schools in 295 districts/cities in 33 provinces for grade X. Furthermore, through the circular letter of the Minister of Education and Culture Number: 0128 / MPK / KR /2013 dated June 5, 2013, concerning the Implementation of the 2013 Curriculum stated that the 2013 Curriculum has been agreed to be implemented gradually and limited starting from the 2013/2014 school year. Furthermore, in 2014 it is planned that the 2013 Curriculum will be implemented in all high schools.

The learning process in the 2013 curriculum is carried out using a scientific approach. In its implementation, teachers are required to carry out a learning process that develops five main learning experiences, namely: a. observing; b. Imena; c. collect information; d. related; e. communicate. The five learning experiences are implemented into the learning models or strategies, methods, techniques, and tactics used.

The role of teachers in learning with a scientific approach, acting as facilitators, providing feedback and organizing / directing the implementation of learning activities in accordance with curriculum demands. Law on the national education system number 20 of 2003 article 39 paragraph 2 concerning the duty of professional educators to plan and implement the learning process. Every educator in the education unit is required to prepare a complete and systematic Learning Implementation Plan (RPP) so that learning takes place interactively, inspirationally, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students.

The Learning Implementation Plan (RPP) describes the procedures and organization of learning to achieve Basic Competencies (KD). Without planning, the implementation of an activity will experience difficulties and even failure in achieving the desired goals. RPP is so important for the implementation of learning, so it takes teacher skills in compiling RPP to be in line with learning objectives. However, in practice, it is not yet known whether the implementation of lesson plans (RPP) by educators and the implementation of the design are not yet known to be in accordance with the demands of the 2013 curriculum. Thus, it is necessary to know the suitability of the 2013

curriculum learning implementation plan (RPP) and its implementation in developing scientific process capabilities in various high schools. So the author wants to know how the suitability of the RPP made by the teacher and its implementation in learning.

The 2013 curriculum emphasizes the active role of students in the learning process in an effort to develop the potential and abilities of each student (Utami, et al; 2016). The learning process is a very important part of realizing this effort. Learning activities are written in a learning implementation plan (RPP) which includes various components such as: 1) school identity, 2) course identity or theme/subtheme, 3) class or semester, 4) material, 5) time allocation, 6) learning objectives, 7) basic competencies, 8) learning materials, 9) learning methods, 10) learning media, 11) learning resources, 12) learning steps, 13) assessment of learning outcomes. The component contains the implementation of learning as a form of RPP implementation with three core activities, namely introduction, core and closing activities (Indriani, 2017). These three core activities are described in detail in the RPP so that a single RPP package can consist of many pages. It has advantages and disadvantages of two sides. A detailed description will provide a clear picture from the beginning of the activities that must be carried out by the teacher in learning. But on the other hand, the details of activities in RPP require time and energy that is quite burdensome for teachers. The emergence of the discourse on simplifying RPP which was later strengthened by a circular letter from the Minister of Education and Culture, Mr. Nadiem Makarim, was a breakthrough and change that needed to be studied and analyzed in depth regarding its strengths and weaknesses.

2. METHODS

The research approach is the perspective used by the author in understanding the phenomenon in the object of study. The approaches referred to in this study are as follows: the normative juridical approach and the conceptual approach (Johan Nasution, 2018). This study utilizes qualitative research, which aims to comprehend an ongoing phenomenon observed by researchers (Moelong, 2015). In the discussion, descriptive analysis methods are employed, which are methods designed to describe or explain problems that are occurring by collecting and objectively analyzing data.

3. RESULTS AND DISCUSSION

A. Understanding Learning

Teaching and learning is the process of interaction that occurs between educators and their students. Learning is a complex process that happens to every person throughout life, from infancy to grave. One of the signs that a person has learned is a change in behavior in him. These behavioral changes involve changes in knowledge (cognitive) and skills (psychomotor) as well as those concerning values and attitudes

(affective). Understanding learning from an educational point of view, learning means improving (human) behaviors and skills, or acquiring new skills and behaviors. So changes / improvements that occur in learning, especially changes / improvements in psychic functions which are the conditions underlying the improvement of behavior and skills (Marwiyah, 2011; Sadirman, 2005).

