

Improving the Ability of the Teacher's Training Students in Developing Learning Implementation Plans (RPP) Through Better Teaching and Character Learning Model

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Abstract

This classroom action research aims to improve the ability of the teachers' training students as teachers in making lesson plans through better teaching and learning character models. This research was conducted in four stages, they are planning, implementing, observing, and reflecting which were carried out in two cycles. In the first cycle, the percentage of students' completeness reached 73.80% with a total of 31 students. Meanwhile, the students were categorized as unfinished was 26.19% with a total of 11 students. Furthermore, in the second cycle, the percentage of the students' completeness reached 92.85% with a total of 39 students. Meanwhile, the students who are categorized as unfinished were 7.14% with a total of 3 students. The improvement of the students' ability in preparing lesson plans for each cycle has increased significantly. This proves that the better teaching and learning character model is able to improve the competence of the teachers' training students as teachers in preparing learning implementation plans.

Keywords

lesson plan; better teaching; learning character



I. Introduction

At the higher education level, the current curriculum of KKNi and SN DIKTI changes the learning paradigm for students or student centered learning. The learning paradigm changes the learning horizon along with the demands and changes of the present. In line with the implementation of learning referring to the Curriculum of KKNi and SN Dikti, the teachers as facilitators are faced with the ability to apply innovative, active, and fun learning models to produce meaningful learning for students as learners.

One of the expected graduate achievements for the students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara is to become a candidate for an excellent, reliable and proven Indonesian teacher. To achieve the graduate target, one of the conditional courses in the Indonesian Language Education Study Program FKIP UMSU is the Workshop on Learning Implementation Plans (RPP). This course provides the readiness for the students as prospective teachers in designing, implementing and evaluating the 21st century learning tools in Indonesian language studies.

On the other hand, this course requires the students to be active, creative and careful in designing the implementation of learning Indonesian language and literature. The existence of RPP is one of the documents that must be mastered by the students as the prospective teachers. RPP is a core part for prospective teachers in carrying out learning activities. The targeted planning is always devoted to each component of the learning implementation plan which contains Competency Standards (SK), Basic Competencies

(KD), indicators to be achieved, teaching materials, methods, media, sources, and learning assessments.

The practice of preparing Learning Implementation Plans (RPP) in the classroom has not found satisfactory results. This can be seen in the interviews results with the lecturers that there are still many students who do not understand the concept of the curriculum of 2013 in general and especially the concept of lesson plans. In addition, the teacher's training students have not implemented the learning that leads to the patterns of achieving the target aspects, attitudes, knowledge and skills. The preparation of learning implementation plans (RPP) by the students is still centered on the modeling of learning implementation plans so that the learning targets still dominate the cognitive or knowledge elements. In this era of the industrial revolution, students are required to have special skills in carrying out creative and fun learning under these conditions (Sagita & Khairunnisa, 2020).

Derived from the interviews results with the college students, it was found that the lesson plan workshop had not become an exciting learning activity for them. This is due to several factors, including the classroom learning modeling which has not been implemented cooperatively and varied so that the learning tends to be monotonous, causing passive student activities in the class. The lecturers as the teachers still play a full role as the main actor who dominates learning activities. Not limited to the findings, the college students explained that the learning activities in the classroom were still carried out in one-way learning (teacher centered learning) so that the class atmosphere became less collaborative, and their participations as learners became passive.

Along with this, the observations results at the beginning of the observation proved that the learning model which was applied has not been able to improve the teacher's training students in preparing RPP so that they do not have the opportunity to do fun the learning activities, to carry out reciprocal interactions with peers and to feedback on the learning activities carried out.

As described above, the findings of the problem above, the researcher offers the use of the Better Teaching and Learning Character Learning Model as a solution in solving these learning obstacles. The learning model of Better Teaching and Learning with Character is one of the types of cooperative learning models. Cooperative learning is a series of learning activities through groups to work together to help each other construct concepts, solve problems, or inquiry as Suyatno (2009) explains. Meanwhile, Hansah (2013) explains that BTL is a learning model that creates active, fun and meaningful learning for students. Research on the integration of character education was also conducted by Yuhdi (2018) and (2021).

