

The Impact of Analytical Skill of Teacher Book on Teacher's Competence in Compiling Lesson plan for Elementary Schools in Cicalengka Sub-District

Abdul Mu'min Saud¹, Ade Mulyati²
{abdulmuminsaud@unpas.ac.id}
Universitas Pasundan^{1,2}

Abstract: This study aims to determine the influence of the ability to analyze the teacher book on teachers' competence to compile lesson plan for Elementary Schools in Cicalengka Sub-District. The research method employed in this study is quantitative which focuses on survey methods. The sampling technique is saturation sampling with all members of the population as sample; they are eight teachers of the 5th grade of Elementary Schools of 2018/2019 academic year in Cicalengka Sub-District. The independent variable is the analytical skills of teacher book (X) and dependent variable is the ability to compile Lesson Plan (Y). The performed data collection techniques are questionnaires and documentation. The research instruments are tested with validity and reliability tests. The data analysis techniques used are descriptive statistical analysis, prerequisite tests analysis which include normality and linearity tests, and final analysis techniques (hypothesis testing) using simple regression analysis, correlation analysis, and determinant coefficients. The study concludes that (1) The percentage of the answers obtained from the respondents' questionnaire on the analytical skills of teacher book variable is 54.09%; It is categorized as moderate because the score is within 33.33% - 66.67% intervals (2) The percentage of the answers obtained from respondents' questionnaire on the ability to compile Lesson Plan variable is 48.18%; It is also categorized as moderate because the score is among 33.33% - 66.67% intervals; (3) The analytical skills of teacher book variable has a significant influence on the ability to compile Lesson Plan for Elementary Schools in Cicalengka sub-district.

Keywords: Teachers' Competence, Teacher Book, Lesson Plan

1 Introduction

Teachers' role in the success of teaching process is important. This can be observed in the tasks and responsibilities of teacher in implementing teaching. According to [1] on teachers and lecturers, article 1:1 "*Teachers are professional educators whose main tasks are to educate, teach, guide, direct, train, assess and evaluate learners at the formal early childhood education, basic education, and secondary education.*"

By examining the teachers' tasks and responsibilities, it is clear that the success of teaching is closely related to the teachers' ability and willingness to carry out their

assignments. Moreover, the success of improving education is not only related to the teachers' knowledge and abilities, but also the teachers' willingness to use their abilities in educational practice. The teachers' role to obtain success in teaching is essential. A teacher as the planner of teaching must be able to improve students' activities and learning outcomes especially for certain subjects, which students are not interested in.

According to [2], the six duties and responsibilities of teachers in developing their profession are (1) the teacher is as an educator, (2) the teacher is as a guide, (3) the teacher is as a class administrator, (4) the teacher is a curriculum developer, (5) the teacher has the duty to develop the profession, and (6) the teacher has the duty to foster relationships with the community.

The task of a teacher, in the field of humanity, is to become a second parent within the scope of the school. A teacher must be able to be sympathetic so that he/she becomes a role model for his students. Teachers have a respectable place in society because they are expected to spread the knowledge. This means that teachers are obliged to educate the nation towards the formation of people who are entirely Indonesian based on Pancasila.

The main tasks and responsibilities of teachers are stated in article 35 paragraphs 1 of [1] on teachers and lecturers, "the workload of teachers includes the main tasks of making lesson plan, implementing learning activities, assessing learning outcomes, guiding and training students and carrying out the additional tasks. The explanation of the main tasks and responsibilities of teachers listed in article 35 paragraphs 1 of [1] on teachers and lecturers as follows:

- a) Making good and complete teaching equipments (teaching programs and teaching materials)
- b) Carrying out learning activities
- c) Conducting assessment of learning processes, daily tests, general tests and final exams
- d) Carrying out an analysis of the results of daily and semester tests
- e) Developing and implementing improvement and enrichment programs
- f) Filling the students' report cards
- g) Making props
- h) Following curriculum development and socialization activities
- i) Conducting definite tasks at school
- j) Organizing the development of learning programs
- k) Making notes about the progress of student learning outcomes
- l) Filling out and examining the attendance list before starting the lesson
- m) Following all official activities

The teachers are given the authority to develop the curriculum in accordance with the characteristics of the students, the condition of the school, and the ability of the teacher to formulate it into a Lesson Plan [3]. Furthermore, according to [4] Lesson Plan is a short-term plan to estimate the actions that will be taken in learning activities. Learning plan need to be carried out to coordinate learning components, such as basic competencies, subject matter, indicators, and class-based assessment.