If listening to the process of changing students' attitudes, learning is a process to change one's behavior, both outwardly and inwardly. Learning is a stage of relatively sedentary changes in individual behavior as a result of the individual's experience and interaction with the environment. Paying attention to the origin of the word learning has a correlation with teaching because teaching is the process of delivering lessons. The word "teach" comes from the old English *taecan*. The word *taecan* comes from Old German (Old Teutonic), *taikjan* from the root *teik*, meaning to indicate. Still in the same source it is also mentioned that in general learning can also be said to be a process of interaction between humans (Id-ego-super ego) with their environment which may be in the form of facts, concepts or personal theories (Purwanto, 1998).

Paying attention to these various notions of learning, the author sees learning oriented to bring humans in a better direction in terms of cognitive, affective and psychomotor. It is an integral part of the meaning of learning. If there is no proportional balance in cognitive, affective and psychomotor development, then humans will be trapped in a framework of lameness in practicing and understanding education. This is not just the responsibility of the individual but the responsibility of all elements of society.

Learning can be interpreted as a process of cooperation between educators and students and utilizing all potentials that come from within the students themselves such as interests, talents, and basic abilities possessed including learning styles, as well as potentials that exist outside students such as the environment, facilities, and learning resources as an effort to achieve certain learning goals. Learning in the context of the standard educational process can be considered through the meaning of learning as a thought process, learning as an effort to harness the potential of the brain and learning takes place throughout life.

Hamalik (2003) stated that learning is a system. A learning system is an organized combination that includes human elements, materials, facilities, equipment, and procedures that interact to achieve a goal. In the same book quoting Sudarajat's view: Learning is a translation of teaching that is widely used in the world of education in the United States. The term is strongly influenced by the school of cognitive-holistic psychology that implies mutual transactional interaction and communication between educator and student to achieve predetermined goals.

Currently, educators must develop learning theories by developing terms of giving boats and fishing rods to students. But more than that, students must learn how to recognize the weather, make fishing rods, read natural signs and various models that develop the student's frame of mind.

Learning theory is a theory that provides a prescription for how to teach well based on learning theory. So the focus of learning theory is to provide prescriptions to educators and trainers so that their learning becomes more effective and interesting. Because it provides recipes, guidelines, or instructions on how to teach well, teaching theory is perspective. In addition to understanding teaching and learning theory, understanding this learning style is a medium that can optimize and streamline educators in providing lessons to students.

Educators around the world recognize differences in learning styles and the need for teaching to be adapted to the differences in learning styles that exist within them. Although teaching based on different learning styles cannot solve all teaching problems, teaching that respects individual learning styles has great potential to improve the quality and effectiveness of teaching.

B. Benefits and functions of teaching planning

Sanjaya (2012) stated that learning planning is a decision-making process resulting from rational thinking about certain learning goals and objectives, namely behavior change and a series of activities that must be carried out as an effort to achieve these goals by utilizing all existing learning potentials and resources. The end result of the decision-making process is the compilation of documents and these documents can be used as references and guidelines in carrying out the learning process.

Bunghart and Trull (as cited in Gafur, 2013) state that planning is the beginning of all rational processes, and contains optimism based on the belief that it will be able to address various problems in the context of learning. Learning planning is defined as the process of preparing subject matter, using learning media, using learning approaches or methods, in the allocation of time to be carried out in the next semester to achieve predetermined goals (Hamalik, 2003).

