

A MODEL FOR THE PREPARATION AND DEVELOPMENT OF LEARNING TOOLS FOR TEACHERS

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Abstract

Improving teacher competence through various activities such as training, workshops, seminars and mentoring must have an impact on the quality of performance both administratively (developing tools) and in organizing the learning process in the subjects taught. A profession is a promise to devote oneself to a position in the ordinary sense (task/job) because of the urge and call of conscience. It contains no compulsion, but sincerity to do wholehearted devotion. Teachers have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, basic education, and secondary education. Teachers as people who are responsible for the development of students to design the education and learning process based on clear references. A guideline that contains various student experiences as a reference for teachers in designing learning activities is commonly called a curriculum. Teachers are obliged to compile and develop their own learning tools, not mandatory.

Keywords: Model, Device, Learning

INTRODUCTION

The organization of educational activities and learning are two activities that cannot be separated. Educational activities occur through the learning process, as well as learning activities become less meaningful if they do not include educational values. Various government policies in the field of education are intended to improve the quality of education, which begins with improving the quality of learning activities (Rohman, 2022). The quality of learning activities can be realized if the quality of teachers as an important part of organizing learning activities is also qualified.

Since Indonesia's independence on August 17, 1945, there have been various changes, including policies in curriculum change. Currently, the curriculum has been changed from the 2006 Education Unit Level Curriculum (KTSP) to the 2013



Curriculum (Annafi & Agustina, 2018). This change is intended to ensure that the learning process in schools or madrasah is getting better. The 2013 curriculum change is a continuation of the 2006 curriculum, so the components in the 2013 curriculum are the development of the previous curriculum (Priantini et al., 2022).

Changes like this (curriculum) often cause problems among teachers as educators and teachers in schools or madrasah. The changes that occur are considered to be one of the causes of the learning process in schools or madrasahs disrupted, because when the learning process is running, it is considered to be suddenly replaced by a new curriculum, while the previous curriculum has not been completed (Askodrina, 2021).

However, schools or madrasah must be able to accept various changes in order to improve the quality of learning and education (Rindayati et al., 2022). The impact of evolving changes requires improvements to various components in schools or madrasah, including improving teacher competence in mastering the curriculum in schools or madrasah (Astini, 2022).

Improving teacher competence through various activities such as training, *workshops*, seminars and mentoring must have an impact on the quality of performance both administratively (developing tools) and in organizing the learning process in the subjects taught. Through various activities such as training, workshops, seminars and mentoring, teachers will get the latest information needed to improve education and learning activities for students in schools or madrasah (Basri et al., 2021).

RESEARCH METHODOLOGY

The method used in the preparation of this paper is descriptive-qualitative method, and is included in the literature study (*library research*). The use of descriptive-qualitative method is due to its suitability with the object and focus of the study under study. That is because this study seeks to produce findings that cannot be achieved through measurement or statistical procedures (Soehadha, 2012). The literature study is a study used by collecting information and data with the help of various kinds of materials in the library such as documents, books, magazines, historical stories, and so on (Soehadha, 2012).

The process of collecting data in this study is by making observations, in the sense of tracking various references that have relevance related to the focus of the study, both from books, articles, and so on that serve to support these data (Moleong, 2006). The data analysis technique used in this study is the *content* analysis method. In this analysis, the process of selecting, comparing, combining, and sorting information obtained from related data sources will be carried out to obtain valid inferences.

RESULTS AND DISCUSSION

Teacher as a Profession

A job and a profession are two things that are the same but different (Daniah, 2016). A job is not necessarily a profession, but a profession can certainly be attached to a job. Work tends to be done by everyone, and work does not necessarily require certain skills (Sapariah, 2021). A profession is a promise to devote oneself to a position in the ordinary sense (task/job) because of the urge and call of conscience. It contains no compulsion, but sincerity to do devotion wholeheartedly. Thus it can be seen that the essence of the profession is (Sitorus, 2019):

1. The existence of a promise from someone sincerely, openly not only in front of others, but a promise to Allah SWT. The promise is intended to carry out tasks or work that is full of commitment in carrying out all forms of task loads in the work. The promises that have been made in relation to this profession will bring consequences to the values, norms and ethics to act in accordance with the promise;
2. Devotion is an element that exists in a person as a consequence of an open promise. Devotion in carrying out tasks is not prioritized for personal and economic gain alone, but provides services because of the call of duty to devote themselves and not harm others;
3. Professions require expertise based on knowledge and skills, as well as adequate attitudes as support in their field of work. Thus, a person who has a profession in a particular field requires competence that is appropriate and adequate to the field of duty.

