

Ability of PPG Students in Designing English Subject Lesson Plan

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Abstract. This study aims to provide a broad overview of the students of professional teacher education abilities in designing lesson plan for English subject. This research belongs to descriptive qualitative research. Using documentation as its secondary instrument, the researchers took lesson plan from 30 students of PPG program in Universitas Muhammadiyah Purworejo 2024. Employing interactive analysis model with seven criterias of lesson plan scoring from Indonesian Ministry of Education and Culture, the researchers found that there is a positive raising trending score of the professional teacher education students. Starting from formulating learning objectives, measurability of learning objectives, depth level of learning objectives, ability in designing learning material, until ability in choosing learning model, mostly in pre cycle, the score shows between 2.22 (lowest) to 4.77 (highest) which is belongs to poor category. In cycle 1, there is a raising score from 6.63 to 6.96 which is belongs to good category. In cycle 2, the score is between 8.25 to 8.56 which belongs to excellent category. From the score it can be seen that the students' ability in designing lesson plan of English subject close to perfect in the end of cycle 2.

Keywords: PPG Students, English Subject, Lesson Plan

1. Introduction

In determining the successfulness of teaching learning process, many factors included in an educational unit. One of those factors are related to the teacher as the key component in teaching. The ability of teacher in designing lesson plan as the guidelines in running teaching process becomes an essential because it includes the teaching material, teaching method used, and teaching evaluation occur. Ratnawati (2017) states that lesson plan is a written procedures of activity in the teaching and learning process [1]. Moreover, Setiawan, et al (2022) say that lesson plan is an implementation of the Learning Objectives Flow which was developed from Learning Achievements with the Pancasila Student Profile as the target [2]. Then, Maulida (2022) defines that lesson plan is a plan written in certain format and includes learning material/content, learning methods, interpretation and evaluation techniques which are arranged systematically and impressively to achieve the expected indicators of success [3]. So, it can be said that lesson plan is a tool arranged systematicallay and impressively as a guidelines of teaching learning process included learning material, methods, interpretation and evaluation to achieve learning objectives determined.

In order to improve the quality of national education, efforts are being made to strengthen related matters. Among the efforts undertaken for this purpose, a formal program called Professional Teacher Education (PPG) was implemented which is intended for educators who already hold the status of professional educator [4]. Therefore the program is called the PPG program for in-service teachers. The birth of PPG is a government effort to prepare superior professional teachers [5].

In implementing PPG learning, each student is required to prepare Lesson Plan which in the *Kurikulum Merdeka* is called a *Modul Ajar* (MA) [6]. Apart from making it, students are also required to be able to practice it. In its development, currently most schools have implemented the *Kurikulum Merdeka* in which the term *Rencana Pelaksanaan Pembelajaran* has been changed to *Modul Ajar* (MA) which is prepared by students based on the conditions of their respective regions[7]. The *Modul Ajar* that is created must be set for offline learning. After carrying out the learning which is then called cycles 1 and 2, PPG students then create *Modul Ajar* which will be used for performance tests[8]. In this research, the assessment used refers to the lesson plan review instrument published by the *Kementrian Pendidikan dan Kebudayaan*.

Based on the background above, research needs to be carried out regarding the knowledge and skills of English subject teachers in preparing and using learning tools. This research was conducted on English subject teachers who were participants in the 3rd Class of 2023 In-Service Professional Teacher Education program at Muhammadiyah University, Purworejo.

2. Method

Seeing the characteristics of the research, this research belongs to descriptive qualitative research (Creswell:2012). According to Creswell (2013:32), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Sugiyono (2018:103), in qualitative research there is no other option than to make humans the main research instrument. In those uncertain and unclear circumstances, there is no other option and only the researcher himself as the only tool can achieve it. Lincoln and Guba (1986) in Sugiyono (2018:102), the instrument of choice in naturalistic inquiry is the human. Researcher will see that other forms of instrumentation may be use in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument cannot build one that is based on the data that the human instrument has a product. In this study, the researchers presented the result of PPG students' ability in designing English subjek lesson plan.

For the participants in the research, the researchers took 30 students joining teacher professional education (PPG) in Universitas Muhammadiyah Purworejo 2024 as the data source. The researchers collect the data by using documentation that is the students work in the form of lesson plan (*Modul Ajar*) to see about their competencies in designing lesson plan during PPG. Then, the researchers use lesson plan review instrument published by Indonesian Ministry of Education and Culture as the tool to check the students' work.

In this research, data analysis was carried out using interactive analysis model through three stages[11]. The first is data reduction in which the researchers collect the data using certain instrument. Then, it grouped based on problem focus or hypothesis. The second stage, describing data so that the data has been organized meaningful. In this

research results described in table form. At stage third, is to draw conclusions based on data description[12].