The benefit of planning is to achieve optimal results. Systematically a learning process does not just happen, but is directed and organized. Thus, there are several benefits that we can reap from preparing lesson plans, including: First, through a careful planning process, we will avoid lucky success. That is, with careful and accurate planning, we will be able to predict how much success will be achieved. Second, As a tool for solving problems. A good planner will be able to predict what difficulties will be faced by students in learning a particular subject matter. With careful planning, teachers

will easily anticipate various problems that may arise. Third, Utilize various learning resources appropriately. Along with the development and progress of science and technology, there are many learning resources that contain various information, so students will be faced with difficulties choosing learning resources that are considered in accordance with learning objectives. It is in this order that careful planning is required. Through planning, teachers can determine which sources are considered appropriate for learning a learning material. Fourth, planning will be able to make learning take place systematically, meaning that the learning process will not take place roughly, but will take place in a directed and organized manner.

In teaching planning it is necessary to coordinate (organize and respond) to the components of learning, so that the direction of activities (objectives), the content of activities (material), the way of delivering activities (methods and techniques) and how to measure them (evaluation) become clear and systematic. This means lesson planning essentially organizes and establishes components of objectives, materials, methods or techniques, as well as evaluation or assessment. Based on PP No. 19 of 2005 Article 20 stated that: Learning process planning includes a syllabus and learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Latief, 2006). In the Qur'an surah Al-Hashr (59):18 stated that: O believers, be fearful of Allah and let each one pay attention to what he has done for tomorrow; and be fearful of Allah, verily Allah knows what you do.

Shihab (2002) in his tafseer al-Misbah interprets that the verse speaks of planning. He said that the word "waltandzur nafsumma koddamat lighod", means that man should think of himself and plan from everything that accompanies his actions during his life, so that he will get pleasure in this life. The above verse of the Qur'an emphasizes the process of achieving planning goals that should not be seen at just one time. In that verse Allah affirms to believers that as a form of piety to Him, we should pay attention to all struggles made. This is in line with the basic principles of planning where the objectives in the implementation of planning are long-term and sustainable goals and the orientation of implementation must also have a positive influence, including in carrying out learning planning before learning is implemented. Both are based on learning theory. Teaching planning function. The planning function is divided into 2, functions in general and functions in particular.

Functions in general include:

1. Managing all aspects related to learning
2. Thinking more creatively to develop what should be done by students in learning process

3. Setting indicators and results to be achieved
4. Being a communication material
5. Determine what facilities and infrastructure are needed.

While particular functions include:

1. Being creative: Teaching planning must be creative to be better than previous lesson planning.
2. Being innovative: Bringing up new innovations.
3. Being selective: There is a more appropriate choice of method.
4. Being communicative: In teaching planning, communication must be established between one stakeholder and another.
5. Predictive
6. Accurate

C. Planning criteria and elements

The learning development process refers to the basic elements of the curriculum, which are also elements of the learning delivery plan, namely; Professional objectives, experiential learning and evaluation of learning outcomes. The development of this program is a system that describes the analysis of all functionally interrelated components. Therefore, an educator must prepare tools that must be implemented in the learning planning he will do, including: (1) Understanding the curriculum; (2) Mastering teaching materials; (3) Develop teaching programs; (4) Implement teaching programs; and (5) Review the teaching program and the results of the teaching and learning process that has been implemented.

Criteria for preparing lesson planning:

1. Cyclification; Learning planning should have meaning for students.
2. There is a relationship between curriculum suitability and student needs.
3. There is certainty and systematic.
4. Teaching planning must be effective (can be implemented in a variety of situations and conditions).
5. Simplicity or easy to understand and apply.
6. Predictive or can describe what will happen or do. Thus, it can be said that good planning is planning that can be implemented by learners.

On the other hand, planning elements include:

1. Scientific or accountable
2. Relevant to each other

3. Consistency, between basic competencies, media indicators and evaluation
4. Actual and textual
5. Flexible or can accommodate different student characters.
6. Comprehensive or can cover the overall potential, both in terms of cognitive, affective and psychomotor.