Someone who works as a teacher by fulfilling what is stated in the meaning of the profession, then the work of a teacher is a profession. If the teaching profession is carried out out of devotion and sincerity, because of the call to work as a teacher, and is supported by knowledge, expertise, skills and attitudes, then that person has devoted themselves to the teaching profession professionally (Fahlevi, 2022).

Teachers are professional educators as stated in Law No. 14/2005 on Teachers and Lecturers, that teachers have "the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary education, and secondary education pathways. (*UU No. 14 Tahun 2005 Tentang Guru Dan Dosen [JDIH BPK RI]*, n.d.)" In the next paragraph, it is explained that "professional is a job or activity carried out by a person and becomes a source of life income that requires expertise, proficiency or skills that meet certain quality standards or norms and requires professional education." This means that the work of teachers is carried out by a person and becomes a source of income. "This means that the work of teachers is carried out by people who have expertise in

the field of education and teaching (have competence as teachers), so that the work of teachers cannot be handed over and done simply to people who do not have expertise in the field of education and teaching. The expertise and skills in question are either obtained because they have undergone special education, special training, or can be due to long experience working in this field.

Professionalism according to Nanang Hanafiah and Cucu Suhana is explained in two statements, namely: "(1) professionalism is a mental attitude of feeling proud and committed to his work, and (2) professionalism is a mental attitude to commit to quality performance in accordance with the expected standards in terms of knowledge, attitudes, and skills."

Taking into account the description above, if a person has devoted himself as a teacher wholeheartedly, sincerely, and because he is called and has fulfilled the inherent professional characteristics that are always committed to quality work, then actually teaching has become a professional field for a person. Therefore, the teaching profession that has been carried out on this basis, according to its expertise, is a professional profession.

Teachers with professional jobs must be accompanied by special abilities in the field of education and teaching. An ability that is only possessed by someone who has the professional position of teacher, not other professions. With special abilities acquired through special education and training, teachers will be able to carry out better, professional and quality learning. "Excellent learning requires professional teachers as a product and continuous professionalization through special education and training (Sitorus, 2019)"

Thus, teaching is a professional job that cannot be handed over and carried out by people who do not have expertise in the field of education and teaching. Those who have taken and are equipped with knowledge, skills and attitudes about various educational and teacher sciences can carry out educational and teaching tasks professionally. The teacher's job is not just to teach, presenting material without going through various considerations. Consideration of the suitability of the material, consideration of student characteristics, consideration of strategies and methods used in its presentation. This means that this is an activity that requires special skills based on science that can be accounted for. Thus, the work of a professional teacher must be supported by a clear educational background, in accordance with the duties and responsibilities as a teacher (Hafid & Mahsun, 2020).

Teaching as a professional task is different from other professional tasks, which can be directly perceived. For example, a doctor will be able to immediately know the results of the tasks performed as a doctor. The results of a professional teacher's work can be in the form of teaching results and teaching impact. Teaching results are the results of teaching tasks whose results can be observed directly immediately after the learning activities take place, such as the grades obtained by

students after taking the exam. While the accompanying impact is the result of learning that cannot be observed directly, but the results that appear in a considerable and even very long time (Idhartono, 2022).

As a professional teacher, it is also very necessary to be supported by other knowledge in carrying out professional duties such as knowledge of psychology, because being a teacher is not only limited to what is taught, but it is very important to know how to teach. Wina Sanjaya states that "being a teacher is not only enough to understand the material that must be delivered, but also requires the ability to understand other knowledge and skills, such as an understanding of the psychology of human development, an understanding of the theory of behavior change, the ability to design and utilize various media and learning resources, the ability to design appropriate learning strategies and so on, including the ability to evaluate the process and results of work" (Muhaimin, 2016).

Teachers as educators and teachers must not stop learning, they must continue to explore a variety of knowledge that continues to grow, following the development of technology, the development of society and the needs of society that never stop, social, cultural, economic and political developments (Kurniati et al., 2022).

