

THE IMPORTANCE OF LESSON PLANS FOR LECTURERS (Lecturers' Perspective at STAI Syekh H Abdul Halim Hasan Al - Ishlahiyah Binjai)

Darmaida Sari¹

¹STAI Syekh H. Abdul Halim Hasan Al – Ishlahiyah Binjai
(email: darmaidasari@ishlahiyah.ac.id)

Abstract: - *This study aims to find out how important preparing lesson plans for lecturers at STAI Syekh H Abdul Halim Hasan Al Ishlahiyah Binjai before teaching in the classrooms. This research is a descriptive qualitative study with 15 informants as participants. The data proved that all the Islamic education lecturers made and prepared lesson plans before they taught in the classrooms. They revealed that preparing lesson plans were very important to do before coming to the classrooms. They argued that professional lecturers are lecturers who can make good lesson plans that have clear learning objectives and outputs in accordance with the interests and talents of their students. The results from the interviews were also found that these lecturers also prioritized Islamic moral values aspects in their lesson plans. They said that lecturers who did not have lesson plans tended to teach haphazardly and aimlessly and had no output to produce. Lesson plan is the main and the crucial aspects that must be made and designed by the lecturers. Lecturers felt insecure and not free if they entered class without making and bringing lesson plans when they were in the classrooms. In supporting the suitability between the lesson plans made by the lecturers and what were taught in the classrooms, Quality Assurance Agency (LPM) of STAI Syekh H. Abdul Halim Hasan Al – Ishlahiyah Binjai always monitors and evaluates the learning activities of the lecturers at the end of the semester.*

Keywords: *Plan, Learning, Lecturer, Important*

Introduction

Lesson plan is an obligation that must be made by a lecturer before entering and teaching the students in the classrooms. A lesson plan is usually made by a lecturer to teach for one semester based on the subject taught. Based on Ministerial Regulation of Education and Culture (PERMENDIKBUD) No. 3 of 2020 concerning National Higher Education Standards, it stated that learning process planning is prepared for each subject that is implemented in the semester lesson plan. Making lesson plans for lecturers are actually something that must be done before the lecturers enter the classrooms. This is in line with the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015 Article 12 on Higher Education Curriculum Documents.

Lesson plans must be designed properly and correctly so that later when teaching in the classrooms there are no errors and miscommunication between what is planned in the lesson plan and what is taught to the students. Preparation before the teaching process is very important so that there is no overlap between one aspect and another. Careful preparation will determine the goals, outputs and objectives to be achieved at the end of the learning process. The learning process without proper preparation is impossible to achieve the goals to be achieved. “preparation will involve understanding the intended learning outcomes of the course of the module for the students in relation to the subject knowledge required for the particular session as well as determining the session aims, objectives and outcomes” (Nicholls, 2002:41).

Preparation that is not mature or even without preparation will have an impact on the goals to be produced. If even at the planning stage an error occurs, the consequences will be fatal for the results/output produced. Nur and Fatonah (2022) stated that “Quality teachers will produce quality students; teachers who have competence will produce students who have potential”. In other words, a teacher who has quality will teach something classy, not something that seems perfunctory. So that it will have an impact on the output produced such as the potentials of students who can be used and managed properly and correctly.

By making lesson plans, it will make it easier for teachers to carry out the learning process in the classrooms because teachers have references in teaching in the classrooms (Anggraeni & Akbar, 2018). As a reference in the teaching and learning process in the class, lesson plans cannot be made haphazardly. Making the right lesson plan will affect to the interests, motivations and attitudes of students in the class so that it will increase a better understanding of the lesson being studied (Seel, Lehmann, Blumschein, & Podolskiy, 2017).

Sometimes in making lesson plans, there some are not in accordance with the learning objectives. The lecturer thinks that the lesson plan is just an administrative requirement that must be completed before entering class and even the lesson plan is not implemented. The lecturer teaches only as he pleases without any references basis for what material will be taught in the class. A lecturer who teaches like this without a lesson plan can be categorized as an incompetent lecturer. Whereas in the realm of education, lecturers must have four basic competencies, namely: personal competence, social competence, pedagogical competence and professional competence. Harto (2018) states that lecturers must have four competencies, namely:

“First, knowing digital usage and its application; second, having leadership competencies that are able to direct students to have an understanding of technology; third, having the ability to accurately predict the direction of changes and strategic steps to deal with them; fourth, having competence in controlling oneself from all turmoil of change, and being able to deal with it by generating ideas, innovation, and creativity”.