Personality and character development patterns must be carried out systematically and continuously by involving aspects of knowledge, feelings, and actions. Character education can also be instilled, both in the family, community, and school. The most ideal foundation in character education is the values of faith and piety (Siregar et al, 2020). According to Sembiring et al (2019) Character is the attitude and way of thinking, behaving and interacting as a characteristic of an individual in life, acting and working together, both within the scope of the family, community and nation.

It was explained further that the Better Teaching Learning Model and character is a learning that focuses on the involvement of the students in the active learning process (student centered) and does not dominate the role of the teacher in delivering material (teacher centered). The contextual and cooperative learning patterns to create active, fun and meaningful learning for students are typical of the Better Teaching Learning and Characteristics learning model. In other words, students are participated cooperatively

involved in the learning process so that learning becomes more meaningful since the opportunities provided through teamwork in pairs in various learning activities. Moreover, this learning model triggers the college students to improve their creative and critical thinking skills and they are asked to optimize the students' learning activities so that they can improve their learning outcomes.

It can be concluded that the Better Teaching Learning and Character learning model is a form of cooperative learning that places the college students in heterogeneous study groups and consists of four to five students. Additionally, the approach used in the Better Teaching Learning and Character learning model includes five key elements of the learning experience including ICARE which stands for Introduction, Connection, Application, Reflection, and Extension. The usage of this ICARE terms of reference is intended to ensure that the college students have the opportunity to apply what they have learned (DBE3 Development Team, 2009).

It consists of Phase 1 (Introduction) in which the teacher explains the background, learning objectives, proposes phenomena or demonstrations to raise problems, asks high-level questions and motivates students to be involved in problem solving. Motivation is one of the important factors to improve performance (Niati et al., 2021). At Phase 2 (Connection), the teacher helps the students to connect previous concepts with those to be studied, to define, organize learning tasks that related to the problem solving. At Phase 3 (Application), the teacher encourages the students to collect appropriate information, carrying out experiments, getting explanations and problem solving. The college students facilitate the students in planning and preparing appropriate works such as reports, products, and helping them share assignments with friends. The teacher also facilitates the students to develop their work. At Phase 4 (Reflection), the college students help the students to evaluate or reflect on the student activities. They conducts a check on the achievement of learning objectives. At Phase 5 (Extension) is follow-up the learning that can be in the form of application of concepts and advanced tasks.

The learning process integrates skills that can empower the students, such as high-level questions, problem solving, cooperative learning, using the classroom environment, using the worksheets, using the learning media, making reflective journals, and integrating the character into subject matter. The development of the Better Teaching Learning and Character learning model is aimed at maximizing the teaching and learning process, the learning outcomes, and the character building of the students. Therefore, the development of Better Teaching Learning and Character lies in adding the character content during learning. The step of this model development follows the framework of Borg & Gall (2003), beginning with a needs analysis and ending with a large-scale trial.

In the Better Teaching Learning and Character model, the students are also involved in the learning media usage. The developed learning media are simple and affordable, obtained from the surroundings. The 3R (reduce, reuse, recycle) materials usage as an alternative media material also needs to be further developed in accordance with KD. The assessment used is a classroom assessment, which combines various assessment techniques such as performance, product, portfolio, test, and attitude.

The attitude assessment needs to include the character elements. Moreover, the students and the teachers are asked to write a reflection journal. The journal writing is conducted at the end of the lesson. The contents of a journal in the form of a description of events ranging from descriptions, feelings and thoughts, evaluations, analyzing, concluding, and future plans that require skills in putting them into words. The format of the journal is made in advance, so that it can easily convey the reflection results. The teacher's training students must have competencies such as teacher competencies whose

role is to take part in planning, compiling, implementing programs, and evaluating the implementation of learning programs.

As described above, the researcher conducted a classroom action research entitled Improving The Ability of the Teacher’s Training Students in Developing Learning Implementation Plans (RPP) Through Better Teaching and Character Learning Model.

