

## ENGLISH TEACHERS' EXPERTISE IN DESIGNING AND IMPLEMENTING LESSON PLAN FOR KURIKULUM 2013

Karolis Anaktototy<sup>1</sup>, Stella R. Que<sup>1</sup>, Christian A. Lewier<sup>1</sup>

<sup>1</sup>Pendidikan Bahasa Inggris FKIP Universitas Pattimura

\*email: [wakwyoya@gmail.com](mailto:wakwyoya@gmail.com)

*Submitted: 2019-11-19, Reviewed: 2019-12-12, Accepted: 2020-02-13*

*DOI: 10.22216/jcc.2020.v5i2.4522 URL: <http://dx.doi.org/10.22216/jcc.2020.v5i2.4522>*

### Abstract

*Kurikulum 2013 (K13) had been implemented for several years, however, senior high school English teachers in Ambon city still have difficulties in designing and implementing lesson plans to be applied in their respective classrooms. Thus, the objective of this research was to describe the expertise of the English teachers at senior high school in Ambon city in designing and implementing lesson plan in the teaching and learning process based on the characteristics of K13. Survey method was used in this research and the instrument for data collection was questionnaire. 25 English teachers from 10 senior high schools participated in this research. Data was analyzed using descriptive statistics. The result of the questionnaire shows that in average 79.27% of the teachers conformed that they were able to design K13 lesson plan and 83.62% of the teachers asserted that they could implement the lesson plan in their respective classroom effectively.*

**Keywords:** *Designing, implementing, lesson plan, Kurikulum 2013*

### Abstrak

Kurikulum 2013 (K13) telah diimplementasikan, namun, guru bahasa Inggris SMA di kota Ambon masih mengalami kesulitan dalam mendisain dan mengimplementasikan rencana pelaksanaan pembelajaran di kelas. Tujuan penelitian ini ialah untuk menggambarkan kemampuan guru bahasa Inggris pada sekolah menengah atas di kota Ambon dalam mendisain dan mengimplementasikan RPP dalam proses pembelajaran sesuai karakteristik Kurikulum 2013. Penelitian ini menggunakan metode survey dan instrumen yang digunakan untuk mengumpulkan data adalah kwisioner. 25 orang guru dari 10 sekolah berpartisipasi dalam penelitian ini. Data yang dikumpulkan kemudian dianalisa menggunakan statistic deskriptif. Hasil pengolahan data menunjukkan rata-rata 79.27% guru menyatakan bahwa mereka telah mampu mendisain RPP berdasarkan Kurikulum 2013 dan 83.62% guru menyatakan bahwa mereka dapat mengimplementasikan RPP dalam proses pembelajaran di kelas dengan efektif.

**Kata kunci:** Desain, implementasi, RPP, Kurikulum 2013

### INTRODUCTION

Since 2013 Indonesian government had issued a new curriculum called Kurikulum 2013 (K13) to be implemented in schools in Indonesia. To implement the curriculum, the government has issued several criteria formulated in the standard process as stipulated in the regulation of Ministry of Education and Culture number 22, year 2016. The standard process of education

stated in the regulation includes planning of learning and its implementation in the classroom. In planning teachers are required to plan learning activities that will be carried out by students to achieve the expected competencies. When planning has been prepared, the next step is to conduct learning activities based on the learning procedures planned in the lesson plan.

English teachers have been trained to design lesson plans following the format of curriculum K13 however some of the English teachers still find it difficult to write or design their own lesson plan. Prior to this research an interview was conducted to know the teachers opinion about the lesson plan they designed. It was obvious that the teacher still depend on their colleagues to work on the lesson plan instead of doing it by themselves. As a matter of fact, in order to design a lesson plan the teacher should understand the connection between the core competence, basic competence, and learning indicator. If the teachers fail to understand the interconnection among these components it will be difficult for the teacher to design appropriate learning activity. The teaching and learning process in the classroom will be easier to be done if the lesson plan is well designed.

Based on the above description, the objectives of this research were (a). to know the expertise of high school English teachers in Ambon City in designing lesson plan and implementing it through learning activities according to the characteristic of K13 and (b). to identify difficulties faced by English teachers in designing and implementing lesson plan in the classroom. The objectives of this research were directed to answer the research questions; (a). How were the English teachers expertise in designing and implementing the K13 lesson plan in their respective school?; (b). What were the difficulties of the English teachers when designing and implementing the K13 lesson plan.

