

Efforts to Improve Teacher Competence in Developing a Lesson Plan Through Sustainable Guidance in SMKN 1 Mamuju

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Abstract

This study aims to improve the competence of teachers in preparing a lesson plan through continuous guidance in SMK 1 Mamuju, West Sulawesi province. Action research school is implemented through two cycles to see an increase in the competence of teachers write eleven components in the lesson plan. In the first cycle (first) all Master (twelve) lists all the components in its lesson plan. In the first cycle, the number of overall score obtained 12 teachers = 759, divided by 11 components in the lesson plan ($759/11 = 69$), if it were presented was 69%. While on the second cycle (second) All teachers whose number twelve included all the components in its lesson plan. In the second cycle, the number of overall score obtained 12 teachers = 916, divided by 11 components in the lesson plan ($916/11 = 83$), if it were presented was 83%, which means an increase of 14% from the first cycle. Overall all teachers (12 people) have increased competence in preparing lesson plans, because all the teachers at SMK 1 Mamuju already included all the components in the lesson plan after going through continuous guidance. Data collection techniques in this research are interviewing techniques (interview), observation and discussion. While the tools used in this study were (1) guide the questionnaires to determine the initial ability possessed by teachers about lesson plans, (2) uses observation sheets to determine the components of lesson plans, (3) Discussions for sharing opinions between researchers and teachers.

Keywords: Guidance, sustainable, competence, teacher, lesson plan

1. Introduction

Efforts to prepare teachers to become professionals have a lot to do. The fact is that not all teachers have a good performance of their duties. "This is shown by the fact (1) teachers often complain curriculum change, (2) teachers often complain curriculum requirements with the load, (3) often students complain manner teacher teaching less attractive, (4) still can not guarantee quality of education as it should "(Imron, 2000: 5).

Based on the fact that the weight and complexity of the task and the role of the teacher, there should be supervision or guidance to teachers continued to improve the performance and competence. Performance and competence of teachers need to be improved in order to guide students to learn the business can thrive. According Nurhadi (2004: 15) competence is the knowledge, skills, and values reflected in the basic habits of thought and action. Furthermore, according to McAshan (in Nurhadi 2004: 16) competence defined as knowledge, skills, and abilities held by a person as knowledge, skills, and abilities controlled by a person who has been a part of her, so that it can perform behaviors cognitive, affective, and psychomotor with the best.

Based on the above definition, it is understood that competence is a specification of the knowledge, skills, and attitudes of a person as well as its application in the work, in accordance with the performance standards required by the field. Based on the above opinion can be summed up as a competence is the capacity to do any work, thanks to the knowledge, skills or expertise to carry out a job.

Law on Teachers and Lecture in the year of 2005 Article 8 states that teachers are required to have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals. From the above it is clearly mentioned ownership of competence by each teacher an absolute requirement to be met by teachers. Thus, competencies possessed by each teacher will show the actual quality of teachers. Furthermore, Article 10 mentions four competencies that must be owned by the teachers: (1) pedagogical, (2) personal competence, (3) social competence, and (4) professional competence.

Based on some of the above definition can be concluded teacher competency standards are a statement about the required criteria, set out in the form of control device capabilities include knowledge, attitudes, values and skills for a decent education personnel so-called competent. Teacher competency standards divided into three interrelated components, namely: 1) the management of learning, 2) professional development, and 3) academic mastery. The first component consists of four competence, the second component has the competence, and the third component has two competencies. Thus, these three components as a whole includes seven basic competencies, namely: 1) the preparation of lesson plans, 2) the implementation of teaching and learning interactions, 3) assessment of learning achievements of learners, 4) the implementation of the follow-up results of the assessment of learning achievement of learners, 5) professional development, 6) understanding of educational insights, and 7) mastery of academic studies (according to the subject they teach).

