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Teacher Ability in Developing 2013 Curriculum Learning Materials at SMP IT Raudlatul Jannah Gayo Lues, Aceh

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Abstrak

Perkembangan teknologi menuntut guru untuk bertindak profesional dalam menentukan perangkat pembelajaran yang tepat bagi kebutuhan perkembangan siswa, serta penyesuaian bagi kebutuhan siswa di masa mendatang. Penelitian ini bertujuan untuk menganalisa kemampuan guru dalam menyusun perangkat pembelajaran kurikulum 2013 di SMP IT Raudlatul Jannah Gayo Lues, Aceh. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Pengumpulan data menggunakan metode observasi, wawancara dan studi dokumentasi, selanjutnya dianalisis menggunakan teknik reduksi data, penyajian data hingga penarikan kesimpulan. Data penelitian dinyatakan absah setelah melalui uji teknik triangulasi, guna mencocokkan antar temuan (data penelitian), minimal tiga metode dan tiga sumber data (informan). Hasil penelitian ini menyimpulkan bahwa kemampuan guru SMP IT Raudlatul Jannah Gayo Lues dalam menyusun perangkat pembelajaran dinilai efektif dan sudah baik sesuai visi, misi dan tujuan sekolah. Hal ini terlihat dari (1) kemampuan guru menyusun minggu efektif dengan memperhatikan kalender pendidikan; (2) kemampuan guru menyusun program tahunan (prota) sesuai dengan silabus dan materi ajar; (3) kemampuan guru menyusun program semester sesuai dengan jam belajar efektif untuk disesuaikan dengan target penuntasan setiap kompetensi dasar (KD) mata pelajaran; dan (4) kemampuan guru menyusun rencana pelaksanaan pembelajaran (RPP) yang disesuaikan dengan seluruh komponen perangkat pembelajaran.

Kata Kunci: Kompetensi Guru, Perangkat Pembelajaran.

Abstract

Technological developments require teachers to act professionally in determining appropriate learning tools for the developmental needs of students, as well as adjustments to the needs of students in the future. This study aims to analyze the ability of teachers to develop learning tools for the 2013 curriculum at SMP IT Raudlatul Jannah Gayo Lues, Aceh. This research uses a qualitative approach with a descriptive study method. Data collection using the method of observation, interviews and documentation studies, then analyzed using data reduction techniques, data presentation to draw conclusions. The research data was declared valid after going through a triangulation technique test, in order to match the findings (research data), at least three methods and three data sources (informants). The results of this study concluded that the ability of IT Raudlatul Jannah Gayo Lues Middle School teachers in preparing learning tools was considered effective and good according to the vision, mission and goals of the school. This can be seen from (1) the teacher's ability to organize an effective week by paying attention to the educational calendar; (2) the teacher's ability to compile an annual program (prota) according to the syllabus and teaching materials; (3) the teacher's ability to arrange semester programs according to effective study hours to suit the completion targets for each basic competency (KD) subject; and (4) the teacher's ability to prepare lesson plans (RPP) that are adapted to all components of learning tools.

Keywords: Teacher Competency, Learning Devices.

PRELIMINARY

Effective learning is an accumulation of the preparation of optimal learning tools that are carefully planned, carried out according to procedural and contextual, and evaluated periodically. Through optimal learning tools, teachers will be able to adjust to learning guidelines or guidelines, so that they refer to the targets that have been set. In addition, the concepts and learning contexts will be in accordance with the vision, mission and objectives of the institution in a comprehensive manner. Furthermore, the preparation of learning tools belongs to the category of optimizing learning planning (Agusta & Sa'dijah, 2021).

Quality learning practices implemented by teachers cannot be present individually in the role model figure of a teacher. This is because teachers need a conducive environment, a climate of learning culture, adequate facilities, and integration between systems in schools to support the achievement of maximum learning outcomes. Learning tools that have been prepared by the teacher, are not solely to provide convenience to students. This is because teachers who compile learning tools also have their own convenience in directing each material to be taught to students. This shows the urgency of learning tools for teachers and students (Mawardi, 2019; Al Fasya, *et.al.*, 2022).

