



## AN ATTEMPT TO IMPROVE TEACHERS' COMPETENCE IN DEVELOPING LESSON PLANS (RPP) THROUGH WORKSHOPS AT SDN 012 RUMBAI JAYA

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## UPAYA MENINGKATKAN KEMAMPUAN GURU DALAM MENYUSUN RENCANA PELAKSANAAN PEMBELAJARAN (RPP) MELALUI *WORKSHOP* DI SDN 012 RUMBAI JAYA

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### ABSTRACT

**Abstract:** This paper discusses the improvement of teachers' competence in developing lesson plans (RPP) through workshops. Lesson Plan is a teacher's teaching tool in the classroom. A teacher must be able to plan, create a quality teaching and learning process, and assess and evaluate learning outcomes. Workshops are a part of the investments in human resources to improve work capabilities and skills in improving employee performance. The research in this paper is a School Action Research (PTS) using the research design model of Kemmis and Mc. Taggart. The research was conducted at SDN 012 Rumbai Jaya. The research subjects involved 16 teachers. Two cycles indicate the results of the teacher's competence and development increased significantly. In the first cycle, four teachers were very active category with a percentage of 25% while in the second cycle, nine teachers were very active category with a percentage of 56.25%. Based on the quality of developing lesson plans, there is a significant improvement from cycle I to cycle II with a percentage of 50%. Thus, the teacher's competence has increased in compiling and developing Lesson Plans (RPP) through workshops at SDN 012 Rumbai Jaya.

**Keywords:** *teacher's competence, lesson plan, workshop*

**Abstrak:** Tulisan ini membahas peningkatan kemampuan guru dalam menyusun rencana pelaksanaan pembelajaran (RPP) melalui *workshop*. Rencana Pelaksanaan Pembelajaran adalah pegangan guru dalam mengajar di dalam kelas. Seorang guru harus mampu dalam merencanakan, melaksanakan proses pembelajaran yang bermutu, serta menilai dan mengevaluasi hasil pembelajaran. *Workshop* merupakan bagian dari investasi SDM untuk meningkatkan kemampuan dan keterampilan kerja untuk meningkatkan kinerja pegawai. Penelitian pada tulisan ini berupa Penelitian Tindakan Sekolah (PTS) dengan menggunakan desain penelitian model *Kemmis dan Mc. Taggart*. Penelitian dilaksanakan di SDN 012 Rumbai Jaya. Subjek penelitian melibatkan 16 guru. Dua siklus yang memperlihatkan hasil kemampuan dan pengembangan guru semakin meningkat signifikan. Pada siklus I 4 orang dikategorikan sangat aktif dengan memiliki presentase 25%, sedangkan pada siklus II 9 orang dikategorikan sangat aktif 56.25%. Dari kualitas penyusunan RPP dapat diketahui bahwa terdapat peningkatan yang signifikan terhadap kualitas RPP dari siklus I sampai dengan siklus II mencapai 50%. Sehingga dapat disimpulkan bahwa kemampuan guru meningkat dalam menyusun dan mengembangkan rencana pelaksanaan kegiatan (RPP) melalui *workshop* di SDN 012 Rumbai Jaya.

**Kata Kunci:** *kemampuan guru, RPP, workshop*

### CITATION

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## INTRODUCTION

In Indonesia education is prioritized, because education has a very important role in the realization of civilization a dignified nation, education is one of the foundations in the progress of a nation (Muhardi, 2004; Musanna, 2017). The better the quality of education held by a nation, the followed by the better quality of the nation (Nurmaini, Djasmu & Suntoro, 2015; Ma'sum, 2017; Summary, 2020; Riana, Berliani & Dagau, 2020). Education in elementary schools does not only provide knowledge but also attitudes and skills as a process of self and social development to continue education to the next level (Ngongo & Gafur, 2017).

Education is the process of changing humans to be better, more proficient, and more skilled. To achieve this goal a learning strategy is needed, in which there are three things The main points are planning, implementation, and evaluation. Program planning works for provide direction for the implementation of learning (Gabena, 2017; Rusmiyati, 2018; Ahmad, 2019). One of part of the lesson plan is the preparation of the Learning Implementation Plan (RPP) teacher made. Every educator in an education is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students (Asmiyati, 2018; Soeprianto, Bachelor & Hapipi, 2018; Masnah, 2018; Sudana, 2018).