Abdurrahman Mas'ud (in Suparlan 2005: 99) mentions three basic competencies that must be owned by teachers, namely: (1) master the material or materials, (2) the enthusiasm, and (3) loving in teaching and educating. Ministries of Education (2004: 4) the purpose of the Teacher Competency Standards are as collateral

mastered the level of the minimum competencies by teachers so that those concerned can perform their duties professionally, can be fostered effectively and efficiently and can cater for parties interested in the learning process, as well as possible in accordance in their respective sectors. The benefits of a standard formulation of teacher competence are a reference implementation of competency testing, education and training, and coaching, as well as a reference for interested parties on the competence of teachers to conduct the evaluation, development of teaching materials for education personnel and so forth.

Directorate of Secondary Schools (2008: 3) states "the quality of education is largely determined by the ability of schools to manage the learning process, and more specifically is a learning process that occurs in the classroom, had a stake in the quality of educational consequences, is a teacher must prepare (plan) everything for the learning process in the classroom to work effectively ". This means that the teacher as a facilitator who manages the learning process in the classroom had a stake in the quality of education. The consequence is that the teacher must prepare (plan) everything so that the learning process in the classroom effectively.

The lesson plan is a very important step before the implementation of learning. Careful planning is required in order to effectively implementation of learning. Planning learning to pour into the Learning Implementation Plan (lesson plan) or some other term such as instructional design, learning scenarios. Lesson plan contains basic competence, the indicators to be achieved, the material to be studied, teaching methods, lesson, learning media and learning resources as well as an evaluation / assessment.

Philip Combs (in Kurniawati, 2009: 66) states that the planning of the learning program is a determination which contains the components in a systematic learning. Systematic analysis is the process of educational development that will achieve educational goals more effectively and efficiently arranged in a logical, rational, according to the needs of students, schools, and local (community). Planning the learning program is the result of thinking, such decisions will be implemented. Furthermore Hakim (in Kurniawati 2009: 74) states, "that the planning of the learning program is essentially a short-term program planning for estimating a projection of something that would be done in learning activities". In the national education minister regulation of 41 of 2007 states, "Learning Implementation Plan (lesson plan) is a plan that describes the procedures and organization of learning to achieve the basic competencies specified in the standard content and has been described in the syllabus." Based on the above opinion can be concluded that the learning plan is an effort to prepare learning plan that will be implemented in the learning activities to achieve the goals set in the curriculum according to the needs of students, school, and region.

In the curriculum, the teacher seeks planning learning programs, including: the annual program, the semester program, syllabus and lesson plan. Lesson Plan outlined in the syllabus for directing the activities of learners in attaining basic competency. The lesson plan is a reference for teachers in implementing the learning for each KD. Therefore, what is stated in the lesson plan contains things that are directly related to the learning activities in an effort to achieve mastery of KD.

According national education minister regulation 41 of 2007, the components lesson plan consists of: (a) the identity of the subjects, (b) the standard of competence, (c) basic competence, (d) indicators of achievement of competencies, (e) the purpose of learning, (f) the teaching material, (g) allocation of time, (h) the learning method, (i) the learning activities include: introduction, core, cover, (j) of learning resources, (k) assessment of learning outcomes include : matter, a score and an answer key.

Indonesian Government Regulation No. 19 (2005 Article 20) states that, lesson plan minimal load at least five components that include: (1) the purpose of learning, (2) teaching materials, (3) teaching methods, (4) learning resources, and (5) ratings learning outcomes". While on national education minister's regulation 41 of 2007 states in preparing the lesson plan should consider the principles as follows: a) take into account individual differences of learners, b) encourage the active participation of learners, c) develops a culture of reading and writing, d) provide feedback and follow-up, e) linkage and alignment, f) apply information and communication technology lesson plan.