Learning tools can be said to be guides or learning guides. ²⁰ The effectiveness of the existence of learning devices is felt by teachers and students during the learning process. In fact, it is certain that teachers who do not prepare learning tools will carry out their teaching duties unprofessionally and ineffectively. This is because teachers in this category tend to teach conventionally without paying attention to the needs and conditions of students' learning situations. This is in line with the conclusion from the premise which states that teachers who are not ready to teach will not achieve maximum learning outcomes (Ramadhani, 2016; Assingkily, 2020).

The implementation of accumulative learning is arranged in lesson plans, including indicators of learning success, periodic programs starting from yearly, semester, month to weekly, as well as stages of implementation and final assessment of learning. Structuring and managing this learning process requires a teacher who is ready in terms of administration and academics who can support the student learning process. Furthermore, learning achievement will be more measurable and controllable. On this basis, teachers are expected to be able to optimally develop learning tools (Yulia, 2022).

The reality at school shows that there are still teachers who are confused about how to properly organize an effective week. Due to the effective week that could not be prepared properly, *prota* and *prosem* also could not be arranged properly. In addition, there are teachers who have not been able to prepare a lesson plan (RPP) properly. In fact, there are teachers who have not been able to carry out the learning process in accordance with the learning tools that have been prepared. This is of course based on the teacher's lack of understanding of the preparation procedure and the urgency of the learning device (Ruhaliah, *et.al.*, 2020).

In fact, relevant research on the ability of teachers to develop learning tools has been examined from various scientific study angles. These include discussing the aspects of fulfilling aspects of continuous academic supervision for teachers as educators (Hamid, 2017), the ability of teachers to determine technology, approaches, content and teaching insights for students (Suyamto, *et.al.*, 2020), teacher motivation in compiling tools learning (Musyadad, *et.al.*, 2022), learning tools based on the 2013 curriculum (Saragih, 2016), increasing teacher abilities in completing learning administration (Hidayat, 2020), teacher problems when compiling learning tools (Kinasih & Risminawati, 2017), developing the ability of students majoring in education in compiling learning tools (Khusniati & Pamelasari, 2014), training and developing learning tools for teachers according to applicable laws and regulations (Sudana, 2018), progress in increasing the preparation of learning tools for teachers per month (Yuliani, 2021), and development of 21st century learning tools (Ardiansyah, *et.al.*, 2020).

Observing the description and study of the literature review above, it is understood that the study of the preparation of learning tools for teachers is very important, considering that this is a teacher's reference in carrying out learning. This research is different from the previous research, where the topic focused was on teacher understanding and practice in preparing learning tools, paying attention to KI, KD, indicators of success, as well as materials and facilities assistance needed during learning. Based on these problems and phenomena, researchers feel interested in conducting research with the title: "*Teachers' Ability to Develop 2013 Curriculum Learning Tools at SMP IT Raudlatul Jannah Gayo Lues, Aceh*".

² METHOD

This research uses a qualitative approach with a descriptive study method. The qualitative research intended here is to examine in depth the abilities of teachers related to compiling learning tools for the 2013 curriculum

at SMPIT Raudlatul Jannah Gayo Lues, Aceh. The primary sources of research data consist of school principals, teachers, and three students, while secondary data are obtained from books, notes and relevant scientific articles to support the main data. Collecting research data using observation, interviews and document study methods. Data analysis using data reduction techniques, data presentation, and drawing conclusions. Furthermore, testing the validity of research data using data triangulation techniques, to see the level of data compatibility, data credibility, data dependability, and confirmability (Sugiyono, 2016).

RESULTS AND DISCUSSION

Teacher's Ability in Developing Effective Curriculum Week 2013

Determining the time allocation is the first step in translating the curriculum. Determining the time allocation is basically determining the effective week and effective days in each semester in one school year. The time allocation plan functions to find out how many hours of effective time are available to be used in the learning process in one school year.