3. Findings

The goal of the research is to describe the students' competencies in designing lesson plan during PPG 2024. The finding of the research can be seen in the following table:

Table 1. Score preview

Criteria	Pre Cycle	Cycle 1	Cycle 2
Formulating learning objectives	2.22	6.70	8.46
Meusarability of learning objectives	3.96	6.63	8.53
Depth level of learning objectives	4.06	6.64	8.25
Ability in designing learning material	4.77	6.96	8.53
Ability in choosing learning model	4.54	7.06	8.56
Ability in choosing learning media	4.29	6.67	8.40
Ability in designing learning assessment	4.38	6.80	8.37

4. Discussion

The researchers explain PPG students' ability in designing lesson plan seen from criterias as follows:

Formulating learning objectives

The students' ability in formulating learning objectives seen from their ability in breaking down from learning achievement (*Capaian Pembelajaran*) into learning objectives (*tujuan pembelajaran*). In pre-cycle, the average score 2.22 in the poor score category means that in making lesson plan, the students ability in formulating learning objectives are still poor. In cycle 1, the average score is 6.7 (good) rose 4.48 points which is indicating that the students' ability in formulating learning objectives appropriate to learning achievement. In cycle 2, the score becomes 8.46 (excellent) which means that the learning objectives made by the students already appropriate with learning achievement.

Meusarability of learning objectives

In producing learning objectives, there should be pay more attention on the use of operational work words because it should be able to observe and to measure. In the pre-cycle this item gets score 3.96 (less) means that students are not yet able to formulate learning objectives less specific, using low use of operational verbs, and uneasy to observe and to measure. In cycle 1 this item gets a score 6.63 (Good) which means that there is increasing students' abilities in formulating learning objectives, it contains operational verbs, easy to observe and measure. In cycle 2, the average score is 8.53 (excellent) means that students are able to formulate learning objectives are all very specific, using operational verbs, easy to observe and to measure.

Depth level of learning objectives

For the depth level of learning objectives, the researchers found that in pre-cycle, the students got score 4.06 (less), which means that students competencies in formulating learning objectives have not achieve in level HOTS or level 4 to 6 in taxonomy bloom. In cycle 1, they obtained an average score of 6.64, means that there were some students being able to formulate learning objectives in HOTS level. In cycle 2, this item received an average score of 8.25 (Excellent), which means most of the students were able to formulate learning objectives in HOTS level.

Ability in designing learning material

In the aspect of designing learning material, it closely related to the use of Technological Pedagogical and Content Knowledge (TPACK). During pre-cycle, it is found that the students got a score of 4.77 (less) which means that the students' competencies in designing learning material belongs to poor. They tend to copy the learning material from internet without being combined or edited. Then, in the first cycle, the students got score 6.96 (Good) which means that students are begin to be able to combine learning material coming from internet. In cycle 2, it is found that the students got score 8.53 (Excellent) means that the students are able to create their own learning material using online e.g. original video edited using canva or video editor or offline in the form of students' worksheet.

Ability in choosing learning model

In the aspect of ability in choosing learning model, the students' score in pre cycle got 4.54 (less), means that their ability in determining learning model are still low. They tend to use monotonous learning model or even when they write certain learning model, they do not know the essential of that learning model. Then, in cycle 1, the score raised into 7.06 (good) so that the students being able to plan activities using certain methods and strategies which is indicates to trigger the students to think HOTS. One of the methods used is discovery learning. In cycle 2, the score even reach 8.56 (excellent) indicates that the PPG students are able to use and understand various strategies, methods and models (blended learning).

Ability in choosing learning media

In choosing learning media, the students' score in pre cycle is 4.29 (less), means the students only use certain media in teaching which is less to make the class active in following the teaching learning process. Then, in first cycle, the score raise into 6.67 (good), means that the students are able to choose appropriate media, tools and other supporting media to make the class active. Second cycle shows the score 8.40 (excellent), means that the students able to choose various multimedia, tools and such supporting media which make the class very active in joining the teaching learning process.

Ability in designing learning assessment

In pre cycle, the students got score 4.38 (less), means that they are able to design learning assessment but it is less appropriate with learning objectives. Also, there is no scoring rubric in it. Then, in cycle 1, the score become 6.80 (good), indicating that the students able to design learning assessment in accordance with learning objectives, but they still have weaknesses in making scoring rubric. In cycle 2, the score increase into 8.37

(excellent), saying that the students are already able to design the learning assessment which is appropriate with the learning objectives and with appropriate scoring rubric.

5. Conclusion

After explaining about the finding of the research above, the researchers come to conclusion that the ability of PPG students in designing English Subject Lesson plan are increasing each cycle. It is based on seven indicators namely formulating learning objectives, measurability of learning objectives, depth level of learning objectives, ability in designing learning material, ability in choosing learning material, ability in choosing learning model, ability in choosing learning media, and ability in designing learning assessment. From the data, it is found that commonly the students score starts from less or low in pre cycle, then move onto good in cycle 1, then go to excellent in cycle 2. It also indicates that the students' lesson plan quality increases as they join the teacher professional education (PPG).

6. References

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