To boost the quality of education in Indonesia, at least there have been 10 times changes or adjustments to the national education curriculum. Since 1947 Indonesia has used a curriculum called the Leer Plan and the last curriculum currently used is Kurikulum 2013 (K13). The adjustment of the national education curriculum reflects

the dynamics of the development of Indonesian education that wants to advance Indonesian human resources to have the knowledge and skills to contribute to the nation development. Anonim (2015) stated that curriculum has adjustment function. The curriculum must adapt to every development and change that occurs. This means that the curriculum is not static but always changes to suit developments in all fields of development. Besides, curriculum serves as a preparation. It means that curriculum as an educational tool is able to prepare students for the next level and also can prepare themselves to be able to live in society, if it does not continue education.

Curriculum is closely related to planning process of teaching and learning. Planning implies that the teacher chooses and sets learning materials, packs them in learning activities or learning experiences using the right learning method and at the end of the lesson an assessment is carried out to assess students' learning outcomes. The lesson plan that has been set by the teacher must be carried out well in the learning process. Planning and implementing the lesson plan in the classroom should match the standards that have been determined. This is intended to ensure the high quality of teaching and learning process in the classroom.

K13 is a new curriculum issued by the Indonesian Ministry of Education and Culture to replace curriculum 2006. This curriculum prioritizes understanding, skill, and character education. Students are required to understand material, be active in discussions and presentations and have high discipline manners. The purpose of Kurikulum 2013 is to prepare students to face future challenges through knowledge, skills, attitudes, and acquire the ability to adapt and survive in an ever-changing environment. In implementing this curriculum the primary approach to be used

is the scientific approach. This is intended to train students to think critically and reason scientifically.

Every curriculum is provided with a syllabus or an outline of the subject consisting of components of learning to be organized in a lesson plan. English subject syllabus is arranged in a simple format so that it is easily understood and implemented by the teacher. Simplifying the format is intended to make the presentation more efficient, not too many pages, but the scope and substance are not reduced, and still consider the order of the material and competence. The preparation of this syllabus is carried out with the principle of harmony between the idea, design, and implementation of the curriculum; easily taught by the teacher; easy to learn by learners; measurable performance; and meaningful to learn (worth to learn) as a provision for life and students' future education.

The flexibility and contextual characteristic of the syllabus provide opportunities for teachers to develop and implement learning and to accommodate local potentials. On the basis of these principles, the syllabus component covers basic competencies, learning materials, and learning activities. In implementing this syllabus the teacher is expected to be creative in the development of material, management of the learning process, use of methods and learning models, which are tailored to the situation and conditions of the community and the level of development of students' abilities.

Based on text-based teaching, the curriculum emphasizes on the enhancement of the ability of students to use English in various types of texts. Text is studied not as a final goal, but as a tool for carrying out various activities in real life. At this intermediate level, teaching material consists of simple texts (Anonym, 2016).

Besides, English language teaching for high school education is also aimed at developing the ability of students to have communicative competencies in interpersonal, transactional, and functional texts orally and written. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, and instill noble values of national character, in the context of life at home, school, and society.

The components of K13 lesson plan based on Ministry of Education and Culture's regulation number 22, year 2016 about standard process consist of (a). School identity, subject identity, class/semester, learning material, and time allocation; (b). Learning objectives; (c). Basic competency and achievement indicators; (d). Learning materials; (e). Learning method; (f). Teaching and learning media; (g). source of learning; (h). Learning steps and; (i). Learning assessment. These components are interrelated to each other therefore they should be visible in the lesson plan and be used as guidance in learning process. When designing the lesson plan the teachers should always bear in mind that learning activities in the lesson plan will promote student centered learning that enable students to learn independently. It is assumed that learning process will be conducted effectively if the lesson plan is well planned.

When it comes to the implementation of the lesson plan in the classroom the teachers should comply with the activities that have been planned. It is necessary for the teachers to administer the learning process based on the learning steps written in the lesson plan because the learning steps accommodate activities that will be performed by students in order to achieve the learning goals and to master the basic competence. There are also some essential aspects to be addressed by the teachers in the early stage of learning process such as giving motivation and self

discipline for students learn. Besides, the teacher should inform the students about the objective of learning, the learning materials, basic competence, and indicators that will be achieved after the learning session is accomplished.