According to the informant we interviewed, namely Mr. Imran, S.Pd., he explained the teacher's ability to organize an effective week as follows:

"In my opinion, the teacher's ability to organize an effective week is the same, but there may be several different ways. For me personally, the first thing I prepare is an educational calendar, if there is no educational calendar you will not be able to calculate and determine the effective week. After we look at the education calendar, to determine the effective week we must calculate the number of weeks in which we teach for one semester. After that, count the number of ineffective weeks. After the number of weeks calculated earlier, subtract the number of ineffective weeks. Then you can get the results for the effective weeks and months, then add up the total. After getting the results of the effective week of the semester, we multiply 2. Because every 1 time meeting in it has 2 hours of study, after multiplying it, you get the result" (Results of an interview with the SKI teacher at SMP IT Raudlatul Jannah Gayo Lues, December 8, 2022, 09.00 WIB).

On a different occasion, the researcher interviewed a second informant, namely Mr. Agus, as a teacher of fiqh subjects regarding the teacher's ability to arrange effective weeks, namely as follows: every month, then immediately add it up and I multiply it by 2".

Based on the perceptions of the informants about compiling an effective week, it can be concluded that the teacher's ability to organize an effective week has different ways as long as the method used is easy and understandable for the teacher. Then it can be described how to arrange an effective week as follows: (1) Look at the educational calendar (Kaldik); (2) Calculate the number of weeks per semester; (3) Counting the number of weeks is not effective; (4) The number of weeks reduced by the number of weeks is not effective; and (5) After getting the number, multiply the result by 2. Here's an example of compiling an effective week:

TIME ALLOCATION ANALYSIS

Lessons : SKI
 Education units : SMPIT Raudlatul Jannah Gayo Lues
 Class/Semester : X / Ganjil
 School year : 2018/2019

EFFECTIVE WEEK/HOUR CALCULATION

EFFECTIVE HOURS CALCULATION

I. Number of Weeks:

II. Ineffective Number of Weeks:

No	Month	Number of Weeks	Month	Activity	Number of Weeks
1	July	4	July	Early School Entry Activities	2
2	August	5	August	77th Indonesian	2

			Independence Celebration Daily Deuteronomy 1	Day	
3	September	4	September	Daily Deuteronomy 2	1
4	October	4	October	Daily Deuteronomy 3	1
5	November	5	November	-	0
6	December	4	December	End of Semester Test Semester Break	
Total		26	Total		6

III. Number of Effective Weeks : 26 – 6 = 20 Weeks

IV Number of Lesson Hours : 20 Weeks x 2 Lesson hours = 40 JP

Teacher's Ability to Prepare Annual Program (Prota)

The Annual Program is a plan to determine the time allocation for one school year to achieve the goals (competence standards and basic competencies) that have been set. The planning program determines the time allocation for each basic competency to be achieved, arranged in an annual program. Thus, the preparation of the annual program basically determines the amount of time available for each basic competency (Sanjaya, 2010).

In this case, Mr. Imam as our resource person explained the teacher's ability to prepare an annual program (prota), namely as follows:

“In compiling prota, I arrange it based on the needs of the material. Each teacher has a book guide or syllabus for guidance in making prota. For example, in one semester, namely in odd semesters, there are 4 materials that must be completed, then those 4 materials are used as an annual program in teaching. Likewise with the even semester. After knowing the material that will be included in the prota, then determine the time allocation for each chapter. Determine the time allocation, by looking at how many hours of learning in 1 year. For example, in 1 year the teacher has 86 hours of learning. Then the teacher must distribute those hours in each material in the annual program.”

On a different occasion, the second resource person, Ms. Hanifah Manulang, also gave her opinion regarding the teacher's ability to prepare the annual program (prota), which is as follows: *“If I compile prota it is a little difficult in my opinion, because here I have to determine my own time allocation in each KD (Basic Competency). And it's made for a whole year, so it has to be determined as well as possible. Other teachers are also sometimes confused about setting the time for each KD”*.

Based on the perceptions of the informants about compiling an annual program (prota), it can be concluded that in preparing prota it must be seen from the material or syllabus that has been formulated previously to be used as a benchmark in making prota, after that it is each teacher who determines how much time in each material or chapter in in the prota. However, because each teacher determines his own material, there are indeed some teachers who still have difficulty determining it.

