

CHAPTER I

INTRODUCTION

1.1 Research Background

Learning is an activity that seeks to teach students in an integrated manner by considering some factors, namely the learning environment, students characteristics, characteristics of the field of study and various learning strategies, including delivery, management, and learning organization. According to Law Number 20 of 2003 concerning the National Education System, learning is the process of interaction between learners and educators and learning resources in a particular learning environment. In addition, learning can also be complicated process for teachers to provide an understanding to students about the learning material and they must also reflect or evaluate their teaching and learning process (Nilsson, 2009). In carrying out learning activities, it needs good preparation and planning. With good preparation and planning, it can make it easier for teachers to carry out learning activities in the classroom in an effective, efficient and directed manner. To make good preparation and planning, a lesson plan is needed.

A lesson plan is one of the important aspects that a teacher needs to plan properly in order to make learning process can run effectively, efficiently and directed. According to Haynes (2010), designing the lesson plan before the teachers carrying out the teaching and learning process can help the teachers to design what their teaching and learning process is like in the classroom. Nesari & Heidari (2014) argue that lesson plan is a detailed description of the teachers about learning activities that contain the learning material, teaching methods, time and place of learning implementation, and assessments used to evaluate students. The teaching

and learning process will also be more effective if the teachers design the lesson plan properly (Boikhutso, 2010). In other words, lesson plan is one of the important requirements for teachers to design learning activities as their preparation before the teaching and learning process begins. Callahn & Clark (1988) state that teaching without written preparation will create an ineffective learning in the classroom because the teacher does not think in detail about what to do and how to do it. Thus, realizing the importance of lesson plan in learning can affect the quality of education in Indonesia.

Designing a lesson plan must be related to the education system that implemented including curriculum. According to Law Number 20 of 2003 concerning the National Education System, curriculum is a set of plans and regulations about the aims, content and material of lessons and the method used as the guidelines for the implementation of learning activities to achieve given education objectives. In the Indonesian education system, there are eleven times in changing the curriculum. The curriculum used in Indonesia currently is curriculum 2013. The curriculum 2013 emphasizes on the teaching and learning process at classroom which should be interactive, pleasant, challenging, inspiring and able to motivate the learners to be active participants and give them an opportunity to develop their knowledge, creativity, and independence based on their interest and ability. Besides, the curriculum 2013 is emphasized on increasing the quality of education with balancing between hard skills and soft skills through affective (attitude), cognitive (knowledge) and psychomotor (skill) in facing the global challenge. From the purpose of curriculum 2013, the teachers are asked to be able to plan and prepare learning activities and materials properly before they teach.

However, the implementation of the curriculum 2013 can affect the change in designing the lesson plan because the changes of required elements to be included in the lesson plan. According to Ilma & Pratama (2015), the components contained in the lesson plans of the curriculum 2013 are different from the previous curriculum. Besides, as finding of research by Ilma & Pratama (2015) reveal that educators' perspective regarding the curriculum 2013 is too early to be implemented. These perspectives can also be related to the revision of lesson plans that have been done previously during the implementation of this curriculum.

The previous lesson plan of the curriculum 2013 is considered as complex lesson plan. It is due to this lesson plan contains 13 components that should be fulfilled by teachers. From those components cause them more focused in designing the lesson plan in detailed than evaluating the learning process itself. In other words, these components become the challenges and difficulties faced by the teachers to design lesson plans well. According to Gani et al, (2017) the lesson plan of curriculum 2013 is currently more difficult to design than the KTSP curriculum in term of developing the authentic assessment rubric and formulating the indicator. In addition, it should also create and state basic competence (*KD*) in the lesson plan. Besides, the teachers also feel less effective and efficient in designing the lesson plan because the format of the lesson plan is so complex and detailed. It can be said that designing the previous lesson plan spent a lot of time for the teacher, which should be used to prepare and evaluate the learning process itself, as well as some teachers also argue that the previous lesson plan less directed student-oriented learning. Therefore, the teachers are still difficult to design the lesson plans well.