II. Research Methods

This type of research is Classroom Action Research (CAR) through the research design of the Kemmis and Mc. Taggart. This CAR is implemented in the even semester of the 2020/2021 academic year in April. The college students in semester VI (six) of the Indonesian Language Education Study Program FKIP UMSU totaling 42 students were used as the subjects in this study. The research data collection techniques were carried out through observation, tests, questionnaires and documentation which were in two cycles. In each cycle includes planning, implementation, conducting, observation, evaluating and reflecting. The components of Classroom Action Research according to Kemmis and Mc. Taggart can be seen as follows:

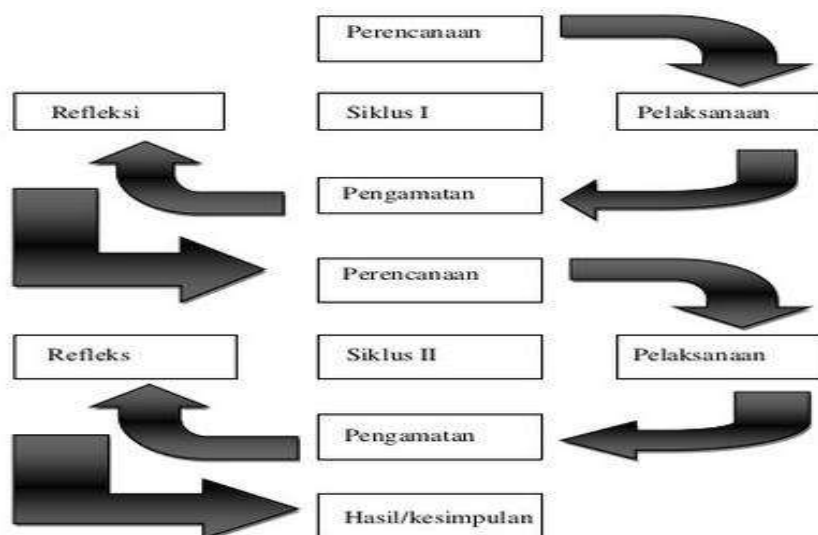


Figure 1. Draft and Cycles of Classroom Action Research

III. Results and Discussion

The results proved that the use of the Better Teaching and Learning Characterized learning model could improve the college students’ ability as the future teachers in preparing Learning Implementation Plans for Class VI-A students in the Indonesian Language Education Study Program, FKIP UMSU. This can be seen from the results of observations and written tests given.

The written test is used to determine the acquisition of the average value of the college student lesson plans as a result of learning. In the first cycle, the researcher identified the initial abilities of class VI-A students who were the research subjects through observation sheets. Furthermore, the researcher identified student competencies in preparing learning tools, especially lesson plans

The implementation of the actions in cycle I was carried out in two meetings. Based on the results of the evaluation conducted by the researcher together with the supporting lecturers regarding student learning outcomes as shown in the following table.

Table 1. Recapitulation of Learning Outcomes in Cycle I

No.	Note	Cycle I	
		Number of college students	Percentage (%)
1	Finished	31	73,80
2	Unfinished	11	26,19
		42	100

Based on the table above, it can be concluded that in the first cycle, the percentage of the college students' completeness reached 73.80% with a total of 31 students. Meanwhile, the college students who were categorized as unfinished was 26.19% with a total of 11 college students. The achievement of these learning outcomes is also seen in the attitudes and enthusiasm of the college students in the implementation of learning through the application of a characterized better teaching and learning model. Most college students responded to learning by using this model, which makes it easier for them to develop learning implementation plans because they are assisted by the participation of peers so as to encourage them to think more critically about each other in solving problems in the preparation of the learning implementation plan. The application of the action is not only sufficient in the first cycle, in order to maximize the students' ability in preparing the implementation plan for the learning activities; it is continued in the second cycle.

Then the researcher conducted the observations in cycle II. This observation proved that the percentage of students' completeness that reaches 92.85% with a total of 39 students. Meanwhile, the college students who were categorized as unfinished was 7.14% with a total of 3 college students. The achievement in learning outcomes proves that the ability of college students as the teachers in preparing lesson plans has increased in the quality of the resulting lesson plans. The college students have fulfilled every component in the lesson plans including the ability to develop the indicators, formulate learning objectives, determine teaching materials/materials, determine learning resources, determine learning methods as well as media to determine assessments. The implementation of the actions in cycle II was carried out in two meetings. Derived from the results of the evaluation conducted by the researcher together with the supporting lecturers regarding student learning outcomes, it can be presented as in the following table:

Table 2. Recapitulation of the Learning Outcomes in Cycle II

No.	Note	Cycle II	
		Number of college students	Percentage (%)
1	Finished	31	73,80
2	Unfinished	11	26,19
		42	100

Derived from the implementation of the actions in cycles I and II, in general it can be concluded that the activities and atmosphere as well as the ability of the future teacher students proved a significant increase in learning outcomes. The learning activities show that they take place in a directed manner and have been student centered. This can be seen in the recapitulation of the acquisition of the percentage of student learning outcomes for prospective teachers in cycle I and cycle II as attached in the detailed table below.

