



Independent Learning: English Teachers' Problems in Designing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong

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Abstract

The objective of this study was to find out English Teacher Problems in designing a good lesson plan in new normal era at MAN Rejang Lebong. This study is a qualitative research by using interview. Interview is used to find out the data about English Teacher Problems in designing a good lesson plan in new normal era at MAN Rejang Lebong. Interview is given to Two English Teacher at MAN Rejang Lebong. The results showed that English teacher have problems in designing a good lesson plan. They were (1) English Lecturer have limited time in designing Lesson Plan, (2) there are many aspect or procedure in designing lesson plan, (3) English teacher felt difficulties in choosing the methods, strategies, and material for students, and (4) English teacher felt difficulties in designing evaluation test for students.

Keywords: Independent Learning, English Lesson Plan, New Normal

Introduction

Nowadays, Indonesia's education is being affected by the degeneration of the corona or the covid-19 virus. The large number of patients who have died has led governments to adopt social distancing for all aspects, especially the educational side. With social signs of distancing, there is little hope that people will have to respond to the call to minimize the spread of the Covid-19 Virus.

According to the Minister of Education and Culture Regulation Number 4 of 2020 on the introduction of education policy in the emergency spread of coronavirus disease (covid-19), there are



five key points: 1) the cancellation of the national test; 2) learning from home; 3) perform a test of a school under various conditions; 4) class hikes are made to different levels, And 5) the acceptance of new learners is implemented under various conditions. With the release of this handbill, at the top of elementary school/MTS, high school/MA carry out the home-study process to support the government's program on social distancing.

Social distance imposed by governments for education changes the traditional learning and teaching into teaching and learning based digitalized (Azwardi, et al. 2019; Syafryadin, et al. 2020; Handayani, et al. 2020). This social distancing also supported the policy issued by the Minister of Education and Culture Number 4, the year 2020, in which 4 main contents of the policy are; 1) National Standard School Examination; 2) the elimination of the National Examination ; 3) Lesson Plan, simplified so that teachers can freely choose, make, use, and develop the lesson plan formats; 4) Zoning acquisition of a zonate system learner.

One of the leads to Independent learning policies relating to effective teacher development is the quality of the lesson plan. The Lesson Plan consists of the objective of learning, learning activities, and learning evaluations (Minister of education and Cultural, 2020). An effective teacher is that teachers have so much time in preparing and evaluating the learning process that teachers aren't preoccupied with making a high-quality 1 (one) pages off-page. The simplification of the application of the learning plan is expected to improve a teacher's quality of learning in the learning process. The three main points of content of the lesson plan consist of the purpose of learning, learning activities, and learning assessments. *First*, the purpose of learning is related to the expected outcome after it has been accomplished in class. The purpose of learning can be either the associated purpose of the learning materials or the ultimate purpose of character values that are implanted in learners during the learning process. *Second*, learning activities are associated with the materials to be taught, the methods, strategies, the media, and so forth resources used in the learning process. *Third*, learning accesses or learning assessments associated with what tools or instruments the teacher USES in assessing students' study results.

"Bustle in making lesson plans leave teachers deprived of the maximum in preparing the learning materials, methods, strategies, media, and assessment instruments. Based on an interview with one of the *Madrasah Aliyah's* teachers in Rejang Lebong district, it was obtained information that teachers at *Madrasah Aliyah schools*, were greatly bothered with the formation of the lesson plan, the monthly program, the annual program, and the development of student assessment portfolio. Teachers are focused on the office administration rather than on the learning process. The spread of covid-19 also makes the *Madrasah Aliyah* teacher in *Rejang Lebong* a need to use the online methods, strategies, and media learning that is accessible to learners when they are free to study in their own homes



From the explanation above, a solution is needed for how to develop effective teachers in Madrasah Aliyah, especially in Rejang Lebong Regency so that it can support the independent learning policy that has been published by the Minister of Education and Culture. Solutions for developing effective teachers at MAN Rejang Lebong will be discussed in full detail in this paper.

Research Methodology

This study was a qualitative study. This study is used to gain a deeper understanding of a person's or a group experience which is not presented in a form of number. This study used interview to get the data about English Teachers' Problems in designing a good lesson plan. The subject of this study was two English teachers in MAN Rejang Lebong. The Researcher used interview to get the data about teachers problems in designing lesson plan. The steps of data analysis were data reducing, data display, and drawing conclusion/ verification.

Finding and Discussion

Finding

Based on the interview result from two English Teachers at MAN Rejalng Lebong, the researcher found that some problems faced by them.

First, the main problem experienced by the *Madrasah Aliyah* English teachers in *Rejang Lebong* Regency is related to the preparation of the Lesson plan. The lesson plans are too complicated to make them have difficulties in preparing lesson plans. The components that are in the lesson plan of *Madrasah Aliyah* Teachers in *Rejang Lebong* Regency are as follows:

1. school identity, the name of the educational unit;
2. the identity of the subject or theme / sub-theme;
3. class/semester;
4. main material;
5. time allocation is determined by the requirements for achieving basic competency and learning load by considering the number of lessons available in the syllabus and basic competency that must be achieved;
6. learning objectives are formulated based on Basic competence, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills;
7. Basic competencies and indicators of competency achievement;
8. Learning Materials, containing facts, concepts, principles, and procedures that are relevant, and written in the form of points by the formulation of indicators of competency achievement;
9. learning methods, used by educators to create a learning atmosphere and learning process so that students achieve basic competency that is adjusted to the characteristics of students and the basic competencies to be achieved;

10. Learning media, in the form of learning process aids to convey the subject matter;
11. Learning Resources, can be in the form of books, print and electronic media, natural surroundings, or other relevant learning sources;
12. The learning steps are carried out through the opening, main activity, and closing stages;
13. Assessment of learning outcomes.

