

The Effectiveness Of The Use Of Rpp By Field Practice Teachers (PL) In The Learning Process At The State High School Of 1 Tondano

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Abstrak

One of the most important things that must be prepared before teaching in schools is the lesson plan (RPP) which has also been previously taught on campus in the Microteaching course. This lesson plan needs to be prepared by the PL teacher from the start so that students have guidelines in teaching. The purpose of this study is to reveal the extent to which the use of lesson plans by field practice teachers in the learning process at SMA Negeri 1 Tondano. The method used is a qualitative research method where this method basically looks at a phenomenon or social reality and then analyzes it using the researcher's own point of view. There are three lines of qualitative data analysis, namely data reduction, data presentation, and drawing conclusions. The results of this study are as follows: 1. Field Practice Teachers (PL) do not really understand the use of RPP in PBM as a whole, 2. PBM implementation is carried out spontaneously not based on RPP, 3. RPP helps Field Practice Teachers (PL) on certain components during PBM, 4. Some Field Practice Teachers (PL) try to use lesson plans as much as possible in PBM, 5. PL teachers face many obstacles in using lesson plans in PBM.

Keywords: *The Effectiveness of Using RPP, Field Practice Teachers (PL), Learning Process*

INTRODUCTION

Students at a university must of course follow the learning process that has been determined by the college. Starting from initially following the registration, then the selection process, the announcement of the selection results, for prospective students who are declared to have passed, they will go through a re-registration process until the introduction of new students. Students will then go through a period of lectures, activities held by the campus, so usually there are some students who follow campus internal organizations and campus external organizations. Apart from all that, for final semester students, especially those studying at the teacher's campus, they must take part in field practice or also known as PL activities and other names, namely Field Experience Practice (PPL).

Field Experience Practice (PPL) is one of the subjects that must be followed by every teacher student. The implementation of PPL subjects is different from other subjects that are followed in class or carried out on campus both in theory and practice. In contrast, PPL subjects

are subjects in the form of practical field experience as the activities of teachers in schools in general. The implementation of PPL which will be followed by students is carried out in different places/institutions so that variations in schools where PPL also varies both in the quality of learning and the background of the children attending the school. This means that each institution will also differ in its learning approach. These differences are in the form of the curriculum used, the learning approach, as well as the philosophy of religious or general-based institutions (Fitria, 2018).

In the implementation of this field practice, it is usually carried out for 1 semester where students are actually in a school designated by the campus as a place for carrying out field practice which in this case is teaching practice in schools for teacher students. Usually at the school, a civil servant teacher has also been appointed according to the student's scientific field, where this civil servant teacher will later direct the student related to various activities in the school assisted also by representatives of the student field as well as the direction of other

teachers in the school. An OT teacher must be like a teacher in general, preparing teaching materials as well as learning tools and media. Although basically the OT teacher will not fully teach at every meeting, especially at the beginning of the semester, usually the civil servant teacher first teaches and the OT teacher pays attention and learns how the civil servant teacher teaches.

Academically, civil servant teachers have duties and responsibilities that are quite influential on the continuity of the implementation of PL, the duties and responsibilities of civil servant teachers start from the pre-program. Students who have been symbolically handed over by their supervisors to each tutor teacher, will be the duty and responsibility of the civil servant teacher in guiding and training these students as long as they carry out OT in the relevant training school. For the next semester, the civil servant teacher will guide the PL teacher, such as providing and preparing classes for students who will practice teaching (Fatimah, 2010).

In addition to the civil service teacher, the PL teacher is also accompanied by a supervisor appointed by the campus to guide students from the beginning of field practice (PL) until the student is later withdrawn to campus. The task of the supervising lecturer is also almost the same as that of the civil servant teacher at school, although the intensity is of course that there are more civil servant teachers who in fact will interact more often as long as the PL teacher is in the school. The supervising lecturer also has an equally important role, especially providing directions and also relating to evaluations, which usually this supervisor will come directly to see the OT teacher at the school if needed, especially at the end of the semester where the OT teacher will be evaluated directly on how to teach at the school. in class by a supervisor who usually directly assesses in the class.

In addition to the tutor teacher, the success of student PPL is also influenced by the role of the supervisor. Lecturers are teaching staff who teach at universities. Meanwhile, the supervising lecturer in this case is the lecturer assigned by a university to guide the student practitioners in implementing PPL. Not all

lecturers are appointed as PPL supervisors. There are criteria that must be met first to become a PPL supervisor. The PPL supervisor must know and understand the ins and outs of the PPL plan and implementation. This is important in order to carry out guidance before, during, and after students practice PPL (Dasmo & Sumaryati, 2015).