Learning Implementation Plan (RPP) is teacher's handle on teaching in the classroom, a teacher must be able to planning, implementing quality learning processes, and assessing and evaluate learning outcomes (Syadid et al., 2020). Implementation of learning quality is

certainly related to teacher readiness such as the selection of methods, media availability, and student readiness. Based on research results from (Tirtayani et al., 2019) shows that the class teacher's readiness to provide service to children in class is not optimal.

In previous research, almost 75% of teachers in one of the Srawung Bocah Inclusive KB Kindergarten Educational Institutions did not yet have competence in preparing lesson plans, besides that there was a lack of teachers in reading and receiving information, and they also came from graduates who were not from education (Anggreni, 2017). Based on the results of observations of various related problems with the condition of the teacher, including: (1) existence diversity in teacher abilities preparation of lesson plans, learning process, the process of assessing learning outcomes, analysis of assessment results and implementation remedial and enrichment (2) None yet accurate measuring tool to know teacher's ability, (3) the coaching carried out does not reflect the need, and (4) Culture and teacher habituation Reading and receiving information is still relatively low, if this is not addressed immediately it will have a low impact education quality. In this case the need for professional assistance given to teachers in groups, through the planning cycle systematic, coordinated group work good so that each group is able produce performance products that can improving teacher performance, namely through *workshop training* (Hartini, 2021).

According to Simanjuntak (2005), *workshop* (training) is part of human resource *investment investment* ) to improve work skills and abilities and thereby increasing performance employees, training is usually conducted with a customized curriculum job requirements, given in time relatively short, to equip someone with job skills. The aim of the *workshop* is to acquire

information through direct and mutual experience delivering information, in addition to *workshops* also aims to develop knowledge, understanding, and skills of para targets or targets (Muslihuiddin, 2016). The target and target in this case is the teacher, where the teacher's task in learning is to make students learn through creating interesting and meaningful learning strategies and environments. Learning can be said to be successful if students can receive and master the material well (Sulfemi, & Minati, 2018). A good teacher will try as much as possible so that the learning is successful, one of the factors that can bring success is the existence of a lesson plan made by the teacher beforehand, through maximum planning a teacher can determine what strategy to use so that learning objectives can be achieved , so this *workshop* aims to improve the ability of teachers to prepare Learning Implementation Plans (RPP) at SDN 012 Rumbai Jaya so that students can master learning material even better at school.

## **METHODS**

School Action Research was carried out at its own school, namely SDN 012 Rumbai Jaya, Kempas District, Indragiri Hilir Regency. This PTS is held in semester one of 2022 during November 2022. School Action Research is carried out through two cycles to see an increase in teacher competence in preparing Learning Implementation Plans (RPP), the subjects of this PTS are SDN 012 Rumbai Jaya teachers with a research population totaling 16 people. Data collection techniques in this study were interviews, observation, and discussion. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2002).

## **1. Cycle planning**

Preparing for the implementation of the RPP preparation and development *workshop with* (1) creating scenarios for *workshop activities* (making committees, making plans conducting *workshops* , making teaching materials or modules, making worksheets. (2) Arrange the instruments for the *workshop implementation process* and the impact of the actions taken includes (sheet of observation of the course of the *workshop* , sheet of incident notes during *the workshop* took place, the teacher's opinion in the implementation of the development *workshop* RPP. (3) Making guidelines for processing and analyzing data from observations and results test to see the teacher's ability to make lesson plans. (4) Using the method lecture, question and answer method, and assignment method.

## **2. Implementation Stage**

At this stage is the implementation (implementation) of all plans that has been made, in the implementation of the action, the coder performs the action according to what has been planned, namely conducting *workshops* on how to make an RPP plan independently according to a predetermined schedule consistently prepared by researchers.

## **3. Observation Stage (observation)**

At this stage, it records the ongoing process of the *workshop activities* using the observation sheet that has been made including recording the incident during *the workshop* . At the end of the *workshop* , a written test was given mastery of the *workshop* material , namely about the RPP for compiling the RPP that has been discussed in the *workshop* and participants collect *workshop products* in the form of manuscripts RPP that has been made. Researchers use test questions that have been made on the action plan. After the observed data

and test results are collected examination, data processing and data analysis are carried out as interesting material the conclusion is whether this type of action is effective for changes in participant behavior after attending *the workshop* by comparing the results of data analysis with indicator of action success.