Making a good and correct lesson plan must include elements of a scientific approach (observing, questioning, associating, collecting and communicating). Putri (2016) in her research found that many teachers did not know how to include and develop elements of the scientific approach in their lesson plans.

Lecturers are adjunct staff who carry out teaching and education duties in tertiary institutions in a professional manner and based on their respective competencies. Lecturers in teaching students in the classrooms must have prepared lesson plans and bring them when they enter the class where they are teaching. The importance of making lesson plans before lecturers teach in the class greatly influences the teaching activities of lecturers in the field. A good lesson plan will produce teaching output that is useful for the scientific development of students. Based on the background above, the researcher is interested in examining the perceptions and responses of the lecturers of STAI Syekh H Abdul Halim Hasan Al-Ishlahiyah Binjai regarding the importance of preparing and making lesson plans before lecturers teach in the classrooms.

Literature Review

The lesson plan is a set of one semester plans about a particular discipline or subject that will be taught by the lecturer in the classrooms. The lesson plan contains a set of one semester plans to be achieved in a lesson. Based on Ministerial Regulation number 44 of 2015, the lesson plan contains study program learning achievements, course learning achievements, assessment criteria, schedules, description of lecture material and activities (which includes expected final abilities, study materials, learning strategies/learning methods, study time, student learning experiences, assessment criteria/indicators, and weights), and learning resources.

In making lesson plans according to Devi, Juniartina, and Pujani (2020) there are three cycles, namely planning (plan), implementation (do), and reflection and evaluation (see). Making lesson plans using the concept of lesson study is an adaptation of learning from Japan (Vitantri, 2014). The benefits of learning by using lesson study are:

“Making the lesson plans process more mature, in the implementation of teaching the model lecturer feels more prepared. Reflection makes the model lecturer aware of the strengths and weaknesses of the learning that has been carried out as well as a guideline and material for improvement in preparing the next lesson plan. Lesson study can effectively improve the quality of learning, a well Lesson Study designed makes model lecturers more professional and innovative (Vitantri, 2014:8)”.

It means that in making lesson plans, all aspects of education must be thought through carefully, not carelessly and suddenly. The better and more mature the planning, the better the quality of the lesson plan created by the lecturer. The quality of a good lesson plan will affect the interests, talents, and motivation as well as the resulting output. Goldhaber (2002:6) assumed that “Good teaching is clearly important to raising student achievement”. It proves that a good lesson plan must be accompanied by a good teaching process so that the learning objectives and outputs produced are in accordance with what is expected. It will have an impact on increasing student competence and insight.

There are many ways and methods used by lecturers to design and create interesting innovative lesson plans. As shown below, it is a review cycle for making lesson plans based on practice orientation.



Picture 1. Practice-oriented learning review cycle (Febriyanti., & Sunarsih, 2013)

Actually, making lesson plan really helps a lecturer in the classroom when they teach. The lesson plan assists the lecturer in directing the direction of learning so that it is in accordance with the goals desired by the educational curriculum. Duncan and Met (2010) stated that “Lesson plan helps to ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments”. The lesson plan has a very vital function for the lecturer to guide the lecturer so that he does not deviate from the goals to be achieved in the lesson. When the classrooms and the lecturers experiences disturbance such as class conditions that are not conducive, or other things that cause the lecturer to be distracted from his concentration in teaching so that the learning objectives are not achieved. So with the lesson plan made by the lecturer, it will direct the lecturer back on track so that the learning objectives and outputs to be achieved will be easily achieved. Harmer (2007:133) states that “a plan helps to remind teachers what they intended to do, especially if they get distracted or momentarily forget what they had intended”.

Lesson plan is the most basic thing that must be known, mastered and made and designed before the teacher enters the class. A good lesson plan will bring out the learning objectives that will be achieved at the end of the lesson. A good lesson plan will show a structured process cycle from the beginning to the end of the lesson, so that you can see what results will be achieved. Coetzee, Vanniekerk, and Wydeman (2008) define lesson plans as “planning determines in advance which learning outcomes must be achieved at a specified time in the future and how they will be achieved”.