One of the most important things that must be prepared before teaching in schools is the lesson plan (RPP) which has also been previously taught on campus in the Microteaching course. This RPP needs to be prepared by the PL teacher from the beginning so that students have guidelines in teaching because in a RPP, of course, it is already listed in full the things that are needed by a teacher in the teaching and learning process in the classroom. For example, about the media, tools, methods, learning models that will be used, then also a matter of time for each learning activity (initial, core, and closing activities) including materials and evaluations as well as other RPP components that will be very helpful for PL teachers if prepared properly for the implementation of teaching practice in the classroom.

The success of learning is largely determined by the role of the teacher in preparing lesson plans. One of the learning planning processes that are directly related to the learning process that will be carried out by the teacher is realized in the form of a Learning Implementation Plan (RPP). The teacher's obligation to prepare RPP implies the importance of the teacher's ability in preparing the right RPP, because it will affect the implementation of correct and appropriate learning, in order to achieve learning objectives in accordance with the curriculum that has been outlined. Teachers are highly expected to be able to develop their own lesson plans that they will use in learning, because teachers themselves know how their capacity is in mastering learning models and methods as well as learning tools and media, as well as the situation of students they will face and the environment and learning facilities where the teacher will implement them. learning (Mawardi, 2019).

The reality at the location of this research is the OT teacher at SMA Negeri 1 Tondano

where every PL teacher from campus has been directed and required to make lesson plans before teaching at the OT location. In this case, is the lesson plan really in accordance with its application when the OT teacher conducts teaching and learning activities or is this lesson plan only a symbol and has never been applied by the OT teacher. Besides the OT teacher, of course, they are also not very experienced, including in compiling the RPP, moreover maybe the knowledge of the OT teacher is still limited so they don't really understand the various components of the RPP.

Research that is relevant to this study such as the article written by Mesra et al (Mesra, 2022), the results of this study are; Positive influence of online-based learning media on social studies subjects: Increased competence of teachers and students in using social media for social studies learning, Teachers are more flexible in elaborating social studies teaching materials by providing real examples that are viral on social media, Opening new job opportunities for students, Students more motivated to learn social studies subjects through various social media, students are easier to understand social studies material because it often appears on social media that students play. The negative influence of online-based learning media on social studies subjects; Teachers are "forced" to understand and master social media, Students are busy playing social media while studying, Students are required to have gadgets, The emergence of social inequality between students.

Then also relevant to the article written by Dewi (Dewi, 2019), The results of the study show that the implementation of the preparation of learning plans for Islamic Religious Education at MA Jam'iyyah Islamiyyah is generally in accordance with what is stipulated by the regulations of the Ministry of Religion in the guidebook for preparing and writing RPP, it's just that the form of RPP does not use RPP with character. Furthermore, the obstacles found in making lesson plans include the lack of facilities for implementing learning methods, difficulties in determining and finding the right and up-to-date method in delivering an Islamic education topic, considering the interests of children in this

modern era such as games and so on is greatly improved. So the teacher has a little bit of difficulty in getting an accurate and interesting method. In addition, teachers sometimes forget to bring the lesson plans at the time of learning on the grounds that they are left behind and there are some mistakes in writing the organization of letters or numbers due to the Copy-Paste system. The final results show that with the preparation of lesson plans, teachers get several advantages such as being more confident in conveying the method and easier in determining the duration of teaching and learning activities. Based on this, the researchers are interested in conducting research on "The Effectiveness of The Use of RPP by Field Practice Teachers (PL) in The Learning Process at The State High School Of 1 Tondano".

METODE

The method used is a qualitative research method where this method basically looks at a phenomenon or social reality and then analyzes it using the researcher's own point of view. So in this research, the research instrument is the researcher himself (Murdiyanto, 2020).

Data collection usually uses observation and interview methods where researchers pay close attention to class management carried out by lecturers and interview them in order to get confirmation to get data validity (Iryana dan Risky Kawasati, 2020). The data collection technique in this study used an unstructured interview technique and participant observation where the researcher participated in online student teaching and learning activities.

Qualitative data analysis is a way of analyzing qualitative data by collecting it then sorting and grouping it in order to get valid data in data presentation (Lexy j Moleong, 2007). There are three lines of qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Miles, 1992).

