

CHAPTER I

INTRODUCTION

1.1 Research background

Education has been developed in every country for decades and is considered essential for a human being. It is deemed to be crucial because it helps humans to build their human being and the improvement of human life. Hence, education is also conducted in Indonesia. The law of education in Indonesia No. 20 in 2003 already states the function of education is that education should develop the ability, personality, and civilization in Indonesia. According to the same law, having an education creates Indonesian students' potency to be faithful to god, having the right attitude, intelligence, smart, creative, democratic civilization, and responsible. Hence, every Indonesian student has the same right to get an education in Indonesia for Indonesia's improvement in society. Education in every country is related to the government's curriculum, connected to what the students need to learn, know, and do. Moreover, the latest curriculum in Indonesia is curriculum 2013 after the Education minister changed it several times.

The change in Indonesia's curriculum caused by the PISA result showed that Indonesia has a low reading and problem-solving rate. Hence, curriculum KTSP was changed into curriculum 2013. Curriculum 2013 is focusing on several competencies such as cognitive, affective, and psychomotor of the students. Moreover, this curriculum is also using the scientific approach for deepening Indonesian students' problem-solving. This curriculum also includes the authentic assessment for students' skills improvement, which should be included in the lesson plan, and many teachers struggle with it (Fitriani, 2017). The implementation of curriculum 2013 is assumed can solve the low rate problem of reading and problem-solving. However, the implementation of this curriculum is

considered too early. This change impacts teachers in designing lesson plans, especially for implementing the scientific approach.

Designing Indonesia's lesson plan is taken from the government's syllabus based on the current curriculum. Lesson Planning is an essential aspect of teaching that needs to be prepared before the lesson to help teachers deliver the subject's material more effectively, efficiently, and organized—designing the lesson plan before the teaching and learning process can help teachers to visualize their learning process in the classroom (Haynes, 2010). Besides that, designing the lesson plan and preparing the lesson before teaching add value during the teaching and learning process effectively (Boikhutso, 2010). Knowing the essence of a lesson plan in the pedagogical factor led to the lesson plan's use as an obligatory requirement that teachers should prepare before the lesson. Callahan & Clark (1998) argue that conducting a class without any written planning for the lesson is less effective in the classroom learning process because the teachers do not think about the activity they will conduct in the classroom and the competency that students need to acquire. However, realizing the essential part of designing lesson planning is that lesson planning can impact Indonesian education quality.

The previous lesson plan of the curriculum 2013 was determined to be an elaborate lesson plan. There is numerous research on the difficulties that teachers faced while designing the lesson plan. One example study conducted by Gani et al. (2017) reveals that teachers found creating the previous lesson plan using curriculum 2013 more challenging than the KTSP curriculum, especially in developing the authentic assessment and formulating the indicator. Besides that, teachers lack teaching training about creating the lesson plan based on curriculum 2013. The previous lesson plan is written in detail because it contained 13 components. However, the last lesson plan is considered an

elaborate lesson plan and detail, making teachers more focused on designing the lesson plan than the learning process.

The government noticed the challenges that teachers faced while designing the previous lesson plan. Therefore, the government recently released a new regulation about the new format of a lesson plan. It is written in the circular letter No. 14 in 2019 about the simplification of lesson planning. The government stated the purpose of changing the lesson plan format, making teachers' administration more effective, and teachers can focus more on developing the teaching and learning process. The letter that 13 components of the lesson plan arranged in the regulation of Education Ministry number 22 in 2016 about the standard approach of primary and high school are revised into a one-page lesson plan. That focuses on three main components: learning objective, learning steps or learning activities, and assessment. Meanwhile, the other components are the additional components for the lesson plan. Although based on the new regulation, the education minister believe that teachers can work more effectively, efficiently, and student-oriented during the learning process, they also think that teachers can focus more on preparing the lesson and assessing the students than just designing the lesson plan.

The teachers' perspective toward a one-page lesson plan should be considered because they design and use the lesson plan for their learning process. Therefore, it is essential to evaluate teachers' voice on any aspect of education (see. Gibson & Brooks, 2012; Gonen & Saglam, 2012; Horne & Timmons, 2009; Keeley et al., 2016; Leite et al., 2020; Li & Renandya, 2012; Rachmat, 2015; Shewark et al., 2018; Wang & Day, 2002). Teachers' perspective is an essential part of education improvement because they deal with the administrative requirement and teaching, such as designing the lesson plan.

