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## Junior High School Teachers' Competence in Developing 2013 Curriculum Learning Materials

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### Abstrak

Perkembangan teknologi menuntut guru untuk bertindak profesional dalam menentukan perangkat pembelajaran yang tepat bagi kebutuhan perkembangan siswa. 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 menemukan bahwa: (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. Dengan demikian, disimpulkan bahwa kemampuan guru SMP IT Raudlatul Jannah Gayo Lues dalam menyusun perangkat pembelajaran dinilai efektif dan sudah baik sesuai visi, misi dan tujuan sekolah.

**Kata Kunci:** *Kompetensi Guru, Perangkat Pembelajaran.*

### Abstract

Due to technological advancements, educators must choose effective teaching materials that meet students' developmental needs. The purpose of this study is to evaluate teachers' capacity to create instructional materials for the 2013 curriculum at SMP IT Raudlatul Jannah Gayo Lues in Aceh. This study employs a qualitative methodology and a descriptive study design. Data gathering methods include observation, interviews, and documentation studies. After data analysis using data reduction techniques, conclusions are drawn by presenting the data. After passing a triangulation methodology test to ensure that the findings (research data) matched at least three different methods and data sources, the data was deemed genuine (informants). The study's findings revealed that: (1) the teacher's ability to plan a productive week by keeping track of the academic calendar; (2) the teacher's ability to put together an annual program (prota) in accordance with the curriculum and instructional materials; (3) the teacher's ability to set up semester programs in accordance with efficient study hours to meet the completion goals for each basic competency (KD) subject; and (4) the teacher's ability to create lesson plans (RPP). As a result, it was determined that the ability of the teachers at Raudlatul Jannah Gayo Lues Middle School to create learning resources was effective and good in accordance with the school's vision, mission, and goals.

**Keywords:** *Teacher Competency, Learning Devices.*

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## INTRODUCTION

Successful learning is the result of carefully thought-out planning, execution in accordance with procedural and contextual guidelines, and ongoing evaluation of the process. Teachers will be able to adapt to learning guidelines or guidelines so that they may refer to the goals that have been set thanks to the best learning instruments. The concepts and learning environments will also be in complete alignment with the institution's vision, purpose, and objectives. Moreover, creating learning tools falls under the heading of improving learning planning (Agusta & Sa'dijah, 2021).

It is impossible for a teacher to be a role model for all of the high-quality teaching methods they use. This is because in order for instructors to support students in achieving the best possible learning outcomes, schools must have an atmosphere that is conducive to learning, a culture of learning, proper resources, and system integration. The purpose of the teaching materials is not just to make learning more convenient for the pupils. This is so that teachers can direct how each piece of content is presented to students at their own leisure when they construct learning resources. This demonstrates how important learning tools are for both teachers and students (Mawardi, 2019; Al Fasya, *et.al.*, 2022).

One could describe learning aids as guides or learning guides. Teachers and students both notice the benefits of the use of learning tools while they are studying. In reality, it is a given that teachers who don't create learning materials will carry out their jobs ineffectively and poorly in a disorganized manner. This is due to the fact that teachers in this group frequently use traditional teaching methods while oblivious to the demands and circumstances of their students' learning environments. This is consistent with the premise's conclusion that underprepared teachers will not produce the best learning outcomes (Ramadhani, 2016; Assingkily, 2020).

Lesson plans are used to organize the execution of cumulative learning. These plans include indications of learning success, periodic programs that range from yearly to semester to weekly in length, as well as implementation stages and learning outcomes assessments. A teacher who is prepared in terms of administration and academics and who can support the student learning process is needed to structure and manage this learning process. Also, learning success will be easier to measure and manage. On the basis of this, teachers should be able to create learning resources as effectively as possible (Yulia, 2022; Tambunan, 2018).

The situation at school demonstrates that some instructors are still unsure of how to set up a productive week. Prota and prosem could not be organized correctly since the effective week could not be properly planned. Also, some teachers have struggled to effectively create lesson plans (RPPs). In truth, there are some instructors who are unable to implement the learning process using the supplied teaching resources. Of course, this results from the teacher's ignorance of the preparation process and the learning device's urgency (Ruhaliah, *et.al.*, 2020; Pohan & Dafit, 2021).

In reality, pertinent research on instructors' capacity to create teaching aids has been evaluated from a variety of scientific study perspectives. Talking on the importance of providing teachers with ongoing academic supervision is one of them (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).

Considering that a teacher uses these materials as a guide when implementing learning, it is clear from the description and analysis of the literature review above how crucial it is to research the production of teaching

tools. In contrast to earlier studies, this one focuses on the preparation of learning tools by teachers with an emphasis on KI, KD, success indicators, as well as the materials and facilities that are required to support learning. Researchers are interested in performing a study titled "Teachers' Capacity to Create 2013 Curriculum Learning Tools at SMP IT Raudlatul Jannah Gayo Lues, Aceh" based on these issues and phenomena.