Teacher Competency

Competence is a prerequisite ability that must be possessed by someone in order to carry out an activity professionally. Competence can be in the form of knowledge, skills and attitudes that underlie a person in thinking and acting to achieve goals. Johnson in Wina Sanjaya states that "*competency as rational performance which satisfactorily meets the objective for a desired condition.* (Lestari et al., 2021)" *It states that competence is a realistic action that is realistic and meets the objective for a desired condition.* " It is stated that competence is a realistic action that is a requirement to achieve the expected goals in certain conditions (Purnamawati & Jaya, 2016).

Competence is also seen as a learning outcome as stated by Benny A. Pribadi, that "competence in other words is a learning objective that students need to achieve" Thus competence is an absolute requirement for carrying out tasks professionally, so that it will be able to produce quality performance. Including the professional duties of a teacher must be supported by adequate competence in carrying out teaching and educational tasks to be able to help students achieve learning objectives effectively (Mawardi, 2019).

The task of teaching and educating is one of the fields of work that really requires professional skills. The ability is not just being able to appear to teach in front of students, but is required to be able to solve learning problems that are carried out. The professional duties of teachers described above are also explicitly stated in the Decree of the Minister of Manpower No. 26/MENPAN/1989, so this implies a

demand for teachers to continue to strive to improve their professionalism.

The areas of teacher activity set out in article 2 of the Decree of the Minister of Manpower No. 26/MENPAN/1989, are education, teaching and learning process and guidance and counseling, professional development, supporting the teaching and learning process or guidance and counseling. In general, the facts in the field show that of the four areas, there is one area of activity that until now still needs adequate attention / guidance, both from the Ministry of National Education and from existing professional organizations of teachers, including the teachers themselves. That area is developing the curriculum at the operational level, such as developing lesson plans (Khan, 2010).

The ability of teachers to develop the curriculum in accordance with their respective subjects is one part of the ability that becomes a professional benchmark, especially since the implementation of the certification policy for teachers. The professional skills described above have not been fully implemented by teachers. The skills acquired during their time in college or in teacher training schools are apparently not enough to equip them to be able to carry out curriculum development. Meanwhile, this ability is in the implementation of learning in schools. Conditions such as the description above are still found in many school teachers or madrasah aliyah teachers, both public and private (Hafid & Mahsun, 2020).

Teachers as educators and teachers in schools or madrasah must be professionals, as expressed in Law Number 14 of 2005 concerning Teachers and Lecturers, that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, basic education, and secondary education. The duties and responsibilities of teachers described in the Law must be embedded in teacher competencies which are elaborated into professional competencies, pedagogic competencies, social competencies and personality competencies (Sitorus, 2019).

Professional competence describes the ability to master learning materials broadly and deeply according to their expertise which allows teachers to guide, direct students to achieve and master competency standards. Pedagogical competence is a competency that describes the teacher's ability to manage student learning, the teacher's ability to design and implement educational learning, evaluate learning outcomes, and develop students to actualize their various potentials. Social competence is the teacher's ability to interact and communicate effectively with students, fellow educators, education personnel, leaders, parents/guardians of students, and the surrounding community where he/she carries out his/her duties. Personality competence is the ability of teachers to be steady, stable, mature, wise, and authoritative, to be a role model for students, and to have noble character (Nabila et al., 2021).

Among the four competencies, teachers must be able to design and develop learning activities, which of course must be supported by other competencies. The four competencies above cannot stand alone, one competency that teachers apply cannot be separated from other competencies. If the teacher will design teaching preparation in the form of teaching tools, it must also be supported by professional competence in mastering the material and the ability to develop the material. Teaching preparation that teachers develop well, will be able to help teachers in organizing effective learning activities. However, it is important for teachers to have a reference that can be guided in designing these learning activities (Nasution, 2020).

Developing Learning Tools

Teachers are responsible for the development of students to design the education and learning process based on a clear reference. A guideline that contains various student experiences as a reference for teachers in designing learning activities is commonly called a curriculum (Nikat, 2020).

Teachers must compile and develop their own learning tools, not mandatory. If teachers are able to compile their own learning tools, it is certain that teachers will have learning tools, but if teachers are only required to have learning tools, it does not mean that teachers can compile and develop learning tool (Yasin, 2017)s. Because it is possible that teachers have by rewriting learning tools obtained from borrowing other teachers' learning tools, or by downloading from the internet. If this happens, teachers will not be able to have sufficient experience in compiling and developing learning tools. In addition, it is not certain that the tools used will be suitable for the characteristics of students, schools and the environment where learning activities in the subjects taught are carried out (Ndiung & Menggo, 2021).