Steps to prepare lesson plans based on these regulations are: (a) fill out an identity column, (b) determining the allocation of time required for the meeting has been set, c) determine SK, KD, and the indicators that will be used are contained in the syllabus that has been prepared, (d) formulate learning objectives based SK, KD and indicators that have been determined, e) identify the teaching material by subject matter/learning contained in the syllabus, teaching materials is a description of the subject matter/learning, f) determining the method of learning which will used, (g) preparation of measures consisting of initial activities, core and end, (h) determine the equipment/materials/learning resources that are used, (i) develop criteria for assessment, observation sheets, example problems, a technique of scoring and answer keys

During the performance of duties as a supervisor, researchers found that teachers at SMK 1 Mamuju still many who have difficulty in preparing and developing a learning device. The situation is seen from the learning device that is not in accordance with rules set by the government, so that the implementation of learning in the classroom to be disrupted.

Based on the above description it is clear that the preparation of the learning device is one of the tasks

required of teachers. Because teachers at SMK 1 Mamuju still experiencing difficulties in developing lesson plans, researchers as advisors to the school seeks to give guidance sustained the teachers in preparing lesson plans in full accordance with the demands on process standards and assessment standards that are part of the national education standards. It was also in accordance with their duties and functions as a school superintendent researcher based national education minister's regulation 12 Year 2007 on six standards of competence superintendent of schools, one of which is the academic supervision is fostering teacher.

2. Research Methodology

The method used in this research is descriptive method, using a percentage techniques to see the improvement that occurred from cycle to cycle. "Descriptive method can be interpreted as a troubleshooting procedure investigated by describing / depicting the state of subject / object of research (a person, institution, community, etc.) at the present time based on the facts that appear or as their (Nawawi, 1985: 63). With this method the researchers attempted to explain the researchers collected data through direct communication or interviews, observation / observation and discussion in the form of percentages or numbers.

Educational action research was conducted at SMK 1 Mamuju, Jalan A.P Pettarani No. 8 Mamuju, West Sulawesi province, held in the first semester of the academic year 2014/2015 for approximately three months from early August to late October 2014. Data collection techniques in this study were interviewed, observation and discussion. Interviews are used to obtain data or information about teachers' understanding of the lesson plan. Observation is used to collect data and determine the competence of teachers in preparing a lesson plan complete. Discussions were held between researcher and teacher.

Research procedure is a series of stages of research from beginning to end. This study is an assessment process cycle system as the framework developed by Arikunto *et al* (2000) This procedure includes the steps of: (1) planning, (2) implementation, (3) observation, and (4) reflection. Fourth activities are interrelated and in sequence to form a cycle. Educational Action Research is a research cyclical, meaning that the study be repeated and continuing until research objectives can be achieved. "

Researchers expect detailed indicators of the achievement of the lowest 78% of teachers make the eleven components of the lesson plan as follows: (1) component of the identity of subjects expected tercapai 100%, (2) a standard component of competence is expected to achieve 85%, (3) components of the basic competencies expected reached 85%, (4) components of competence achievement indicator is expected to achieve 75%, (5) components of learning objectives expected reached 75%, (6) the components of learning materials is expected to achieve 75%, (7) components of time allocation is expected to achieve 75%, (8) component of the learning method is expected to achieve 75%, (9) the component steps of learning activities is expected to achieve 70%, (10) the components of learning resources is expected to achieve 70%, (11) the component ratings (matter, the guidelines of scoring, the answer key) expected reached 75%.

3. Results and Discussion

3.1 Description of Research Results

From the results of interviews with twelve teachers, researchers obtained information that all teachers (12 people) do not know the framework of the preparation of lesson plans, only schools that have a standard document process (one piece), only two teachers who attended the training development of the lesson plan, generally teachers adopt and adapt lesson plans, most teachers do not know and do not understand prepare lesson plans are complete, they agreed that teachers should use the lesson plan in implementing the learning process that can be used as a reference / guide in the learning process. In addition, most teachers do not know the components of a complete lesson plan.

Based on observations of researchers to eight lesson plans made teachers (especially in the first cycle), obtained the information / data that there are teachers who do not complete lesson plan its components and sub-components lesson plan certain, for example, a component indicator and assessment of learning outcomes (guidelines scoring and an answer key). The formulation of student activities at the component steps still less sharp learning activities, interactive, inspiring, challenging, and systematic.