## 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 accredited by Sinta and Garuda to support the main data. Collecting research data using observation, interviews and document study methods. data analysis that includes data display, data reduction strategies, and conclusion-making. Moreover, data triangulation techniques can be used to examine the degree of data compatibility, data trustworthiness, data dependability, and data confirmability (Sugiyono, 2016).

## RESULTS AND DISCUSSION

### Teacher's Ability in Developing Effective Curriculum Week 2013

The first step in translating the curriculum is determining the time allotted. The effective week and effective days in each semester of a school year are essentially determined when determining the time allocation. The purpose of the time allocation plan is to determine how many hours of actual learning time are available during a school year.

The source we spoke with, Mr. Imran, S.Pd., stated the teacher's capacity to plan a successful week as follows:

*"I believe that a teacher can plan a productive week in the same way, however there may be a few alternative approaches. An educational calendar is the first thing I personally prepare since without one, it is impossible to compute and identify the actual week. After looking at the academic calendar, we must figure out how many weeks make up a semester of teaching before we can determine the effective week. 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 informants' perspectives of how to put together an effective week, it can be deduced that a teacher can plan an effective week in a variety of ways as long as the technique is simple and easy for the teacher to comprehend. The following is a description of how to plan a productive week: (1) Consult the academic calendar (Kaldik); (2) Determine the number of weeks in a semester; (3) Counting the number of weeks is ineffective; (4) Reducing the number of weeks by the number of weeks is ineffective; and (5) After receiving the answer, multiply it by 2. This is an example of how to put together a productive 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 Independence Day Celebration Daily Deuteronomy 1	2
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	
<b>Total</b>		<b>26</b>	<b>Total</b>		<b>6</b>

**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 strategy for figuring out how much time will be allotted for a single academic year to accomplish the objectives (competency standards and fundamental competencies) that have been defined. Each fundamental competency's time allotment is determined by the planning program and is arranged in an annual program. As a result, the annual program preparation essentially sets the amount of time allotted 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 informants' perspectives of creating an annual program (prota), it can be inferred that each instructor is responsible for deciding how much time should be spent on each topic or chapter in the prota after taking into account the prior syllabus or material that has been developed. There are some professors who still struggle with it, nevertheless, as each one chooses his or her own course material.

**Teacher's Ability to Prepare Semester Programs (Prosem)**

The semester program is an expanded version of the annual program that includes goals for that semester. The semester system will make it simpler for teachers to schedule lessons that will be completed during that semester. The semester program is designed to address what week or when learning is conducted to acquire

fundamental competencies, whereas the annual program is built to identify the number of hours required to accomplish basic competencies.

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”.*

It's a little trickier, in my opinion, to put this method together. Even some teachers still struggle to put it together. When discussing the procedure, we must decide on a semester-by-semester basis. For instance, there are two hours of learning each week. As an illustration, if the first content requires 10 hours of study, it must be finished in 5 weeks starting in week 3 of the learning schedule beginning in July. because there are two hours of learning per week  $5 \times 2 = 10$ . Following that, 1 material is finished for 5 weeks. Hence, the first material should be finished by the second 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”.*

Because we relied on prota to compile the prosem, I too encountered some challenges. Every subject requires two weekly hours of work. One item must therefore fill 4 weeks if it takes 8 hours to complete. The procedure must also decide which week the daily examinations, midterms, and finals will be held. That's sometimes because I was trained by my pals as well, making it challenging for me to create my own.

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

The RPP is a teacher's manual for classroom instruction. The lesson plan also includes a lesson plan for a period of time longer than one lesson hour, typically a week or so. RPP includes lessons that are connected to one another by content with the same theme. In this instance, Mr. Imran, who served as our resource person, provided the following explanation of the teacher's capacity to create lesson plans (RPP):

*“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”.*

It may be inferred from the informants' perspectives that creating a learning implementation strategy entails projecting or estimating what will be done in terms of learning. RPP thus represents an effort to forecast

the actions that will be made during learning activities. Core competencies, fundamental competencies, competency achievement indicators (GPA), learning objectives, learning materials, approaches to learning methods and models, media and materials, learning resources, learning steps, and evaluation are the learning components that need to be coordinated according to the 2013 curriculum.

## CONCLUSION

The study's findings revealed that: (1) the teacher's ability to plan a productive week by keeping track of the academic calendar; (2) the teacher's ability to put together an annual program (prota) in accordance with the curriculum and instructional materials; (3) the teacher's ability to set up semester programs in accordance with efficient study hours to meet the completion goals for each basic competency (KD) subject; and (4) the teacher's ability to create lesson plans (RPP). As a result, it was determined that the ability of the teachers at Raudlatul Jannah Gayo Lues Middle School to create learning resources was effective and good in accordance with the school's vision, mission, and goals.

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