In its development, the learning device model used by teachers in compiling and developing learning devices is very diverse (Syifaqurrohman, 2019). It even becomes an interesting discussion among teachers. For the author, any form of learning device model used as a guide in preparing learning devices is fine, as long as the model does not eliminate the principle of components in the preparation of learning devices.

When looking back at PP No. 19 of 2005, concerning National Education Standards, which is used as one of the references in developing learning tools in the 2006 Education Unit Level Curriculum (KTSP), the minimum components in developing syllabuses and lesson plans consist of (1) learning objectives, (2) teaching materials, (3) teaching methods, (4) learning resources, and (5) assessment of learning outcomes. Whereas in PP 32 of 2013 which is an amendment to PP 19 of 2005 states that: Learning planning is the preparation of learning implementation plans for each learning content (Article 20). While PP 81 A of 2013 concerning the Implementation

of the 2013 Curriculum General Guidelines for Learning states that lesson plans contain at least: (1) learning objectives, (2) learning materials, (3) learning methods, (4) learning resources, and (5) assessment. Whereas in Permendikbud Number 103 of 2014 concerning Learning in Primary Education and Secondary Education Article 3 (4) that lesson plans contain at least (1) school or madrasah identity, subject or theme, class/semester, and time allocation, (2) Core Competencies, Basic Competencies, and Competency Achievement Indicators, (3) learning materials, (4) learning activities which include introductory activities, core activities, and closing activities, (5) Assessment, remedial learning and *pengayaan*, and learning resources, and (6) media, tools, materials, and learning resources (Nona et al., 2022).

In its development, the curriculum used always undergoes changes and developments that have an impact on the duties and responsibilities of teachers to develop into a more operational reference (Fitriyani, 2016). Finally, in the development of the 2013 curriculum, teachers are no longer burdened by the need to develop a syllabus, because the syllabus is prepared nationally. The teacher's task in developing the device is in the form of developing a Learning Implementation Plan (RPP) only (Nuraini, 2019).

In its development, lesson plans have undergone many changes and developments, from lesson plans with simple components and structures to lesson plans developed with quite complex components. When paying attention to Government Regulation No. 19 of 2005, especially in article 20, it is stated that the planning of the learning process includes a syllabus and lesson plans that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Njatrijani, 2018). Thus, the minimum components in developing lesson plans only consist of learning objectives, teaching materials, learning methods, learning resources, and assessment of learning outcomes (Rahmawanti & Nurzaelani, 2022).

The steps in developing a lesson plan are as follows (Suhandi & Robi'ah, 2022):

1. Fill in the subject identity: (a) education unit, (b) subject, (c) class/semester, (d) class hours;
2. Include the time allocation required for the assigned meeting;
3. Determine the SK/KD specified in the developed syllabus;
4. Formulating learning objectives based on SK / KD and indicators that have been determined by paying attention to the provisions, namely "(a) the formulation of learning objectives is more specific than indicators, (b) the formulation of objectives can be the same as the formulation of indicators, because the formulation of indicators is already specific, (c) or to distinguish the formulation of objectives from indicators can use the elements of A, B, C, D and O (*Audience / target*, Behavior / list of behaviors with operational verbs, *Condition / which* gives influence on the ability of students to perform a behavior, and Degree / level, limit

of competency achievement by students, Object material that is the target of audience behavior) “;

5. Determining teaching materials based on the subject matter/learning contained in the syllabus. Teaching materials in the lesson plan are described in a concise manner based on the subject matter/learning while still paying attention to the learning objectives;
6. Determining the learning method that will be used. In determining learning methods, teachers must pay attention to basic competencies, indicators/objectives, and even pay attention to the formulation of learning activities that have been developed in the syllabus;
7. Develop steps of learning activities consisting of initial, core, and final activities. In the steps of this learning activity, it needs to be developed in detail where each step contains teacher activities, student activities, and the time allocation determined in each step. Especially in the initial activities in these learning steps can be classified into two parts. First, initial activities that are generally carried out by the teacher but do not have a direct relationship with the learning material, such as saying greetings, asking how the students are, checking student attendance. According to the author, the details of these activities may or may not be included in the initial activity steps. Second, the formulation of initial activities that have a direct relationship with the teaching material, namely making apprehensions (reminding and linking the teaching material that has been delivered in the previous meeting), relevance (linking the material with students' real experiences in everyday life, conveying learning objectives, providing instructions for learning activities, and in this initial activity the teacher can also provide a brief description of the material. Details of this initial activity need to be included in the formulation of the initial activity.