In terms of the competence of teachers, an increase in writing lesson plans from cycle to cycle. It can be seen in the Summary of Results The preparation of lesson plan from Cycle to Cycle.

Cycle I (First)

The first cycle consists of four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection as shown below. Planning, includes: (a) make the questionnaire, (b) create a format / instrument ratings lesson plan, (c) creates a format recapitulation of the preparation of the lesson plan cycle I and II, (d) creates a format recapitulation of the preparation of lesson plans from one cycle to the next cycle.

Implementation, at the beginning of the first cycle indicators of achievement of each component is not appropriate lesson plan/ achieved as plan/desire researchers. This was evidenced by the existence of lesson plan component that has not been made by the teacher. Eleven components of lesson plan, namely: 1) the identity of

subjects, 2) the standard of competence, 3) basic competence, 4) indicators of achievement of competencies, 5) learning objectives, 6) teaching material, 7) allocation of time, 8) learning methods, 9) step -step learning activities, 10) learning resources, 11) learning outcomes assessment (matter, scoring guidelines, and an answer key).

Observations, held on Monday, August 8, 2014, against eight teachers. Everything prepares lesson plans, but still there is a teacher who has not completed its lesson plan either component or sub-component of certain lesson plan. One person does not complete the lesson plan its component indicators of achievement of competencies. For component of the assessment of learning outcomes, can be expressed as follows: (a) the person does not equip it with new techniques and forms of instruments, (b) the person does not equip it with the technique, form instrument, matter, the guidelines of scoring, and answer keys, (c) two people do not equip it with the technique, scoring guidelines, and answer keys, (d) one person is not complete with the matter, scoring guidelines, and answer keys, (e) one person is not complete with scoring guidelines and an answer key. Furthermore, they are guided and advised to complete it

Cycle II (Second)

The second cycle also consists of four stages namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. Observations carried out on Monday, August 15, 2014, against eight teachers. Everything prepare lesson plans, but there are still teachers who err in determining students' activities in measures of learning activities and learning methods, and not sorting / decipher the learning materials in sub-sub material. For component of the assessment of learning outcomes, can be expressed as follows: (a) a person erred in determining the techniques and forms of instruments, (b) a person erred in determining the shape of the instrument is based on a valuation technique is selected, (c) two people is less clear in defining the guidelines scoring, (d) one person did not write down the formula of acquisition value of students. Furthermore, they are guided and advised to complete it.

3.2. Discussion

Educational Action Research conducted at SMK 1 Mamuju consisting of 12 teachers, and conducted in two cycles. The teacher showed a good attitude and are motivated in preparing the lesson plan to complete. It is the researchers know from observations at the time of the interview and guidance of preparation of the lesson plan.

Further views of the competency of teachers in preparing lesson plans, an increase from cycle to cycle.

1. Identity Components Subjects

In the first cycle, scores obtained all teachers (12 people) was 85%, consisting of: Seven teachers received a score of 3 (good) and five people got a score of 4 (excellent). In the second cycle, all teachers earn a score of 100%. Thus an increase of 15%.

2. Components of Competency Standards

In the first cycle, the total scores obtained by all teachers was 77%. Ie one person obtained a score less well, two people quite well, two and three less good either). Seven teachers got a score of 4 (excellent). In the second cycle, four people got a score of 3 (good) and eight people got a score of 4 (excellent). thus the total scores on the second cycle was 92%, an increase of 15%.

3. Basic Competency Components

The first cycle of the components of basic competence, as many as 77% of teachers included basic competence. Five teachers each got a score (less good, fairly good, less good and good). Seven teachers got a score of 4 (excellent). In the second cycle, four people got a score of 3 (good) and eight people got a score of 4 (excellent). Thus the total score on the second cycle was 92%, an increase of 15%.