#### 4. Action evaluation and reflection

At this stage the researcher conducted a study and assessment of the *workshop process* (data results of observations of *workshop activities* the result of changes in the teacher in develop RPP data related to the value of teachers' abilities in making RPP. Furthermore, researchers compared the results of the observation of implementation *workshop* on developing lesson plans with test results on teacher abilities *workshop* participants in understanding the *workshop* material .

## RESULTS AND DISCUSSION

The results of the research on data presentation or description of each cycle, the researcher prepared for the implementation of the drafting *workshop* development of learning implementation plans (RPP), preparation and problems in preparing the Daily Learning Implementation Plan (RPP), RPP preparation and development, RPP preparation group assignments, presentations groups, the individual task of compiling developing lesson plans is carried out for 1 day. The first meeting, the presenter explained about the preparation and problems in the preparation RPP, preparation and development of RPP. At the end of the first meeting, the presenter gave the assignment of group lesson plans. Then the participating teachers *the workshop* was

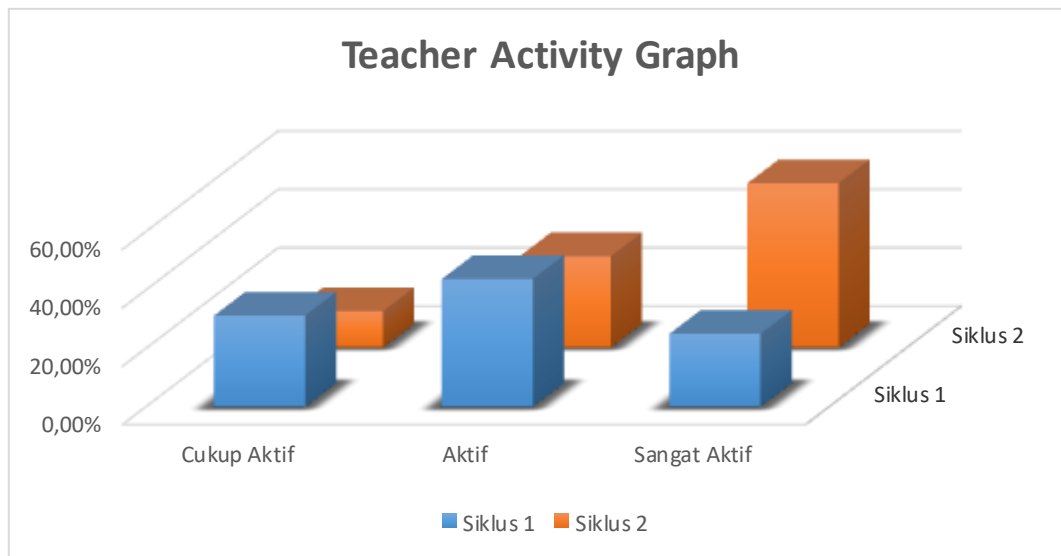
asked to continue the assignment of the RPP preparation group.

Next on at the end of the second meeting, each group was asked to present the results of the preparation of the lesson plan in groups and then discussed by other groups. Next, the teachers were asked to prepare individual lesson plans accompanied by the presenter, as well as each participating teacher *workshops* were asked to collect the results of preparing the RPP individually.

Observation of the first and second cycles of RPP development *workshop* on teachers while participating in the *workshop* was carried out by paying attention to these aspects as follows: a) The level of attention of the teachers in the *workshop activities* . b) Courage to express opinions during *the workshop*. c) Courage to submit question. d) Courage to answer questions. e) The ability to cooperate in group task. f) Completeness complete the task. g) Courage to present presentations in front of the *workshop* participants . h) Global RPP Preparation Results. In practice *workshop* cycle I, the teachers participating in the *workshop* still did not use it the meaning of developing a learning implementation plan (RPP). Some of the researchers observed that they still brought lesson plans from other people's *copy-paste results* , so that they had not yet been compiled adapted to the conditions of the school environment. While in cycle II almost all the teachers took an active part in participating in the *workshop* with attention rules for preparing and developing RPP. Comparison of observation results implementation of cycle I and cycle II *workshops as follows:*

**Table 1. Comparison of the categorization of teacher activity**

Category	Moderately Active		Active		Very active	
	Amount	Percentage (%)	Amount	Percentage (%)	Amount	Percentage (%)
<b>Cycle I</b>	5	31.25%	5	31.25%	4	25%
<b>Cycle II</b>	2	12.5%	7	43.75%	9	56.25%