The role of the teacher during the learning process is as a facilitator not as the main source of learning. The teacher should apply scientific approach which gives opportunity for the students to observe, ask question, gather information, analyze information, and communicate all information they have collected. Student can work in pairs or in groups controlled by the teacher.

## RESEARCH METHOD

The method used in this study was survey method. 10 state high schools out of 16 state high schools in Ambon city were taken as sample. The main source of data in this study was questionnaire. Data collected through questionnaire were analyzed quantitatively.

Likert scale was used to measure teachers' opinion about designing and implementing lesson plan. Teachers' opinion was categorized into four categories. The categories were (a). strongly agree; (b). agree; (c). disagree, and; (d). strongly

disagree. Each category was given weight in which the high score was 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. Raw data of teachers' opinion were calculated based on weight of every category to find the score for every statement (Riduwan, 2003). The score of every statement was then categorized into 4 qualities. The 4 qualities were (a). 0-49 was poor; (b). 50-69 was fair; (c). 70-79 was good and; (c).80-100 was excellent.

Besides, document study was conducted to check the teachers' lesson plan. There was also classroom observation to observe the implementation of lesson plan.

## FINDING AND DISCUSSION

To describe the expertise of English teachers to design lesson plan and implement it at their respective high schools in Ambon city, a survey was conducted at 10 schools. The questionnaire given to the teachers was related to the process of designing lesson plan which consist of 11 statements and the implementation of the lesson plan which consist of 16 statements. Data for the process of designing the lesson plan is displayed as follows.

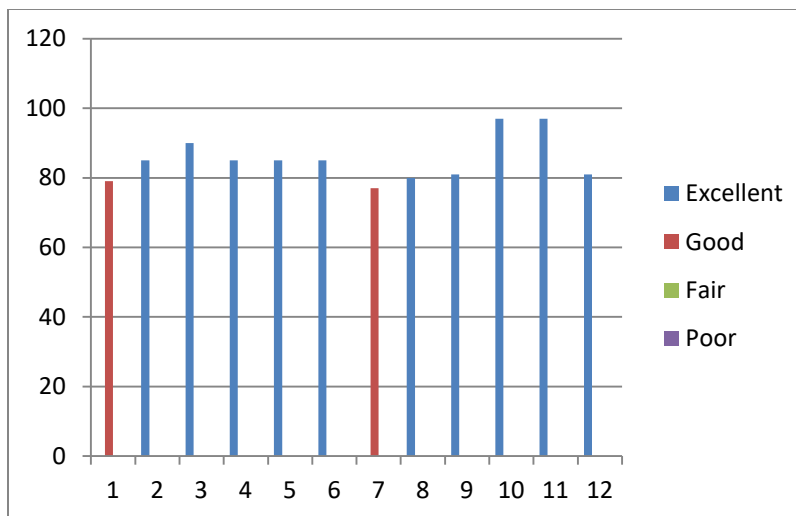
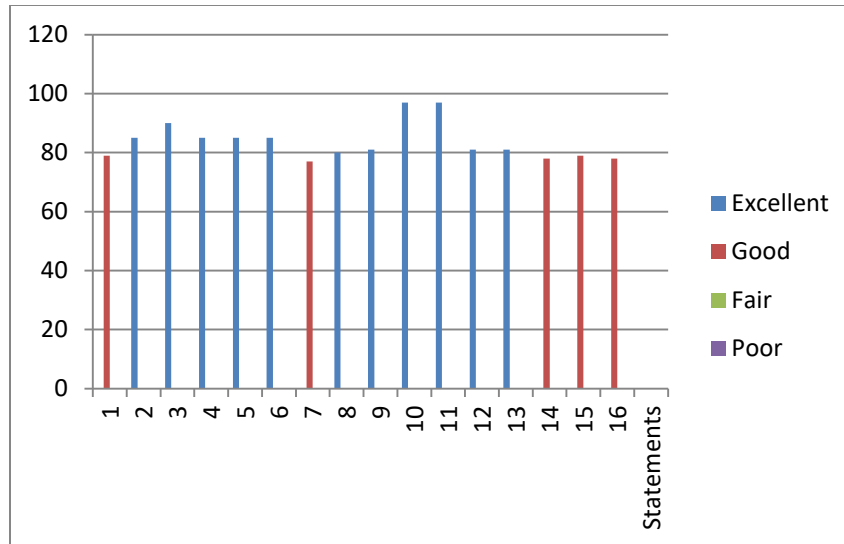