Learning activities will not work well without a lesson plan. Lesson plan is an important part of implementing education in schools. Planning plays an important role in every activity, including in learning process. Lesson plan activity is the process of preparing various learning decisions that will be carried out in the process of learning to achieve predetermined learning competencies. This activity is the first step that must be taken by the teacher in carrying out learning activities. Teachers as instructors must have good abilities as learning planners.

Essentially, the preparation of lesson plan aims to design student learning experiences in order to achieve learning goals. According to [3] the reason of the importance of making lesson plan is that it helps teachers think about lessons before they are taught so that learning difficulties can be predicted and solutions can be sought. The teachers organize facilities, equipment, teaching aids, time and content in order to achieve the learning objectives as effectively as possible and connect the objectives and procedures to the general objectives of all subjects which are taught.

The teacher book is as a guidebook in preparing lesson plan. The functions of lesson plan are to determine the success level of learning activities so it become more coherent, to establish the limitation so that learning process has focus, and to give a chance for students to be more active. This is in accordance with [5] that the lesson plan function is as a reference for teachers to carry out teaching and learning activities to be more directed and work effectively and efficiently. In other words, the lesson plan acts as a scenario for the learning process. Therefore, lesson plan should be flexible to enable teachers to adjust to student responses in the actual learning process.

Therefore, every educator in the education unit is obliged to prepare a complete and systematic lesson plan so that learning activities can be interactive, inspiring, fun, challenging, efficient, so that it can motivate students to participate actively and provide them with sufficient space for initiative, creativity, and independence in accordance with the students' talents, interests, and physical and psychological development. The reality shows that many teachers do not prepare Lesson Plan. The reason is they do not understand correctly on the meaning, the preparation principles and the importance of the Lesson Plan.

1.1 Teachers' Tasks and Responsibilities

Law No. 14 of 2005 stipulates main tasks of teachers. The seven tasks are educating, teaching, guiding, directing, training, assessing, and evaluating the students.

- a) Educating is inviting, motivating, supporting, helping and inspiring others to take positive actions that benefit themselves and others as well as the environment. Educating emphasizes more on habits and role models.
- b) Teaching is an action conducted by the teacher to help or facilitate students in learning activities. The process is conducted by giving examples or practicing certain skills or applying the concepts in front of the students so that such lessons turn into skills used in everyday life.
- c) Guiding is a process carried out by the teacher to deliver teaching materials while transferring science, technology and art knowledge with certain appropriate approaches to the students' characteristics. Guiding is also intended to help students find their potential and capacity as well as to aid them to discover talents and interests which are in accordance with their development and growth.
- d) Directing is an activity carried out by the teacher so that students can follow what must be done so that the objectives can be achieved. Directing does not mean forcing; the freedom of students is still respected with the aim that students are able to grow their creativity and initiative independently.
- e) Training is essentially a process of activities to help others (athletes) prepare themselves well in the efforts of achieving certain goals. In the world of education, the task of the teacher is to train students in physical, mental, emotional and skills or talents.
- f) According to [6] assessing is a series of activities to obtain, analyze, and interpret the processes and learning outcomes of students conducted systematically and continuously, so that it becomes meaningful information in decision making. The teacher's task is to

assess students on the aspects of skills, attitudes and knowledge. The goal is to measure students' competencies after the teaching and learning process is finished.

- g) Evaluating is interpreted as a systematic process for determining or making decisions whether the program objectives have been achieved or not [7]. Evaluating is the method of obtaining data and information that are used as a basis for knowing the level of students' progress, development, and learning achievement, as well as teachers' teaching effectiveness. Learning evaluation includes measurement and assessment activities.

