



## Analysis of The Suitability of the Learning Implementation Plan (RPP) with the Learning Process

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### **Abstract**

RPP is one of the important roles in the teaching and learning process in every school. It contains a plan of activities or activities to be carried out while studying. This study aims to describe the suitability of lesson plans and the process of learning English at MA NW Teko. The research method used is the observation method by coming directly to the school. Data collection techniques using simple interviews and documentation. The research results show that starting from the initial activities are carried out very well, the core is quite good and the closing is good. Thus it can be concluded that the lesson plan that has been made was prepared by the English teacher and the learning process that has been carried out in MA NW Teko has a high level of compatibility. However, even though it has a fairly good category, it is not yet fully in accordance with the lesson plans used, so there is still a need for further guidance and development for these teachers. That they are always guided by the RPP so that learning becomes more directed and in accordance with the plans that have been prepared.

**Keywords:** *Analysis; Suitability; Learning Implementation Plan*

### **Introduction**

The educational process must be carried out in a planned manner with various objective and rational thoughts so that all the potential of students can be optimally developed. The word planned shows how important lesson planning is for every learning process.

According to McGriff in Isman (2011: 138) the learning process must focus on context and experience that can make students have an interest and be able to carry out learning activities. In other words, the quality of learning will be greatly influenced by the quality of the learning plan used.

In addition, according to Isman (2011: 138) the learning planning model must be based on active learning. During teaching and learning activities, students must be active in using their cognitive aspects to construct new knowledge. Learning plans that are structured by emphasizing a variety of activities that require students to be more actively involved will have an impact on their learning experience. Children who are actively involved during the learning process will have a lot of learning experiences, while

children who are less actively involved during the learning process will only get a little learning experience.

Meanwhile, according to Sanjaya (2008: 173) teaching activities are the process of regulating the environment so that students learn, and each learning process will forever be different depending on the goals, subject matter, and characteristics of students as learning subjects.

According to Reiser & Dempse (2007) in Seel, Lehmann, Blumschein, & Podolskiy (2017: 1) learning planning is defined as a systematic procedure in which education and training programs are developed and structured with the aim of increasing substantial learning.

The main purpose of learning planning is to show the planning, development, assessment and management of the learning process (Isman, 2011: 136). This shows how important lesson planning is for every learning process.

### ***Methodology***

This research was carried out considering how important lesson plans are in the learning process, therefore it is an obligation for every teacher to be able to make and design a lesson plan, in this case lesson plans based on the principles of linkage and integration. The implication is that the RPP must be made based on interrelationships starting from the development of goals, content, methods and media as well as learning resources, and evaluation of learning so that it becomes a complete system that can be used as a guide in learning activities

The method used in this research is survey research. Through this survey method, original data will be obtained regarding the suitability of the RPP with the principles of preparing the RPP as well as the suitability of the RPP and the learning process at MA NW Teko. The research instrument used the format of observing the suitability of the RPP and learning process. Data collection techniques using observation techniques.

### ***Results and Discussions***

A lesson plan is a lesson plan that is developed in detail from a particular subject matter or theme that refers to the syllabus. The lesson plan includes: (1) school data, subjects, and class/semester; (2) main material; (3) time allocation; (4) learning objectives, KD and competency achievement indicators; (5) learning materials; learning methods; (6) learning media, tools and resources; (6) learning activity steps; and (7) assessment (Permendikbud No 81A, 2013).

Learning objectives are formulations of ability qualifications (behavior change) that must be achieved by students after carrying out the learning process. The types of changes in behavior include knowledge (cognitive), attitudes (affective) and skills (psychomotor). The learning method is one of the components that influence the success of achieving learning objectives. This method is applied in learning activities to create a quality learning process that allows students to carry out various physical and non-physical activities (Sanjaya, 2008: 206).

Subject matter is material or content that students must learn. Learning material that will be given to students must first be planned, developed and managed carefully both in terms of scope, sequence, continuity and integration (Sukirman and Jumhana, 2008: 63). Meanwhile Learning evaluation functions to see student success in the learning process and as feedback for teachers on their performance in managing learning. Research by Isman et al., (2003) concluded that learning in classes that do not use

lesson plans shows that children talk to one another and do not concentrate on the teacher, while classes that use lesson plans show students who are very focused and participate towards teachers.

a. Observation on the Ability of English Teacher in Compiling RPP

Observations were made by English Education teachers about their abilities as educators in compiling lesson plans for the 2013 curriculum at MA NW Teko :

**Table 1.** Results of Observations on the Ability of English Teachers in Compiling the 2013 Curriculum RPP at MA NW Teko