Regarding the challenges that the teachers faced during designing the previous lesson plan of the curriculum 2013, the Education Minister released a new policy about the new format of lesson plan which is written in Circular Letter Number 14 of 2019 concerning Simplification of the Lesson Plan. The purpose of simplification of the lesson plan is to lighten the administrative burden on teachers and give teachers the freedom to be creative and innovate in the learning process (Iskandar, 2020). In the circular letter, it is explained that from the 13 components of the lesson plan which had been regulated in the Decree of the Minister of Education and Culture Number 22 of 2016 concerning Basic and Secondary Education Process Standards was revised into a one-page lesson plan which focused on the main components, namely learning objectives, learning steps/activities, and learning assessment, meanwhile the other components are complementary. Besides, the writing of the lesson plan is carried out on the principles of efficient, effective, and student-oriented. From the new policy, the Education Minister believes that using the one-page lesson plan, the teachers can create lesson plan well according to the principles of efficiency, effectiveness, and student-oriented quality, as well as they have also more time to prepare and evaluate the learning process itself.

The teachers' perspectives must also be considered regarding the principles of developing the one-page lesson plan. The lesson plan principles are believed to be able to contribute to teachers in making good and simple lesson plans (Iskandar, 2020). For that, it is important to identify teachers' voice on their fulfillment to principles of developing the one-page lesson plan. The perspectives of the teachers can be taken from experienced and novice teachers especially for the English teachers. The perspectives of experienced and novice English teachers have a

significant role in the use of the lesson plan during their learning process because they are the one will implement the lesson plan. There are several the experienced and novice teachers in Indonesia have made and used the one-page lesson plans as their guidance in teaching and learning process in the classroom. Besides, there are many factors for teachers who use the one-page lesson plans extensively with the purpose to improve the quality of education, the teachers will be influenced by their beliefs or point of view on the policy that released by the Education Minister, the readiness of the teachers themselves in using the one-page lesson plans and many others. However, the teachers' perspectives are also often influenced by the simplicity of the lesson plan itself, and then the limitations of the one-page lesson plan itself because this lesson plan is not detailed and complete like the previous lesson plan. From these factors, the experienced and novice teachers may have their own perspectives regarding the one-page lesson plan principles.

SMAN 1 Singaraja is one of the schools in Bali that has implemented the one-page lesson plan in every subject especially English learning. This school is one of the most excellent schools which has many teachers who are competent in their respective fields especially English teachers. In carrying out the learning process, the teachers used the one-page lesson plan which is adjusted to Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan as their guidance. Based on the preliminary observations, this school has four English teachers, namely two experienced teachers and two novice teachers. In fact, they have made the one-page lesson plan. Even though they have made the one-page lesson plan based on the circular letter, they may have their own perspectives regarding the lesson plan whether it is efficient, effective and student-oriented or

not. Therefore, it is important to identify and explore the perspective of experienced and novice English teachers regarding the one-page lesson plan principles.

Previous studies have found that the differences between the experienced and novice teachers can be seen in terms of the way they teach or their pedagogical content knowledge and what they do in class in their teaching and learning process (Hogan et al, 2003; Zarei & Afshari, 2014; Hosseini et al., 2017; Rodríguez & McKay, 2010). In addition, Koni & Krull (2018) state that the differences between the experienced and novice teachers can be also seen in terms of lesson planning in which the experienced teachers are more aware on the unexpected things that may happen during the lesson, meanwhile novice teachers are less aware of the unexpected things that may happen during the lesson and interfere the lesson. For example, when some students make noise in class during the learning process and interfere other students, it may be caused by a less conducive learning atmosphere. This might happen because novice teachers who less aware of the environment of students in class so this shows that the teacher is less skilled at managing students during the learning process, meanwhile the experienced teacher can manage students well because they are more care and have understood about the environment in the class so that it won't make students noisy. Thus, the experienced and novice English teachers may also have different perspectives in terms of their beliefs or point of view regarding the fulfillment of one-page lesson plan principles. However, a little attention has been given to the perspectives of experienced and novice English teachers regarding the fulfillment of one-page lesson plan principles at SMAN 1 Singaraja. In addition, a little attention has been also given to analyze the completeness of the English teachers' lesson plan components. Therefore,

research on the perspectives of experienced and novice English teachers regarding the fulfillment of one-page lesson plan principles and the completeness of the lesson plan components at SMAN 1 Singaraja needs to be done.