D. Comparison of Teaching Planning

Educators around the world recognize differences in learning styles and the need for teaching to be adapted to the differences in learning styles that exist within them. Although teaching based on different learning styles cannot solve all teaching problems, teaching that respects individual learning styles has great potential to improve the quality and effectiveness of teaching.

Comparison of learning conducted by educators should be a crucial concern to see the extent of effectiveness of lesson planning that has passed with lesson planning that has been or will be later. Plans that are not evaluated can cause boredom for students.

Thus, comparisons are made both in terms of the use of methods, facilities and infrastructure as well as the use of budgets related to planning. Careful planning will minimize ineffective learning. Learning planning allows teachers to prepare and determine what actions will be taken during the learning process so that the learning process can take place effectively (Sanjaya, 2012).

E. Learning Implementation Plan (RPP) Curriculum at the Education Unit Level (KTSP)

Curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as ways used as guidelines for organizing learning activities to achieve certain educational goals. KTSP is an operational curriculum that is compiled and implemented in each educational unit. KTSP consists of educational objectives at the education unit level, the structure and content of the curriculum at the education unit level, the educational calendar, and the syllabus. Syllabus is a learning plan for a particular course and/or group of subjects/themes which includes competency standards, basic competencies, subject/learning materials, learning activities, indicators of competency achievement assessment, assessment, time allocation, and learning resources (Latief, 2006).

The Education Unit Level Curriculum Component (KTSP) consists of 3 (three) documents. Document 1 is called Book I, document 2 is called Book II, and document 3 is called Book III. Book I KTSP at least contains the Vision, Mission, Goals, Teaching Load Management and Education Calendar of Education Units, Book II KTSP contains a

Syllabus that is ideally developed by educational units if able to develop it themselves. Book III of KTSP contains RPP (Learning Tool Plan) which must be prepared by educational units in accordance with student potential, student interests and talents in learning. In accordance with the Regulation of the Minister of Education and Culture Number 61 of 2014 page 3, that Book II of KTSP has been prepared by the government. Book I is the responsibility of the head of the madrasah/school, and Book III is the responsibility of each teacher/educator (Gufron & Risnawati, 2013).

In compiling the KTSP the most important reference is that schools must prioritize student potential, the times, challenges, needs and the student environment in general. Students must be used as the main goal or center to develop their potential in order to become human beings who believe and are devoted to Allah SWT, charity, be creative, innovative, capable, creative, independent, global minded and of course democratic and responsible students.

Furthermore, the principle of preparing KTSP must pay attention to various characters of students who come from heterogeneous environments/regions, education levels and types of education, there is no discrimination against religion, ethnicity and race. KTSP must be more relevant to the needs of life that are being and will be faced by students.

In accordance with the mandate of Government Regulation Number 19 of 2005 concerning National Education Standards, one of the standards that must be developed is a process standard. Process standards are national educational standards related to the implementation of learning in educational units to achieve graduate competence. The process standard contains minimum criteria for the learning process in primary and secondary education units in all jurisdictions of the Unitary State of the Republic of Indonesia. Process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process for the implementation of an effective and efficient learning process (Marwiyah, 2011).

Learning process planning includes a syllabus and learning implementation plan (RPP) which contains subject identity, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources (Hamalik, 2003).

The syllabus as a reference for RPP development contains the identity of subjects or learning themes, SK, KD, learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning sum. The syllabus is developed by educational units based on Content Standards (SI) and Graduate

Competency Standards (SKL), as well as guidelines for the preparation of the Education Unit Level Curriculum (KTSP). In its implementation, the preparation of the syllabus can be carried out by teachers independently or in groups in a school/madrasah or several schools, subject teacher deliberation groups (MGMP) or teacher activity centers (PKG), and the Education Office. The development of the syllabus is prepared under the supervision of the district/city office responsible for education for elementary and junior high schools, the provincial office responsible for education for high schools and vocational schools, as well as the department handling government affairs in the field of religion for MI, MTs, MA, and MAK (Purwanto, 1998). In accordance with Permendiknas Number 41 of 2007 concerning Process Standards, RPP is described from the syllabus to direct student learning activities in an effort to achieve KD. Every teacher in the education unit is required to compile a complete and systematic lesson plan, so that learning takes place interactively, inspirationally, fun, challenging, and motivates students to participate actively, and provides sufficient space for creativity, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students (Sadirman, 2005).