NO	Observable Things	Information	
		Yes	No
1	The teacher makes a lesson plan for the 2013 curriculum	<input type="checkbox"/>	
2	The teacher includes identity, school name, subject/sub-theme, class, semester, time allocation	<input type="checkbox"/>	
3	Determining Basic Competency, and competency achievement indicators quoted from the syllabus	<input type="checkbox"/>	
4	Conformity of the formulation of the achievement of learning objectives with core competencies	<input type="checkbox"/>	
5	Clarity of learning material	<input type="checkbox"/>	
6	Conformity of the method with the objectives, materials, and characteristics of students	<input type="checkbox"/>	
7	Clarity of learning scenarios (steps of learning activities: introduction, core, closing).		<input type="checkbox"/>
8	Details and clarity of learning scenarios at the observing activity stage	<input type="checkbox"/>	
9	Details and clarity of learning scenarios at the questioning stage	<input type="checkbox"/>	
10	Detail and clarity learning scenarios at the exploratory activity stage	<input type="checkbox"/>	
11	Details and clarity of learning scenarios at the stage of association activities		<input type="checkbox"/>
12	Details and clarity of learning scenarios at the stage of communication activities	<input type="checkbox"/>	
13	Compatibility of assessment techniques with the competencies to be achieved	<input type="checkbox"/>	
14	Completeness of assessment tools (questions, keys, assessment rubric)	<input type="checkbox"/>	
15	Integration and synchronization between components in RPP	<input type="checkbox"/>	
Total	<u>13</u> x 100%	<b>13</b>	<b>2</b>
	15		
	Skor 86%	<b>86%</b>	<b>14%</b>

Achievement of teacher ability: 86%

Information:

Score 86 – 100%: Very good

Score 71 – 85%: Good

Score 55 – 70%: Enough

Based on the results of observation 1, it was obtained data that the English teacher's ability in preparing the 2013 curriculum lesson plan at MA NW Teko Sumber Datar from 15 indicator items that as many as 13 items (86%) had been carried out very well, and only 2 items (14%) had not carried out thus the preparation of the 2013 curriculum lesson plan has been carried out very well with the achievement of teacher abilities of 86%.

Tabel 2. Teacher Profile on process preparation RPP

No	Componen Question	Yes/ No
1	Make a lesson plan for each learning activity	✓
2	Participated in RPP preparation training	✓
3	Difficulties in preparing RPP	✓
4	Always evaluate and reflect on the RPP that has been taught	✓
5	Have been monitored or supervised by the Principal or Assessor on the suitability of the RPP with the learning process	100% Yes

Based on the table above as a whole it is known that teachers always make lesson plans for each learning activity that will be carried out. Teachers have also attended training in preparing lesson plans, so that in general teachers do not find significant difficulties in each step of preparing lesson plans. Teachers also always evaluate and reflect on lesson plans that have been taught, and have been monitored or supervised by school principals or assessors on the suitability of lesson plans with the learning process.

Thus it can be concluded that English Education teachers at MA NW Teko have very good competence and understanding of the importance of lesson plans in each learning process, so that teachers feel they do not encounter any difficulties in preparing lesson plans which will be used as guidelines in the learning process.

#### b. Suitability of Learning Implementation Plans and Learning Processes

Most of the implementation of the learning process has been carried out well where the teacher has carried out opening activities, core activities and closing activities.

The initial activities have been carried out quite well. According to Sukirman and Kasmad (2006: 59) in opening learning activities, among others, this can be done by growing attention and motivation; creating an educational attitude; creating student learning readiness; creating a democratic learning atmosphere; checking student attendance; checking students' readiness for the past and relating it to the material to be studied; convey the goals/competencies to be achieved; explain activities or learning experiences that must be carried out by students.

While the core activities are carried out quite optimally. Even though they are carried out quite optimally, there are things that indicate that there are still some learning activities that have been included in the lesson plan for core activities but the learning process is not carried out. Sukirman and Kasmad (2006: 65) argue that the core learning activities must be able to create learning conditions that are interactive, inspiring, fun, challenging, motivating students, initiative, creativity, and fostering student independence.

While in the final activity it has been implemented properly. Abhimanyu in Sukirman and Kasmad (2006: 69) states closing activities are intended to provide an overall picture of what students have learned, determine the level of achievement of students in terms of knowledge, attitudes, and skills related to the learning material they have learned. The types of activities that can be carried out by the teacher in closing learning include making summaries, giving assignments, giving tests, reflecting, making conclusions, and other similar activities. Referring to the opinion of Sukirman and Jumhana (2008: 23) there are several functions of lesson planning including planning as a guide or guide for

learning activities; planning describes the results to be achieved; planning as a means of control; and planning as a tool evaluation. Based on the findings in this study, it is necessary to develop teacher insights and competencies regarding the importance of making lesson plans as a guide in every learning process.

### **Conclusion**

Based on the results of the research that has been carried out, it is concluded that the suitability of lesson plans and the learning process in English lessons is good.

This shows that the activities listed in the RPP starting from the initial activities are carried out very well, the core is quite good and the closing is good, and is appropriate or has a high suitability with the learning process activities that have been carried out.

However, even though it has a high category, it is not entirely in accordance with the lesson plans used, so there is still a need for further direction and guidance to teachers that carrying out the learning process must continue to be guided by the lesson plan so that the learning process carried out becomes more focused and learning objectives can be achieved by the best.

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