RESULTS AND DISCUSSION

After the researchers conducted research and collected research data through participant observation and unstructured interviews about The Effectiveness of The Use Of RPP by Field Practice Teachers (PL) in The Learning Process

at The State High School Of 1 Tondano, the researchers got the following findings:

RESULT

Management knowledge is of course very important for a lecturer to have with regard to the implementation of online learning on campus. The condition of online learning is of course a new thing that must be lived by a lecturer, there are many things that must be learned, there are also many obstacles that must be faced and solutions must be found while learning objectives must still be achieved as much as possible despite being hit by various problems both coming from the lecturer as an educator, students as learners, as well as the educational environment itself. After going through the research process, the results of this study were found as follows:

1. Field Practice Teachers (PL) do not fully understand the use of lesson plans in PBM
2. The implementation of PBM is carried out spontaneously not based on the RPP
3. RPP helps Field Practice Teachers (PL) on certain components during PBM
4. Several Field Practice Teachers (PL) try to use the RPP as much as possible in PBM
5. Field Practice Teachers (PL) face many obstacles in using lesson plans in PBM

DISCUSSION

Based on the results of observations that have been made by the researchers, the researchers found Class Management of Unima Sociology Education Lecturers in Enhancing Student Enthusiasm in Online Learning as follows:

1. Planning learning in the form of hybrid learning through RPS

The process of teaching and learning at colleges online indeed leaves a lot of homework, especially for educators who still have to achieve maximum learning goals among the obstacles to online learning that must also be overcome. The application of online learning in the sociology education study program at Unima is provided with an LMS (Learning Management System) facility with this media, lecturers can manage classes virtually, which so far has been carried out face-to-face. The obstacle faced if you have

to implement 100% full online is injustice in the learning process because the conditions and abilities of each student are different. In general, lecturers in the sociology study program try to provide a solution by formulating a Semester Program Plan (RPS) by incorporating hybrid learning elements.

Hybrid learning is a combination of online and offline learning where offline learning is mostly reduced but still combined with online learning so as to create harmony in the teaching and learning process (Indra, 2010). In this learning model, lecturers of sociology education study programs design effective PBM activities to be carried out online and more effective PBM activities to be carried out offline where students can work on these activities from their respective homes while still being able to monitor whether visually direct such as using the zoom application, video calls, and others or can also be controlled by submitting reports and others through the WhatsApp group, LMS, or Google Classroom, and other social media.

As expressed by SI (32 years) as follows, "...if it is possible to go offline, such as giving observation assignments to students, then that can be done and combined with the delivery of material online through the zoom application, of course, every lecturer does not always apply the same learning model" (Interview on 17 July 2022).

Hybrid learning is good as a solution to bring together the interests of various students with different conditions in meeting the demands of online learning. So you don't have to be forced by those whose economy is not good to buy cellphones, quotas, and so on, they just need to be given a way out so they can continue to follow the teaching and learning process even within their limitations. Likewise for students who are in remote areas, the network is not good, and other conditions.

2. Explain lecture contracts in depth to students

At the 1st meeting at the Sociology Education Study Program, Unima usually begins with an explanation of the lecture contract by the lecturer to the students. This is a very important stage considering that students must know the intricacies of lectures in the subjects being

studied by students so that in the teaching and learning process there is an understanding between lecturers and students. Especially in the online learning model, the explanation of the lecture contract must be explained in more depth, for example capturing the problems experienced by students, recording students who are able to take part in online learning and who are unable to be given alternatives to offline learning but still use online media as a place to interact with lecturers.

Lecturers must explain in more detail about the lesson plan in which for example the media and tools used in online learning, then for example about the online and offline class distribution system, then about the assessment questions which usually students must be noisy after their grades come out asking the lecturer for many reasons, therefore it must be very clear and firm from the start when explaining the lecture contract so that then there are not many more questions about the lecture process and also so that the teaching and learning process is more focused.

Lecture contracts are basically lecture designs that are mutually agreed upon between lecturers and students containing the flow of the learning process from the beginning to the end of the lecture (Rudy Handoko et al, 2018).

As expressed by RA (31 years) as follows,

"...indeed, during the explanation of the lecture contract, especially during this study, the lecturer and students must mutually agree and understand each other's existing lecture contract" (Interview on 17 July 2022).

Thus it is very important that the online learning lecture contract is well formulated by the lecturer and agreed with the students so that it can be applied during the teaching and learning process or in terms of grades after the teaching and learning process is carried out.