RPP is prepared for each KD that can be implemented in one or more meetings. The teacher designs the RPP section for each meeting that is adjusted to the scheduling in the education unit (Sanjaya, 2012). The components of RPP are:

1. Identity of the subject, including:
 - a. Education units
 - b. Class
 - c. Semester
 - d. Courses
 - e. The subject or theme of the lesson,
 - f. Number of meetings
 - g. Competency standards
2. A minimum ability qualification of students that describes the mastery of knowledge, attitudes, and skills that are expected to be achieved in each class and/or semester in a course (Asrofah & Alamsyah, 2012).
3. Basic competencies, are a number of abilities that must be mastered by students in certain subjects as a reference for the preparation of competency indicators in a lesson
4. Competency achievement indicators are behaviors that can be measured and/or observed to indicate the achievement of certain basic competencies that are a reference for course assessment. Competency achievement indicators are formulated using observable and measurable operational verbs, which include knowledge, attitudes, and skills.

5. Learning objectives describe the learning process and the results expected to be achieved by students in accordance with basic competencies.
6. Teaching materials, containing relevant facts, concepts, principles, and procedures, and written in the form of items in accordance with the formulation of indicators of competency achievement.
7. Time allocation is determined as needed for KD achievement and learning load.
8. Learning methods are used by teachers to create a learning atmosphere and learning process so that students achieve basic competencies or a set of predetermined indicators. The selection of learning methods is adjusted to the situation and conditions of students, as well as the characteristics of each indicator and competence to be achieved in each subject (Sanjaya, 2009).
9. Learning activities:
 - a. Introduction is the initial activity in the learning meeting that aims to generate motivation and focus students' attention to actively participate in the learning process.
 - b. Core. The core activity is the learning process to achieve KD. Learning activities are carried out interactively, inspirationally, fun, and challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. This activity is carried out systematically and systemically through a process of exploration, elaboration, and confirmation (Muna, 2008).
 - c. Closing. Closing is an activity carried out to end learning activities that can be carried out in the form of summaries or conclusions, assessment and reflection, feedback, and follow-up.
10. Learning outcomes assessment procedures and instruments for assessing learning processes and outcomes are adjusted to indicators of competency achievement and refer to the Assessment Standards.
11. Learning resources The determination of learning resources is based on competency standards and basic competencies, as well as teaching materials, learning activities, and indicators of competency achievement

CONCLUSION

In conclusion, this study highlights the importance of effective teaching and learning processes in the development of quality human resources and the cultivation of well-rounded individuals. It emphasizes the need to nurture various aspects in students, including cognitive, language, religious, moral, and social aspects, along with values like tolerance, empathy, and mutual respect. The implementation of the 2013 curriculum in Indonesia is discussed, which emphasizes a scientific approach to teaching and encourages teachers to focus on five primary learning experiences: observing, imitating,

collecting information, relating, and communicating. Teachers are expected to act as facilitators, providing feedback and organizing learning activities that align with curriculum requirements.

Furthermore, properly structured lesson plans help ensure that learning objectives are met, and the learning process is conducted systematically. The article also underscores the need for teachers to adapt their teaching methods to accommodate diverse learning styles and the importance of continuous evaluation and improvement of teaching strategies. The curriculum development process at the education unit level (KTSP) is explained, highlighting the importance of considering student potential, interests, and talents in curriculum planning. The flexibility and relevance in curriculum development are needed to cater to diverse student backgrounds.

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