Table 3. The Recapitulation of Learning Outcomes Cycles I and II for Teacher's Training Students in Developing Learning Implementation Plans (RPP)

No.	Note	Action Implementation	
		Cycle I (%)	Cycle II (%)
1	Tuntas	73,80	92,85
2	Belum tuntas	26,19	7,14
		100	100

Related to the recapitulation of each cycle above, it can be stated that the application of the Characterized Better Teaching and Learning model will always be able to maximize learning outcomes in terms of the ability to prepare learning implementation plans as output products in the Learning Implementation Plan Workshop course. Likewise the behavior of teachers who do not only act as the main character but also involves the active role of prospective teacher students as students as learning partners in the classroom. This triggers an atmosphere of active learning that is innovative and fun. In other words, the syntax of the Better Teaching and Learning Character learning model can direct students to study in a directed and systematic manner.

Along with the findings in each cycle that conducted by the researcher, there are previous studies that are relevant to this research. Rahayu Pristiwati (2013) who states that the application of Better Teaching and Learning Characters can improve professional teaching and meaningful learning in speaking learning. After attended lectures with Better Teaching and Learning (BTL), the students' speaking learning were improved. The increase was marked by professional teaching and meaningful learning in speaking learning which reached a score above 75. From the initial condition before being given action in the first cycle, the average was 63.30 to the condition after the second cycle it was decided to end with an average of 79.66. Moreover, the students' learning responses that include indicators of response to lecture designs, lecture materials, collaboration patterns, lecture processes, and evaluation systems show a good response. The students proved a good learning response since the first cycle and experienced an increase in the second cycle in the good category, some even in the very good category.

This research is relevant to other research conducted by Ani Rusilowati, Hartono, Supriyadi (2012) who explain that the BTL-K learning model developed is by integrating character material into science material, and delivered at the connection step in the ICARE series of steps. This learning model is valid and has proven its effectiveness in growing character and increasing students' interests, activities, and cognitive learning outcomes.

The relevant researches above give the results of written tests (compiling lesson plans), observations and questionnaires in this study indicate that the application of the Better Teaching and Learning Character learning model is effectively used as an effort to improve the ability of prospective teacher students in preparing lesson plans as one of the products of their learning outcomes. In the Better Teaching and Learning Characterized learning model, students are actively involved as learning partners for colleagues so that learning is not only centered on the lecturer as a facilitator in the classroom. The Better Teaching and Learning model with character through its syntax greatly facilitates the college students in carrying out their role in learning activities. The character elements that are part of this learning create a conducive and fun learning atmosphere for the college students. This has an impact on the expected learning achievement as well.

IV. Conclusion

Derived from the research results and discussion, it was concluded that the RPP product as an outcome of the teacher's training student learning to be a teacher after using the Character Better Teaching and Learning (BTL-K) learning model had an increase. In the first cycle, the percentage of the students' completeness gained 73.80% with a total of 31 students. Meanwhile, those who were categorized as unfinished gained 26.19% with a total of 11 students. Then in the second cycle, the percentage of the students' completeness gained 92.85% with a total of 39 students. Meanwhile, those who were categorized as unfinished was 7.14% with a total of 3 students. In other words, the college students have fulfilled every component in the lesson plans including the ability to develop indicators, to formulate the learning objectives, to determine the teaching materials/materials, to determine the learning resources, to determine the learning methods and media to determine assessments. Along with the conclusions above, some suggestions are given to other teachers to maximize innovative, effective and fun learning activities through the Better Teaching and Learning Characteristics (BTL-K) learning model as an alternative solution to overcome the students' learning obstacles.

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