4. Components Achievement Indicators Competency

Associated with Components Achievement Indicators Competency In the first cycle of teachers' total scores obtained was 58%. while in the second cycle, the total score obtained is 77%. thus an increase of 19%.

5.Components Learning Objectives

On components of learning objectives, the first cycle of all teachers (12 people) include learning objectives in the learning plan, with a score of Two teachers got a score of 1 (poor), three people got a score of 2 (pretty good), and seven people got a score of 3 (good), or about 60%. In the second cycle, seven people got a score of 3 (good) and five people got a score of 4 (excellent). or approximately, 85%. thus an increase of 25%.

6. Components of Teaching Materials

On components subject matter, the first cycle of all teachers (12 people) include teaching materials with a score of two teachers each received a score of 1 and 1 (poor), three people got a score of 2 (pretty good), and seven people got a score of 3 (good) or about 60%. In the second cycle, eight teachers got a score of 3 (good) and four people got a score of 4 (excellent), or about 77%, thus an increase of 17%.

7. Time Allocation Component

Relating to components of time allocation, after the first cycle all the teachers got a score of 3 (good) or about 75%. In the second cycle, the teacher lists the twelfth time allocation to score: five people got a score of 3 (good)

and seven people got a score of 4 (excellent), or approximately 90%, an increase of 15%.

8. Components Learning Methods

In the component method is used, in the first cycle, three teachers got a score of 2 (pretty good), seven people got a score of 3 (good), and two people got a score of 4 (excellent), or approximately 73%. In the second cycle, two people got a score of 2 (pretty good), seven people got a score of 3 (good), and three people got a score of 4 (excellent), or about, 77%, an increase of 4%.

9. Components Steps Learning Activities

Component learning steps, first cycle: seven teachers got score 2 (pretty good), while five people got a score of 3 (good) or approximately, 60% of teachers to complete. In the second cycle, two people got a score of 2 (pretty good) and ten people got a score of 3 (good). Or about 71%, an increase of 11%.

10. Learning Resources Component

The for components of learning resources, in the first cycle: four teachers got score 2 (pretty good), while eight people got a score of 3 (good) or about 67%. In the second cycle of the second, two people got a score of 2 (pretty good) and ten people got a score of 3 (good), or approximately 71%, an increase of 4%.

11. Components Learning Outcomes Assessment

In the component of the assessment of learning outcomes, in the first cycle, two teachers each received a score of 1 and 1 (poor), three people got a score of 2 (pretty good), four received a score of 3 (good) and three teachers got a score 4 (very good), or approximately 67%. In the second cycle, the second eight people got a score of 3 (good) and four people got a score of 4 (excellent), or about, 84%, an increase of 17%.

4. Conclusions and Recommendations

4.1 Conclusions

Based on the results school research action can be summarized as follows

1. Continuation Guidance can increase the motivation of teachers in preparing lesson plans complete. Teachers demonstrate seriousness in understanding and preparing lesson plans, especially after getting guidance development / preparation of lesson plan of researchers. The researchers obtained information from observations at the time of conducting interviews and guidance development / preparation of lesson plans for teachers.
2. Continuation Guidance can increase the competence of teachers in preparing lesson plans. It can be proved from the observation / observation shows that an increase in the competence of teachers in preparing lesson plans from cycle to cycle. In the first cycle, the average value of lesson plan component of 69% and 83% in the second cycle. Thus, an increase of 14% from cycle I.

4.2. Suggestion

It has been proven that with ongoing guidance can increase the motivation and competence of teachers in preparing lesson plans. Therefore, the researchers express some suggestions as follows.

1. Motivation is already embedded in particular in the preparation of the lesson plan should be maintained and enhanced/developed.
2. Lesson plan compiled /created should contain the components of a complete lesson plan and lesson plan well as a reference/guidelines in implementing the learning
3. Document lesson plan should be made at least two copies, one for school files and the other to handle teachers in implementing the learning process.

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