Figure 1. Teacher's Expertise in Designing Lesson Plan

Figure 1 summarizes the data on teacher's expertise in designing lesson plan. The data revealed that majority of the high school English teachers in Ambon got excellent score. It means that the teachers have understood each component of K13 lesson plan. They were also able to choose correct basic competence from the syllabus to design appropriate learning activity. However, the teachers still have difficulties in writing learning objectives and indicators. Learning materials as one of the main component in the lesson plan was also easier for the teachers to identify in order to create leaning activity to achieve the indicators and basic competence. Further, the teachers were able to apply scientific approach which has been the main approach in K13 to boost

students' critical thinking. By applying scientific approach, activities were designed to make the students active in learning. As a matter of fact that the teachers were not work alone in designing their lesson plan but they work and discuss with other teachers to write their lesson plan. Creating learning activity to promote students critical thinking was quite challenging for the teachers. Besides, the teachers also were able to do assessment to measure students competence based on K13.

After designing the lesson plan the teachers should implement it in their respective classroom. Data about the implementation of the lesson plan is described below:



**Figure 2. Teacher's Expertise in Implementing Lesson Plan**

Figure 2 highlights that teacher's expertise in implementing lesson plan was excellent. As part of standard process, teachers should have a commitment to implement the lesson plan based on the stages outlined in the lesson plan. Overall, the teachers were able to apply the lesson plan in the teaching and learning process in the classroom. Prior to learning new material specified in the lesson plan the teacher tapped the students' background knowledge in order to relate what the students knew with what they will learn. It was interesting that the teachers also told the students about basic competence and indicators that students were going to achieve in the lesson plan. To support learning process the teachers also used multimedia to deliver the material. The use of scientific approach as the main approach in designing lesson plan blended with other cooperative learning approaches have triggered students to be active in learning and asking questions. Through this way of learning, students can practice their speaking skill. Besides, the students became more critical in learning.

During the implementation of the lesson plan in the learning process the teacher also monitored the students' attitude and gave them motivation to learn. Evaluation as one of the components of the lesson plan was also conducted by the teachers to measure students' achievement. At the end of the learning process the teachers did a reflection to improve their teaching procedures and skills

The evidence of this study suggests that high school English teachers in Ambon city have expertise in designing and implementing K13 lesson plan. In designing the lesson plan the teachers should pay attention to the interrelationship between basic competencies, learning material, learning activities, indicators of achievement of competencies, assessment, and learning resources (Hosnan 2014). It can be said that these components constitute one unit that is related to each other, meaning that basic competencies will be achieved if learning activities are specifically designed to present learning experiences to students. Teachers should spend enough time to think and

design learning activities. Activities designed should be student centered activities that enable students to demonstrate skills in analyzing, evaluating, reasoning, processing and presenting effectively, creatively, productively.

Lesson plan document study revealed that the lesson plan designed by the teachers had followed the appropriate template. However, time allocation for each activity should be specified. Time allocation is important because it must be adjusted to the level and the scope of learning activities in the classroom. For example, in one lesson plan that was designed for one time face-to-face 2-hour lesson, one of the learning activities was that students were asked to collect data, namely looking for material about caption in textbooks, newspapers and magazines in the library, this certainly requires considerable time. If it is not timed, the learning time will be wasted and the learning process will not be effective.

The English teacher should have a clear understanding about the relationship between basic competencies, indicators, and learning activities. Indicators of achievement are behaviors that can be measured and observed to show the achievement of certain basic competencies (Permendiknas Nomor 41 Tahun 2007). Consequently, each learning activity should reflect the indicator. In fact, after studying teacher's the lesson plan it was found that there were still indicators that could not be achieved because there were no learning activities specifically designed to actualize these indicators. For example, in the formulation of indicators it was stated that students apply linguistic elements

specifically in the form of captions. However, after studying the core activities, no activities related to these indicators were found. So, ideally every learning activity designed was directed to achieve one or more indicators. If the indicator was not visible in every learning activity, it was believed that the basic competencies would not be achieved. In addition, in the appendix of learning material there were no instructions and questions for the text used as learning resources.