Method

The research method used in this study is a descriptive qualitative research method. The instrument used in data collection in the field was in-depth interviews with 15 lecturers of Islamic education as informants for this study. The data analysis technique used by the researcher in processing data and describing it in detail is by using qualitative data analysis techniques which include: data reduction, data display and conclusion drawing and verification (Miles & Huberman, 1994).

Result and Discussion

After interviewing 15 Islamic education lecturers to find out their perceptions about how important lesson plans to be prepared, designed and made before entering classrooms to teach, the following results were obtained:

1. Lesson plans are very important for lecturers to be prepared before they enter to the classrooms to teach. This is evidenced by the lecturers who have made lesson plans for semester in two weeks before the semester learning process begins.
2. Lecturers said that they felt uncomfortable and insecure about teaching in the classrooms without preparing a lesson plan in advance.
3. Lecturers revealed that they were required by the chairman of college to prepare a lesson plan before they entered to the classrooms. Lecturers are not allowed to teach in the classrooms if they have not prepared a lesson plan.
4. The lecturers said that the lesson plans that were made also could not be careless. The campus quality assurance agency Syekh H. Abdul Halim Hasan Al Ishlahiyah Binjai will examine and evaluate each semester's lesson plan made by the lecturers.
5. The lecturers stated that the semester lesson plan that is made must also include the output that will be achieved at the end of the semester of teaching process. The lesson plan that is made must display the goals and outputs that will be achieved by the lecturers and especially for students.
6. Several lecturers explained that the college Quality Assurance Unit and team always evaluate the teaching process of the lecturers by visiting the lecturers one by one in the classrooms when they are teaching. The college Quality Assurance Unit and team will see, monitor and assess and evaluate the teaching process of the lecturer in the classrooms until finished. The semester lesson plan includes the media and tools used by the lecturer in carrying out the learning process, timeliness, learning methods and the method of delivery by the lecturer are the main aspects that are assessed by the Quality Assurance team.
7. The Quality Assurance Team will match the semester lesson plans made by the lecturers with the teaching process carried out by the lecturers themselves in the classrooms.
8. Then, the Quality Assurance Team will calculate the scores obtained by each lecturers. The results of the monitoring and assessment of the Quality Assurance Team will be submitted to the chairman of college to evaluate the performance of the lecturers. Lecturers who have low scores will be collected and guided directly by the education experts in the field of teaching to improve the performance of these lecturers. Experts in the field of teaching are usually invited by the chairman of STAI Syekh H Abdul Halim Hasan Al Ishlahiyah Binjai.

9. Because the semester lesson plan is so important for the lecturer, the lecturer is not allowed to teach without making a lesson plan.
10. At the end of the semester learning process, the lecturer's semester lesson plan will also be tested again through the students. The students will be given a questionnaire regarding the performance of the lecturers who enter each class. The lecturers were then re-assessed by the Quality Assurance Team through a questionnaire filled in by the students.

Based on the data above, it can be described that all the lecturers at STAI Syekh H Abdul Halim Hasan Al Ishlahiyah Binjai have the same perception about how important lesson plan to be prepared, planned, designed and made before teaching. Lecturers assume that good and professional lecturers are lecturers who have prepared their lesson plans before the semester lectures take place. The lesson plan is not just an obligation that must be fulfilled by the lecturer as a requirement before entering class. But more than that, the lesson plan has become a need and responsibility that cannot be represented or even eliminated. In making lesson plans, lecturers must pay attention to the needs and motivation of students "Motivation is seen as a prerequisite of, and a necessary element for student engagement in learning (Saeed & Zyngier, 2012: 1)". In addition to student motivation and needs which are one of the references in making lesson plans, instilling and applying moral values to students must also be included and implemented in a lesson plan. Moral values are important aspects that cannot be separated or even eliminated in making a good and correct lesson plan. Sari (2022) stated that moral values such as mutual respect between students to lecturers and students to students, values of politeness, caring and tolerance as well as disciplinary values are very important things to instill and apply in class. Thus, making lesson plans for lecturers is non-negotiable. The lecturers at STAI Sheikh H Abdul Halim Hasan Al Ishlahiyah Binjai are always monitored and evaluated by Quality Assurance Unit at the end of each semester. The quality assurance agency team will visit classes where lecturers teach to assess and match between the lecturers' lesson plans and what are taught in the classrooms. So in essence, lecturers must teach according to the lesson plans they have made.