Second, Unoptimal the teacher's performance in the learning process. It is Cause the teacher focuses on the preparation of lesson plans only and does not have sufficient time to prepare the teaching media or teaching materials that will be given to students. The teacher only teaches following the guidelines in English textbooks without modifying it or using other learning media. The teaching method is only limited to class discussion.

Third, teachers have difficulty in designing learning evaluation instruments. The teacher only gives questions or tests based on the evaluation of the learning guide book. The limitation of the teacher in making learning evaluation instruments is because the teacher has to focus on completing the learning administration such as filling in the student portfolio, three aspects of assessment (cognitive, psychomotor, and affective), and others. The many aspects that must be assessed by the teacher, make the teacher only focus on following the questions in the textbook.

Discussion

A quality of lesson plan based on the Independent Learning Policy consists of only 3 components, 1) learning objectives; 2) learning activities, and 3) Learning evaluation. *First*, the learning objectives contained in the lesson plan are as follows;

1. What material will be achieved after the learning process?
2. What character values will be achieved after the learning process?

Second, the learning activities contained in the lesson plan are as follows;

1. What material will the teacher teach?
2. What methods will be used by the teacher in the learning process?
3. What strategies will the teacher use in the learning process?
4. What media will be used by the teacher in the learning process?

Third, the Learning Assessment or Evaluation Activities contained in the lesson plan are as follows:

1. What instruments are used by teachers in assessing student learning outcomes?
2. What is the teacher assessment category?
3. What do teachers do for students who have not yet completed learning?

The English teacher at *Madrasah Aliyah* in *Rejang Lebong* Regency has difficulty in preparing a quality lesson plan, which is related to the preparation of learning objectives, learning activities, and learning evaluation. This can be minimized by utilizing Information, Communication, and Technology



(ICT). Information, Communication, and Technology (ICT) are all media or technology used in the learning process. This technology can be either offline or online. The teachers can take advantage of ICT in developing quality learning objectives, implementation, and assessment.

The difficulty of the *Madrasah Aliyah* English teachers in *the Rejang Regency* in preparing the lesson plan was resolved by the issuance of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 1 of 2020 concerning the Independent learning Policy. In this policy it has been explained that the preparation of lesson plans is simplified or not as complicated as the preparation of the previous lesson plan, which consists of 13 components (the Minister of Education and Culture regulation, Number 65 of 2013), 1) school identity, 2) identity of subjects or themes / sub-themes, class/semesters, 4) subject matter, 5) time allocation, 6) learning objectives, 7) basic competencies and competency achievement indicators, 8) learning materials, 9) learning methods, 10) learning media, 11) learning resources, 12) learning steps, and 13) assessment of learning outcomes.

Effective teachers can set quality learning goals using ICT. ICT can not only be used in achieving learning goals. ICT can not only improve students' abilities in understanding subject matter but also build students' character (Apriani, 2016). ICT can be used in the learning process and can improve children's language ethics (Apriani, 2019). ICT does not only have a positive but also negative impact so that the supervision of teachers and parents is needed when children use ICT in the learning process (Aprian, 2017).

Effective teachers can use ICT in designing quality learning activities. ICT that can be used in the learning process are Computer, LCD, Television, Speakers, Radio, Blog, Email, Youtube, Internet Connection, Video, Telephone, Online databases, Online library, Audio graphics, Audio conferencing, Computer conferencing, Broadcast radio and television, Teleconferencing, Audio and videotapes CDs, Computer files transfer, Virtual conferences, Recorded audio, Social media, e-learning, e-books, Online forums, Interactive whiteboards, Educational games, Online journal, Website resources (Apriani, 2019). By using ICT in the learning process, students become interested and motivated and can implement the curriculum effectively (Duhaney, 2016). ICT can also help teachers in managing the class while learning is taking place (Apriani, 2017).

An effective teacher can arrange a quality learning assessment or evaluation and can also use ICT. ICT that can be used is in the form of using the Google Form application, Teamviewer, Kahoot, WhatsApp, Ig, Facebook, Twitter, google form, Edmodo, and others. Assessment instruments using ICT assistance are more effective and efficient than teachers using traditional assessment instruments. Students are also more interested in answering questions or sending assignments that have been given. With the development of the ICT-based assessment system, it is hoped that it can facilitate teacher performance in providing descriptive assessments of each of the students' unique abilities (Fuady and Nursit, 2016).

Conclusion

From the discussion about "English Teachers" Problem in designing good lesson plan in *Madrasah Aliyah Rejang Lebong* " it can be concluded as follows:

1. English teachers have difficulty in preparing lesson plans for English subjects due to time constraints.
2. The Bustle of making lesson plans resulted in teachers not being optimal in preparing learning materials, methods, strategies, media, and assessment instruments.
3. Difficulties for English teachers can be minimized by issuing Regulation of the Minister of Education and Culture Number 1 of 2020 concerning the Simplification of RPP Preparation. Effective teachers can set quality learning objectives using ICT. ICT can not only be used in achieving learning goals. ICT can not only improve students 'abilities in understanding subject matter but also build students' character.

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