However, knowing it is vital to understand the importance of teachers' views in education, teachers have different perspectives; this distinctive difference is their experience.

The specific factor influence the perspective of teachers is their experience of teaching. There are differences between novice and experienced teachers in many aspects (see. Gatbonton, 2008; Kerrins & Cushing, 2000; Nasri & Branch, 2017; Wolff et al., 2015; Yilmaz, 2004). One of the most researched in the previous studies is analyzing the classroom management differences between novice and experienced teachers. Moreover, differences in decision-making are also found in previous studies. For example, Griffey & Dale Housner (1991) found the differences between experienced and inexperienced teachers, the terms used in the research for novice and experienced teachers, pedagogical knowledge that teachers should have, and one of them is deciding for the lesson planning. The difference between experienced and inexperienced teachers designing the lesson plan is putting the information they need to deliver in the classroom. Furthermore, experienced and inexperienced teachers have significant differences in the instructional strategy during the lesson. However, the differences between novice and experienced teachers' attitudes show different perspectives influencing how they react.

Previous studies have revealed the different perspectives of novice and experienced teachers in their teaching, pedagogy knowledge, and teaching in the classroom. Moreover, the novice and experienced teachers also have differences in designing the lesson plan. Based on the result of Koni & Krull (2018), the most significant difference between novice and experienced teachers in terms of lesson planning is that experienced teachers are more aware of the unexpected events that may happen during the lesson. Meanwhile, novice teachers are less aware of the surprising things during the class and interfere with the lesson. This result is also related to the result

of the study that John (2006) conducted. Those two results of the earlier studies summarize that teaching experience has a significant role in designing the lesson plan. However, little attention has been given to analyzing differences between novice and experienced English teachers' perspectives towards a one-page lesson plan in Indonesia. Their perspective of novice and experienced English Teachers will give a clear overview of one page lesson plan.

Previous studies about the last lesson plan format in Indonesia are primarily about the perspective of teachers, the difficulties, and implementation of the curriculum into the previous lesson plan format without considering the difference of the teachers in term of teaching experience (e.g., Fitriani, 2017; Madkur, 2013; Palobo et al., 2018; Ratnaningsih, 2017). Meanwhile, many international studies reveal the differences between novice and experienced teachers (Caspersen, 2013; Dela Rosa, 2016; Gatbonton, 2008a; Pilvar & Leijen, 2015). Hence, this study focuses on teachers' experience, reflecting on their perspective and fulfillment toward a one-page lesson plan, the new lesson plan format. Moreover, Experienced and novice English teachers in this study are based on the years of their teaching experience, which is explained more in the literature review.

The differences between experienced and novice teachers have been revealed in previous studies (e.g., Bakkenes et al., 2010; Gatbonton, 2017; Klimczak et al., 1995; Martin & Baldwin, 1994; Pilvar & Leijen, 2015). The differences in teaching experience impact their teaching practice, such as preparing lesson plans (Koni & Krull, 2018). Moreover, studies for the past few years in Indonesia analyzed teachers' perspectives for designing the previous lesson plan implementing curriculum 2013 (i.e., Darsih, 2014; Madkur, 2013; Rachmat, 2015). Thus, Indonesia's culture and education minister

announced the lesson plan changes written in circular letter No. 14 about the lesson planning simplification in 2019. Although teachers still use the same curriculum, experienced and novice English teachers' perspectives towards fulfilling a one-page lesson plan are still given a little attention. Hence, this study is conducted to understand better teachers' perspectives towards the fulfillment of the one-page lesson plan. This study took place in SMP Laboratorium Undiksha because this school has been implementing a one-page lesson plan.

Moreover, the English teachers in this school also fulfill the subject's criteria needed in this study, experienced and novice English teachers. The need for experienced and novice English teachers' perspectives because of the previous studies reveals that teaching experienced can impact their way of thinking and teaching practice. Furthermore, this study is conducted by interviewing experienced and novice English teachers to identify their perspectives. The English teachers' one-page lesson plan is also collected for analyzing their one-page lesson plan fulfillment.