Teacher's Ability to Prepare Semester Programs (Prosem)

The semester program is an elaboration of the annual program which contains things to be achieved in that semester. The semester program will make it easier for teachers to allocate time to teach material that must be achieved in that semester. The annual program is structured to determine the number of hours needed to achieve basic competencies, while the semester program is directed to answer what week or when learning to achieve basic competencies is carried out.

In this case, Mr. Imam as our resource person explained the teacher's ability to prepare the semester program (prosem) as follows:

“I think it's a bit more difficult to put together this process. There are even some teachers who are still unable to compile it. when talking about the process then we have to determine per semester. For

example, in 1 week there are 2 hours of learning. As an example, from July the start of learning in week 3, if in the first material there are 10 hours of learning, then the first material must be completed in 5 weeks. Because 1 week there are 2 hours of learning. $5 \times 2 = 10$. Then 1 material is completed for 5 weeks. So finish the first material on the 2nd week of August”.

I think it's a bit more difficult to put together this process. There are even some teachers who are still unable to compile it. when talking about the process then we have to determine per semester. For example, in 1 week there are 2 hours of learning. As an example, from July the start of learning in week 3, if in the first material there are 10 hours of learning, then the first material must be completed in 5 weeks. Because 1 week there are 2 hours of learning. $5 \times 2 = 10$. Then 1 material is completed for 5 weeks. So finish the first material on the 2nd week of August

“I also had a bit of difficulty compiling the prosem, because to compile it we depended on prota. Each material we have to include 2 hours per week. So if there are 8 hours in 1 material, then 4 weeks must be filled with 1 material. In addition, the process must also determine which week the daily tests, Mid exams and semester exams will be held. That's sometimes because my friends taught me too, so it's still difficult to make my own”.

I also had a bit of difficulty compiling the prosem, because to compile it we depended on prota. Each material we have to include 2 hours per week. So if there are 8 hours in 1 material, then 4 weeks must be filled with 1 material. In addition, the process must also determine which week the daily tests, Mid exams and semester exams will be held. That's sometimes because my friends taught me too, so it's still difficult to make my own.

Teacher's Ability to Prepare Learning Implementation Plans (RPP)

RPP is a teacher's handbook in teaching in the classroom. The lesson plan is also a lesson plan that covers a period that exceeds one lesson hour; usually a week or so. RPP contains learning experiences that are interrelated with one another from material on the same theme. In this case, Mr. Imran as our resource person explained the teacher's ability to prepare lesson plans (RPP), namely as follows:

“If compiling this RPP must be in accordance with the 2013 Curriculum, the Learning Implementation Plan (RPP) must be made clearly and systematically. Ideally, an RPP should include core competencies, basic competencies, competency achievement indicators (GPA), learning objectives, learning materials, approaches to learning methods and models, media and materials, learning resources, learning steps and assessments”.

On a different occasion, the second resource person, Mr. Agus, also gave his opinion regarding the teacher's ability to prepare lesson plans (RPP), namely as follows:

“For RPP, we cannot say it is easy, because it is from this lesson plan that we will use the details of the learning implementation in the learning process. So it must be well structured, there are several components in the lesson plans including core competencies, basic competencies, indicators, learning objectives, learning materials, learning methods, media, learning resources, learning steps and assessment”.

Based on the perceptions of the informants, it can be concluded that preparing a learning implementation plan is to estimate or project what will be done in learning. Thus, RPP is an attempt to estimate the actions to be taken in learning activities. RPP needs to be developed to coordinate learning components according to the 2013 curriculum, namely core competencies, basic competencies, competency achievement indicators (GPA), learning objectives, learning materials, approaches to learning methods and models, media and materials, learning resources, learning steps and evaluation.

CONCLUSION

Based on the description of the findings and discussion of the research above, it can be concluded that the ability of SMP IT Raudlatul Jannah Gayo Lues teachers in compiling learning tools is considered effective

and in accordance with the vision, mission and goals of the school. This can be seen from (1) the teacher's ability to organize an effective week by paying attention to the educational calendar; (2) the teacher's ability to compile an annual program (prota) according to the syllabus and teaching materials; (3) the teacher's ability to arrange semester programs according to effective study hours to suit the completion targets for each basic competency (KD) subject; and (4) the teacher's ability to prepare lesson plans (RPP) that are adapted to all components of learning tools.

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