3. Dividing online classes and offline classes

When the lecturer has determined the hybrid learning model listed in the RPS and also the lecture contract that will be applied to the lecture process, the lecturer needs to organize students and record which students fall into the category of being able to take online classes and which students must be accommodated in offline

classes. At this stage a lecturer certainly needs to explain how technical lectures are online and offline and what needs to be prepared by each student who is joined in online and offline classes. The learning media used by lecturers both for online classes and for offline classes also greatly affect the results of learning in these courses. As is the opinion of the author of the following article regarding learning media where according to the results of his research online learning media is better in achieving learning goals.

The use of online learning media has a higher effect on learning outcomes than learning that is done offline (Arnesti & Hamid, 2015).

Then also expressed by AW (33 years) as follows,

"... at the beginning of the lecture I recorded which students entered the online class and which students entered the offline class according to the conditions of each student" (Interview on 17 July 2022).

4. Controlling the implementation of PBM according to the RPS

One of the processes that is also quite difficult for lecturers to do is to control the implementation of PBM in accordance with the lesson plans. Not many lecturers consistently apply what is written in the lesson plan which is carried out in the teaching and learning process. In fact, there are still many lecturers who teach as they please without being guided by the RPS or it could also be that the lecturer does not make the RPS for his course.

Semester Learning Design (RPS) is a learning process plan that is prepared for learning activities for one semester in order to fulfill the learning outcomes assigned to the course including creativity that can be included by lecturers who teach a course (PEMBELAJARAN(LPP), 2016).

In this case, whatever has been formulated in the lesson plan, that should be what a lecturer should implement, although according to the researcher, a lecturer should still be given space to develop the lesson plan based on existing conditions and needs. For example, about the material that will be given at each meeting, it must be endeavored that the material is finished at the meeting, so if there are

assignments, exams and so on, a lecturer must match the agenda that has been written in the RPS.

As expressed by PR (32 years) as follows, “...as a lecturer from the beginning of making the RPS I had imagined what kind of lectures I wanted and what I would apply so that was what I wrote in the RPS. Even though sometimes there are slight changes, they do not affect the overall learning process”

Based on what was conveyed by the PR, it can be seen that basically the lecturer also realizes that this RPS cannot be implemented 100% without making some changes according to the existing situation and that is a normal thing to happen as long as it does not affect the course of the lecture as a whole or interfere with important aspects of teaching and learning process.

5. Provide comparable learning and assessment instruments between online and offline classes

The challenges that must be faced by a lecturer in implementing the hybrid learning model are quite a lot, one of which is to determine a balanced assessment instrument between online class and offline class so that students get the elements of the value of justice without any inequality, especially in getting grades according to their respective abilities. each and also in accordance with the proportional assessment instrument for students who take online classes and offline classes.

Assessment of hybrid learning model instrument models can use the schoology application (ANDIRA, 2019). The assessment questions in the hybrid learning model actually depend on the creativity of each lecturer, either using an existing assessment format or formulating an assessment format that is relevant to existing or situational conditions.

As stated by VN (43 years) as follows,

“...the assessment instruments that I apply are usually different, for example my offline class gives directions on making videos of social issues and sends them to YouTube while the offline class observes social problems in their surroundings and writes them in essay form collected via the WhatsApp group, and still many

other instruments according to conditions” (Interview on 17 July 2022)

6. Facilitate communication media with students

The key to implementing online classes and offline classes is the existence of a communication channel that brings the two classes together to be able to communicate with the course lecturers. Maybe for online classes it will be easier to control through online communication media, but for students who take offline classes, the lecturer's access to directly control where students are is of course limited, especially since this class uses minimal online media.

In his life, humans are always involved in communication activities. Humans will probably die, or at least be miserable if they are completely isolated so that they cannot communicate with the world around them. Therefore, communication is a human action that is born with full awareness, even when humans actively give birth to it because there is a specific purpose or purpose (Ponco Dewi Karyaningsih, 2018).

As expressed by HM (54 Years) as follows,

“...with the courses that I teach, I use Unima's LMS as a means of communication between lecturers and students in online and offline classes. To facilitate communication, it can also be done via telephone or via WhatsApp” (Interview on 17 July 2020)

Based on this explanation, it means that the lecturer has thought from the beginning of the efforts that can be made so that there is balanced communication with online classes and offline classes so that any obstacles and directions that will be given to students can be through the communication media.

SUGGESTION

This research can be developed more broadly by looking at other aspects of The Effectiveness of The Use Of RPP by Field Practice Teachers (PL) in The Learning Process at The State High School Of 1 Tondano and research can also be carried out at other schools.

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