1.2 Analytical Skills

Analytical Skills is one element in the cognitive domain of student learning outcomes. [8] states that Analytical Skills is the ability to explain the presented relationships and combine some elements into one unit. Analytical Skills include three processes; first, the ability to elaborate the relevant information, second, the ability to determine the relationship between relevant elements, and the last, the ability to determine the point of view on the purpose of learning information [8]. [9] state that Analytical Skills are:

"The abilities to specify or break down a problem into smaller components as well as understand the relationship between those parts."

Bloom in Suharsimi Arikunto divides aspects of the analysis into three categories, as follows (1) Analysis of parts (elements) such as doing a sample of facts, elements that are defined, arguments, axioms (assumptions), propositions, hypotheses, and conclusions; (2) Analysis of relationships such as connecting between elements of a mathematical system (structure), (3) Analysis of the system such as the ability to recognize the elements and their relationship with the organized structure.

1.3 Lesson Plan

Before teaching, the teachers must design a lesson plan. Some education experts elaborate the definition of lesson plan in learning process. One of them as stated by [10] that the lesson plan is a learning plan whose development refers to a certain Basic Competency (KD) in the curriculum / syllabus.

As stated in [6], lesson plan is a plan for direct learning activities for one or more meetings. The lesson plan which is developed from the syllabus directs learning activities as the effort to achieve Basic Competence (KD). Every educator in the education unit is obliged to prepare a complete and systematic lesson plan so that learning activities can be interactive, inspiring, fun, challenging, and efficient. Moreover, it is expected to motivate students to participate more actively as well as provide sufficient space for initiative, creativity, and independence in accordance with the students' talents, interests, physical and psychological development.

2 Research Method

This research employs quantitative method specifically survey research methods. Furthermore, in this study, researchers employ *Ex Post Facto* research approach. According [11], ex post facto is a study conducted to examine events that have occurred and then trace back to find out the factors which cause these events.

The taken population is eight teachers of the 5th grade of Elementary Schools of 2018/2019 academic year in Cicalengka Sub-District. The sampling technique used is saturation sampling. This is often chosen when the population is relatively small, less than 30 people, or the specific researches intend to make generalizations with small errors [11]. Based on this understanding, the samples in this study are all members of the population, eight teachers of the 5th grade of Elementary Schools of 2018/2019 academic year in Cicalengka Sub-District.

Various kinds of data collection techniques are usually used in conducting research. As for this study, the used data collection techniques are questionnaires and documentation.

3 Results And Discussion

Based on the recapitulation of the results of descriptive analysis, the analytical skills of teacher book and the ability to compile Lesson plan, consisting 22 statement items, have total score of 225 with an ideal score of 440 and an average percentage of 51.11%. This score is in the category of moderate. Whereas, in the Prerequisite Test phase, based on the normality test above on the analytical skills of teacher book variable, the sig value is 0.409, which is higher than the critical value of 0.05, so H₀ is accepted that is, the data of analytical skills of the teacher book variable has normal distribution or comply normality requirements. In the variable of ability to compile lesson plan, the sig value is 0.593, which is higher than the critical value of 0.05, so H₀ is accepted, that is, the variable data on the ability to compile Lesson plan is normally distributed or comply normality requirements. Based on the results of data processing, all variables are normally distributed. Furthermore, the linearity test is conducted to find out whether there is a linear relationship between variables. It is found that H₀ is rejected, so it can be concluded that there is a linear relationship between the analytical skills of teacher book and the ability to compile lesson plan.

In the hypothesis testing stage, T count is 3.142, and T table is 2.132 and the sig value is 0.12 which is smaller than 0.05. So, it can be concluded that there is an impact of the analytical skills of teacher book on the ability to compile Lesson plan. While the results of the correlation test which is 0.723 based on the correlation coefficient guidelines table is in the upper category; it means there is a strong relationship between analytical skills of teacher book and the ability to compile lesson plans.

The calculation of the coefficient of determination results 0.723, which means the impact of the analytical skills of teacher book and the ability to prepare lesson plan is 72.3%, while the rest of 27.7% is influenced by other variables which are not included in the study.