1.2 Research Problem Identification

Various studies showed the differences between novice and experienced teachers regarding their pedagogical knowledge and practice (e.g., Dela Rosa, 2016; Gatbonton, 2008a; Mahmoudi & Özkan, 2015; Martin & Baldwin, 1994; Melnick & Meister, 2008; Pilvar & Leijen, 2015). Furthermore, several studies are about the differences between novice and experienced teachers, specifically in lesson planning (see. Bigelow, 2000; Koni & Krull, 2018). Previous studies about Indonesia's lesson plans have been conducted mainly about the implementation and difficulties (e.g., Arienda & Suhartono, 2016; Bigelow, 2000; Gunawan, 2017; Koni & Krull, 2018; Madkur, 2013; Palobo et al., 2018).

The previous studies in Indonesia about lesson planning are mainly conducted without differentiating novice and experienced teachers in Indonesia. Moreover, those studies use the previous lesson plan format because the one-page lesson plan has been implemented until the Indonesian educational government's circular letter announced implementing the one-page lesson plan in 2019. Hence, identifying novice and experienced teachers' perspective about the one-page lesson plan need to be conducted. Moreover, an investigation of the one-page lesson plan's fulfillment by the novice and experienced English teachers is also described in this research. Thus, this research is highly motivated to be conducted with three English teachers from SMP Laboratorium Undiksha, two novice teachers, and one experienced teacher. However, according to their teaching experience, this study has teachers described more in the setting.

1.3 Research Limitations

This research has two potential limitations that should be concerned. The study's limitations are the research subject and the lack of previous studies about a one-page lesson plan. This study's research subject was only three English teachers, one experience, and two novice English teachers. The sample of this study also has to be teachers implementing the one-page lesson plan. Hence, this study's sample was the English teachers at SMP Laboratorium Undiksha because they have been implementing one-page lesson plans and experienced and novice English teachers. This study's sampling limitation leads to gaining the little perspectives of English teachers toward a one-page lesson plan and the components fulfillment. Besides, this study has another limitation: the previous study's lack of a one-page lesson plan. The one-page lesson plan was announced in 2019 through circular letter No. 14 about lesson plan simplification. The related studies to the one-page lesson plan have been given a little attention. Hence, this study lacks the

previous related study. Although this study lacks the previous study about a one-page lesson plan, this study still has the circular letter and pocketbook about the one-page lesson plan by Iskandar (2020) under the supervision of Indonesia's culture and education minister. Moreover, this study is expected to investigate further one-page lesson plans regarding the lack of previous related studies. Therefore, it can be concluded that this study has two limitations: the research subject and the lack of previous related studies.

1.4 Research Questions

Four research questions are identified in this research, which represents as follows:

1. How is the experienced English teachers' perspective towards fulfilling the principles of developing a one-page lesson plan stated in circular letter No.14 of the education minister?
2. How is the novice English teachers' perspective towards fulfilling the principles of developing a one-page lesson plan stated in circular letter No.14 of the education minister?
3. How is the fulfillment of the experienced English teacher's lesson plan component described?
4. How is the fulfillment of the novice English teachers' lesson plan component described?

1.5 Research Objectives

There are four purposes of this research based on the research question statements that will be achieved, which will be represented as follows:

1. To analyze the perspective of experienced English teacher towards their fulfillment to the principles of developing on-page lesson plan stated in the circular letter No. 14 of the education minister
2. To analyze the perspective of novice English teachers towards their fulfillment to the principles of developing on-page lesson plan stated in the circular letter No. 14 of the education minister
3. To describe the fulfillment of the experienced English teacher's lesson plan components
4. To describe the fulfillment of the novice English teachers' lesson plan components

1.6 Research Significances

There are two significances of the study, namely, theoretical and practical significance. Those two significances will be represented as follows:

- a. Theoretical significance

This study is expected to enrich the literature about education in Indonesia and help the following research about Indonesia's one-page lesson plan.

- b. Practical significance

The research provides space for teachers to reflect upon their experience using the one-page lesson plan and evaluate how these changes affect their practice.