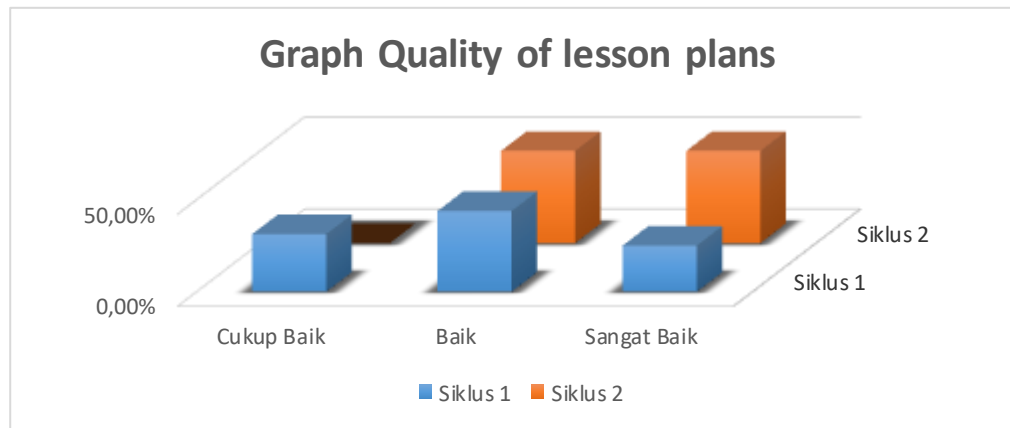


**Figure 1. Graph Comparison of teacher activity categorization**

It can be seen from the tables and graphs that the teacher's activeness in *workshop training* is increasing in each cycle. In cycle I, the number of moderately active categories has a percentage of 31.25%, namely 5 people, the active category has a percentage of 43.75%, namely 7 people, and the very active category has a percentage of 25%, namely 4 people.

Whereas in cycle II the number of quite active categories has a percentage of 12.5%, namely 2 people, the active category has a percentage of 31.25%, namely 5 people, and the very active category is 56.25%, namely 9 people. The quality of the lesson plan made by the teacher after the action is taken cycles I and II can be seen in the following graph:





**Figure 2. Graph of Quality of RPP Preparation**

### Discussion

Based on figure 2, the quality graph of the RPP preparation can be seen that there is a significant increase in the quality of lesson plans from cycle I to cycle II reached 50% . So it can be concluded that the teacher's ability has increased in compiling and developing activity implementation plans (RPP) through *workshops* at SDN 012 Rumbai Jaya. Learning planning is poured into Learning Implementation Plans (RPP) or several other terms such as learning design, learning scenarios. RPP contains KI, KD, indicators to be achieved, material to be studied, learning steps, learning media, and learning resources and assessment (Sukarya, 2020).

Preparation of a good RPP and applied to students can make learning better and learning outcomes also increase well because learning will attract more students' attention so that it can foster learning motivation, besides that it becomes clearer and more meaningful, so that it can be understood by students , teaching methods will be more varied, not merely verbal communication or lectures through the teacher's speech, so that students do not feel bored, bored, and the teacher does not run out of steam

(Yuliana, *et al*, 2015). In addition, teachers are also required to be innovative, pro-active, and able to make students active in learning (Baroroh, & Muyasaroh, 2020).

Teachers or educators in educational units as well obliged to compile a complete and systematic lesson plan for learning interactive, inspiring, fun, challenging, efficient, motivating students to participate actively, as well as providing space that enough for initiative, creativity, and independence according to talents, interests, and physical and psychological development of students (Pamungkas et al., 2016; Susanto et al., 2021). Learning Media are a number of materials, tools, media, instructions and guidelines used in learning process. Learning devices become benchmarks in implementation learning process, while the teacher is an important key to success Improving the quality of education is one of the characteristics of a good quality education is the creation of a good learning process starting from planning, implementation and evaluation (Nurmajaya, 2021).

## CONCLUSIONS AND RECOMMENDATIONS

As has been described in the results and discussion, the researcher concluded that the method *workshops* can improve the ability of teachers in making plans Implementation of Learning (RPP) which can stimulate all aspects student development. Through *workshop activities* teachers are able to grow creativity in designing an interesting learning strategy and media for students. In addition, teachers are able to apply the results of the *workshop* in learning in each class.

However, the recommendation that the writer would like to convey is it would be better for the teachers to make pre-made learning tools so that when discussions are more active, so that the results obtained will be better in preparing lesson plans (RPP) that will be applied to students.

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