The purposes of the teacher book is as a guide for the use of student books, as a reference for learning activities in the classroom, and as an explanation means of the learning methods and approaches used in the learning process [6]. The result shows the analytical skills of teacher book in Cicalengka sub-district can be classified as adequate. This indicates that the teachers still have the ability to analyze teacher books; to put it simply, the ability to interpret the teacher book material into parts or components that are more structured and easy to understand is moderate.

[12] says every educator in the education unit is obliged to prepare a complete and systematic lesson plan so that learning activities can be interactive, inspiring, fun, challenging, and efficient. Moreover, it is expected to motivate students to participate more actively as well as provide sufficient space for initiative, creativity, and independence in accordance with the

students' talents, interests, physical and psychological development. Therefore, the preparation of the lesson plan greatly influences learning outcomes. Based on the research results, the ability of teachers to prepare lesson plans in Cicalengka sub-district is adequate or moderate. Furthermore, such result is also affected by the moderate value of the analytical skills of teacher book.

The obtained regression model shows that when teacher book analytical skills increases by one unit, the ability to prepare lesson plans will increase by 114.9%, so the direction of the influence of variable X on Y is positive. Based on the results of the analysis above, the granting variable of the analytical skills of teacher book has a significant influence on the ability to compile lesson plans in Elementary Schools in Cicalengka Sub-district. As a result, the higher the level of the analytical skills of teacher book, the higher the teacher's ability to prepare lesson plans. Based on previous researches, most teachers have a slight difficulty in preparing lesson plans; therefore, the determining factor to overcome such difficulty is the teachers must be able to analyze the teacher book first.

Conclusion

Based on the discussion, the conclusions of this study are as follows (1) the percentage of the answers to the analytical skills of teacher book obtained from the respondent's questionnaire is 54.09%. So, it is in the moderate category because it is in 33.33% - 66.67% intervals. The result of the data processing indicates that the analytical skills of teacher book in Cicalengka Sub-District are adequate or moderate. (2) The percentage of the answers to the ability to compile lesson book obtained from the respondent's questionnaire is 48.18%. So, it is also categorized as moderate because it is among 33.33% - 66.67% intervals. The result of the data processing indicates that the ability of teachers to prepare lesson plan in Cicalengka sub-district is still adequate or moderate. (3) The granting variable of the analytical skills of teacher book has a significant impact on the ability to compile Lesson plan in the Elementary Schools of Cicalengka sub-district. It can be concluded that the higher the level of teacher book analytical skills, the higher the teacher's ability to prepare lesson plans.

Reference

- [1] Law No. 14 of 2005 on teachers and lecturers. In the Republic of Indonesia Law number 20 of 2003 on the National Education System..
- [2] Sa'ud, Udin Syaefudin(2008) Profesionalisme Guru. Bandung: Alfabeta.
- [3] Mulyasa. H. E., (2014) pengembangan dan implementasi kurikulum 2013. Bandung : PT. Remaja Rosdakarya.
- [4] Wahyuni. Sri & Ibrahim. A.S (2012) Perencanaan Pembelajaran Bahasa. Malang : PT Refika Aditama.
- [5] Kunandar. (2011). Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru. Jakarta : Rajawali Pres
- [6] Minister of Education and Culture. (2013). Minister of Education and Culture Regulation No. 22/2016 on the Standard Process for Primary and Secondary Schooling. Jakarta: Minister of Education and Culture.

- [7] Djaali & Pudji Muljono. (2008). Pengukuran Dalam Bidang Pendidikan. Jakarta: PT. Grasindo.
- [8] Novita, dkk (2016). *Perbandingan Kemampuan Analisis Siswa Melalui Penerapan Model Cooperative Learning dengan Guided Discovery Learning*.
- [9] Izzati, Nurma. 2015. *Meningkatkan Kemampuan Analisis Matematis Mahasiswa Pada Mata Kuliah Kajian Pembelajaran Matematika Modern Melalui Pembelajaran Kolaborative Murder*. IAIN Antasari. Vol. 03 No 1
- [10] E. Kosasih. (2014). *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: Yrama Widya.
- [11] Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- [12] Suprihatiningrum. (2012). *Strategi Pembelajaran*. Yogyakarta: A-Ruzz Media