Conclusion

Based on the findings obtained in the field, it can be concluded that it turns out that lesson plans are very important to be made, designed and prepared by lecturers before they teach in the class. Lesson plans that are made by the lecturers also should not be arbitrary. The lesson plans made by the lecturers must also adjust to the needs, interests and talents of the students. Teaching in the classroom conducted by lecturers is not easy and ordinary. This is because lecturers are teachers and educators who not only transfer knowledge but also shape the character and morals of students so that they are nobler and have high morals. The lesson plan is a core aspect or can also be called the lifeblood of the nation's children's education. Without careful planning, teaching will be haphazard without clear objectives and undirected output results. A good and professional lecturer is one who is able to arouse the enthusiasm and motivation of his students in the classrooms. The lecturer must be able to motivate students to

continue exploring and finding out the learning material that they do not understand. Graham and Weiner (1996: 63) state that “In the context of academic achievement, motivational concerns would be addressed if we were to ask, for example, why some students complete tasks despite enormous difficulty, while others give up at the slightest provocation, or why some students set such unrealistically high goals for themselves that failure is bound to occur”. This is not an easy thing. By designing a mature lesson plan, all targets to be achieved will soon be achieved and exceeded.

References

- Anggraeni, P., & Akbar, A. Kesesuaian rencana pelaksanaan pembelajaran dan proses pembelajaran. *Jurnal Pesona Dasar*. 6 (2).
<https://jurnal.unsyiah.ac.id/PEAR/article/view/12197/9465>
- Coetzee, S.A. Vanniekerk, E.J., & Wydeman, J.L. (2008). *An educator's guide to effective classroom management*. Van Schaik: Pretoria.
- Devi, N. L. P. L., Juniartina, P. P., & Pujani, M. (2020). Lesson study dalam upaya peningkatan keaktifan mahasiswa dalam proses perkuliahan biologi dasar II prodi S1 pendidikan IPA. Wahana Matematika dan Sains: *Jurnal Matematika, Sains, dan Pembelajarannya*, 14 (2).
- Duncan, G. & Met, M. (2010). STARTALK from paper to practice. College park, MD: National foreign language center at the University of Maryland.
www.STARTALK.umd.edu/lessonplanning.
- Goldhaber, D. D. (2002). The mystery of good teaching. *Education Next Journal*, 2(1), 50-55.
- Graham, S., & Weiner, B. (1996). *Theories and principles of motivation (chapter)*. Handbook of Educational Psychology. <http://doi.org/10.1037/10518-049>
- Harmer, J. (2007). *The practice of English language teaching*. Fourth edition. Pearson longman: Harlow.
- Harto, K. (2018). Tantangan dosen PTKI di era industri 4.0. *Jurnal Pemikiran dan Penelitian Pendidikan*. 16(1). <http://journal.uinmataram.ac.id/index.php/tatsqif>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis (2nd ed.)*. London: Sage Ltd.
- Nicholls, G. (2002). *Developing teaching and learning in higher education*. First Edition London: Routledge/Falmer.
- Nur, H.M., & Fatonah, N. (2022). Paradigma kompetensi guru. *Jurnal Uniga*, 1(1).
<https://journal.uniga.ac.id/index.php/JPGSDU/article/view/1561>.
- Putri, A. (2016). EFL teachers' understanding in developing lesson plan. *Indonesian EFL Journal*, Vol. 2(1).
<https://scholar.archive.org/work/fcosa5xi35gwflf2js6a2esfjm/access/wayback/https://journal.uniku.ac.id/index.php/IEFLJ/article/download/632/489>
- Saeed, S., & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of education and learning*, 1 (2).

- Sari, D. (2022). Strategies for implementing islamic moral values to islamic education students at STAI al-ishlahiyah binjai through online learning during Covid-19. *International seminar of islamic studies proceeding*, 3(1). <http://jurnal.umsu.ac.id/index.php/insis/article/view/9605>
- Seel, N. M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). What is Instructional Design? *Instructional Design for Learning*, 1–17. https://doi.org/10.1007/978-94-6300-941-6_1.
- Vitantri, C. A. (2014). Penerapan lesson study pada mahasiswa program studi pendidikan matematika mata kuliah advanced calculus Program Studi Pendidikan Matematika. *Jurnal Gamatika*, 5(1), 8-18.