Core activities are the main activities that require more time than the other two activities (initial activities and closing activities). In this activity, it is necessary to develop in detail what the teacher's activities and student activities are. The core activities also illustrate varied interactions, especially students. The interaction of students with students, students with teachers, students with learning resources and student interaction with the environment. In developing the formulation of core activities, it is important for teachers to pay attention to the formulation of learning activities that have been developed in the syllabus.

Closing activities are activities that can include details of activities such as determining the outline of the material / drawing conclusions, providing evaluations / teas / assignments to students, providing *feedback* and reflection and not forgetting to include activities to provide moral messages to students;

8. Selecting and determining the tools/materials/learning resources used. The materials and learning resources selected and determined are materials/tools/learning resources that actually contain the message content and

facilitate the effectiveness of the learning process in achieving the basic competencies set out in the lesson plan;

9. Determining the type of assessment and assessment instruments. In this section teachers determine the type of assessment while taking into account the basic competencies and objectives set. Assessment instruments, answer keys and scoring are developed and attached to the lesson plan.

The lesson plan development model above has undergone many additions in its development components. In addition to the above components, there are also other components such as including Minimum Completeness Criteria (KKM) for Basic Competencies. This KKM is determined by the teacher or group of subject teachers by taking into account the criteria of complexity, supportability and student intake in the subject. This KKM can be included after the teaching material. The next component added is the character education component that students are expected to have after learning and completing the basic competencies in the lesson plan. In this case, it is often called a character lesson plan (Ndiung & Menggo, 2021).

If the question is which model is the best, then actually there cannot be one model of developing lesson plans that is the best. It really depends on the model that teachers think can be easily developed and easily used as a guide in carrying out learning activities, effectiveness in achieving competencies and learning objectives (Riyanti & Novitasari, 2021). The simplest is for teachers to refer to the minimum components in developing lesson plans as stated in Government Regulation No. 19/2005 article 20, which contains minimum components consisting of (1) learning objectives, (2) teaching materials, (3) learning methods, (4) resources, and (5) assessment of learning outcomes. If you want to develop it into a more complex lesson plan, it is important to adjust it to the circumstances and conditions in which the teacher carries out the task (Hr & Wakia, 2021).

The alternatives that can be used in developing lesson plans include the following:

Model I:

1. Subject Identity, contains: 1) Education Unit, 2) Subject, 3) Class/Semester, 4) Subject Matter, 5) Lesson Hours;
2. Basic Competencies;
3. Basic Competency Achievement Indicators;
4. Learning Objectives;
5. Teaching Material (contains the main material);
6. Methods;
7. Activity steps;
8. Material Source;
9. Assessment.

Model II:

10. The Subject Identity contains: 1) Education Unit, 2) Subject, 3) Class/Semester, 4) Subject Matter, 5) Lesson Hours;
11. Competency Standards;
12. Basic Competencies;
13. Indicators of achievement of Basic Competencies;
14. Learning Objectives;
15. Teaching Material (outlined);
16. Strategies, approaches, methods;
17. Steps of learning activities;
18. Materials/Tools/Media;
19. Assessment.

Model III:

20. Subject Identity;
21. Basic Competencies;
22. Basic Competency Achievement Indicators;
23. Learning Objectives;
24. Teaching Material (outlined);
25. Expected character education;
26. Learning Strategy: contains steps (beginning, core, end), teacher activities, student activities, methods, time allocation;
27. Learning resources/materials/tools/media;
28. Minimum Completeness Criteria (KKM)
29. Assessment

CONCLUSION

Teaching is a profession, where a person must have special skills obtained through special education and training. The work of a teacher cannot be equated with the tasks of other professions, because although the results can be observed directly (teaching impact), the more important results are in the form of accompanying impacts whose results cannot be observed directly after the learning process is complete. Anyone who has chosen a job as a teacher must work professionally, by carrying out their duties sincerely, committing to work diligently to get quality performance results.

Professionals must be supported by competencies, both in the form of knowledge, skills and attitudes that serve as the basis for thinking and acting to achieve certain goals. Competence is also seen as a learning objective that must be achieved after the learning process. One of the competencies that teachers must have is the ability to design learning activities, namely compiling syllabuses and lesson

plans. In its development, the learning plan device has undergone many adjustments, until the establishment and implementation of the 2013 curriculum and the latest is the independent learning curriculum.

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