People's perspectives will affect their attitudes about something and how they act. By knowing the teachers' perspectives, it can provide a clear picture of how their attitudes, beliefs or point of view/opinions regarding the fulfillment of one-page lesson plan principles, and whether their perspectives are similar or different or even positive or negative regarding the issue. In addition, the completeness of the teachers' lesson plan components needs to be analyzed. It aims to check and describe the completeness of their components as explained in the Circular Letter Number 14 of 2019 concerning Simplification of the Lesson Plan.

1.2 Problems Identification

Since lesson plan has an important role in the teaching and learning process, before teaching, teachers will design the lesson plan containing the topic of every lesson. In Indonesia, the teachers are already familiar with the previous lesson plan of the curriculum 2013. But the previous lesson plan is very complex and written in detail for every component. Therefore, the Education Minister gives a solution in the form of a new lesson plan format, namely one-page lesson plan. This lesson plan is shorter than previous the lesson plan. The Education Minister believes that using the one-page lesson plan, the teachers can create lesson plan well according to the principles of efficiency, effectiveness, and student-oriented quality, as well as they have also more time to prepare and evaluate the learning process itself. The teachers' perspectives must also be considered regarding the principles of developing the one-page lesson plan. The perspectives of the teachers can be taken

from experienced and novice teachers especially for the English teachers at SMAN 1 Singaraja. Some studies have conducted by researchers about the differences between the experienced and novice teachers (Hogan et al, 2003; Zarei & Afshari, 2014; Hosseini et al., 2017; Rodríguez & McKay, 2010; Koni & Krull, 2018). Thus, the teacher may have different perspectives regarding one-page lesson plan principles and the completeness of their lesson plan components. However, there are some problems regarding this case as follows.

1. A little attention has given to the perspectives of experienced and novice English teachers on the fulfillment of one-page lesson plan principles at SMAN 1 Singaraja.
2. A little attention has given to analyze the completeness of the experienced and novice English teachers' lesson plan components.

1.3 Research Limitation

Based on the identification problem, this research is limited to investigate the perspectives of experienced and novice English teachers on the fulfillment of one-page lesson plan principles and the completeness of the lesson plan components at SMAN 1 Singaraja. This research is also limited to 2 experienced English teachers with functional position group IV and 2 novice English teachers with functional position group III.

1.4 Research Questions

According to the background above, the problems of this study can be formulated as follow.

1. How is the perspective of experienced English teachers towards their fulfillment to the principles of developing one-page lesson plan stated in Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan at SMAN 1 Singaraja?
2. How is the perspective of novice English teachers towards their fulfillment to the principles of developing one-page lesson plan stated in Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan at SMAN 1 Singaraja?
3. How is the completeness of the experienced and novice English teachers' lesson plan components described?

1.5 Research Objectives

Based on the statement of the problem stated previously, the purpose of this study can be presented as follows.

1. To analyze the perspective of experienced English teachers towards their fulfillment to the principles of developing one-page lesson plan stated in Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan at SMAN 1 Singaraja.
2. To analyze the perspective of novice English teachers towards their fulfillment to the principles of developing one-page lesson plan stated in Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan at SMAN 1 Singaraja.
3. To analyze and describe the completeness of experienced and novice English teachers' lesson plan components.

1.6 Research Significances

1.6.1 Theoretical

Theoretically, the results of this research are hoped to be able to add resources and enrich knowledge about one-page lesson plan, especially related to perspectives of the experienced and novice teachers on the fulfillment of one-page lesson plan principles and the completeness of the lesson plan components in senior high school, as well as to provide information on comparing perspectives about one-page lesson plan.

1.6.2 Practical

Practically, the result of this research can be used as the consideration of the Education Minister before creating new policy especially one-page lesson plan for improvement of education in Indonesia.