The designed lesson plan should also trained students for reasoning and critical thinking skills. Ahmad Yani (2014) stated that Kurikulum 2013 focuses on developing reasoning, communicating, and creating skills. However, it was found that in some of the lesson plan documents there were no

Overall, the implementation of K 2013 lesson plan in learning process has been carried out by the teacher effectively. The teachers followed every step written in the lesson plan thoroughly during learning process in the classroom. The effectiveness of learning process in the classroom is largely determined by a well designed lesson plan. If the lesson plan is well structured, the teacher will easily control each learning activity both in terms of timeliness in completing each learning activity and controlling the active participation of all students when working individually and in groups. In addition, good planning provides the widest opportunity for teachers to communicate learning material through the teaching methods and learning models that have been prepared.

Another factor that influences the effectiveness of the learning process is the

communication ability of teachers and students in English. During classroom observation it was found that there were teachers who used English and Indonesian when giving instructions or explaining the material discussed. This certainly makes it easier for students to understand what they will learn. However, a lot of time was wasted on explaining the same thing in two languages. Ideally, the teacher used English so that students get used to listening to classroom instruction in English. Teachers can only use Indonesian if students do not understand what the teacher is saying.

When teaching, teachers did not use information and communication technology in presenting the learning materials. They still use images in books or on display in front of the class to stimulate students to think. This is not a problem, but the teachers must familiarize themselves with information and communication technology in the learning process. In the learning process the teacher assigned students to work in groups to find the structure and elements of text but did not discuss it together in class. In learning process the teacher should control each learning activity and discuss it with students. Teacher should give feed back to students after they accomplish the task.

The results of this study have highlighted also some difficulties faced by teachers in designing and implementing the lesson plan. As revealed by the data in the questionnaire that some teachers still have difficulties in designing their own lesson plan therefore they still work together with other teachers. Lesson plan components that they experienced difficulties were defining

learning objectives and indicators. Besides, they also have difficulty in developing learning activity that promotes students critical thinking.

## CONCLUSION

To implement Kurikulum 2013 in the learning process the English teachers were able to design lesson plan although they still work together with other teachers. It was found that there was still discrepancy between one component and another component. The learning process in class has been accomplished based on every step of the designed lesson plan.

Apart from the teacher's knowledge and understanding about Kurikulum 2013 and its implementation in the learning process, there were still some difficulties faced by teachers such as writing learning objectives, learning achievement indicators, and activities that promote critical thinking activities. In designing the lesson plan the teachers should pay attention to time allocation for each activity. Each designed activity may be ineffective if the time allocation is not appropriate.

## ACKNOWLEDGEMENT

The writers would like express their sincere gratitude to the management of FKIP Universitas Pattimura for supporting the writers with financial aid to conduct this research. The same gratitude is also delivered to the English teachers of the high schools in Ambon who have spent their time to participate in this research. The writers also would like to thank the management of Jurnal Curricula LLDIKTI X for the opportunity to publish this article.



**REFERENCES**

- Anonim (2015). Pengertian Kurikulum, Fungsi dan Komponennya.  
<http://www.artikelsiana.com/2015/02/pengertian-kurikulum-fungsi-komponen.html>
- Anonim (2016); Silabus Bahasa Inggris SMA/MA/SMK/MAK Kurikulum 2013 Revisi 2016  
<http://smkn1metro.sch.id/silabus-bahasa-inggris-smamasmkmak-kurikulum-2013-revisi-2016/>
- Hosnan M. (2014). Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013. Bogor. Ghalia Indonesia
- Menteri Pendidikan dan Kebudayaan Republik Indonesia. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.22, Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.
- Menteri Pendidikan Nasional Republik Indonesia. Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007 tentang Standar Proses.
- Mulyasa, E. (2006). Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: PT. Remaja Rosdakarya.
- Riduan (2014). Dasar-dasar Statistika. Bandung. Alfabeta.
- Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional .
- Yani A. (2014). Mindset Kurikulum 2013. Bandung. Alfabeta.