

Teacher Constraints in Preparing Lesson Plan through Google Classroom

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ARTICLE INFO

Article history:

Received February 08, 2021

Revised February 12, 2021

Accepted March 24, 2021

Available online April 25, 2021

Kata Kunci:

Kendala, RPP, Google Classroom

Keywords:

Constraint, Lesson Plan, Google Classroom

ABSTRAK

Melaksanakan proses belajar mengajar yang efektif dengan integrasi platform pembelajaran online merupakan hal yang penting bagi para guru, untuk memaksimalkan proses pembelajaran online. Tujuan penelitian ini menganalisis kendala dalam menyusun RPP terintegrasi google classroom. Penelitian ini menggunakan desain kualitatif sebagai desain penelitian. Subjek penelitian dalam penelitian ini adalah seorang guru bahasa Inggris. Instrumen yang digunakan dalam penelitian ini berupa angket yang memuat aspek-aspek diantaranya tujuan pembelajaran, materi pembelajaran, kegiatan pembelajaran, media dan sumber pembelajaran, dan penilaian pembelajaran. Hasil penelitian menunjukkan bahwa terdapat beberapa kendala yang dominan, antara lain media pembelajaran online hanya sebagai perantara siswa dalam mengumpulkan hasil karyanya, media pembelajaran online yang hanya digunakan untuk mengumpulkan tugas, guru kesulitan menilai hasil kerja siswa yang sebenarnya dari kegiatan tersebut, platform pembelajaran online yang hanya digunakan untuk menyampaikan materi, jenis dan teknik penilaian tidak dapat dinilai dengan jelas dari kegiatan tersebut. Berdasarkan hasil penelitian dapat disimpulkan bahwa guru mengalami beberapa kendala yang dominan dalam menyusun RPP sehingga perlu diselesaikan oleh guru melalui penguasaan lima aspek RPP, agar dapat disesuaikan dengan situasi belajar mengajar yang dinamis.

ABSTRACT

Implementing an effective teaching and learning process with the integration of online learning platforms is important for teachers, to maximize the online learning process. The purpose of this study is to analyze the obstacles in compiling the integrated lesson plans for google classroom. This study uses a qualitative design as a research design. The research subject in this study was an English teacher. The instrument used in this is a questionnaire containing aspects such as learning, learning materials, learning activities, media and learning resources, and learning objectives. The results show that there are several dominant obstacles, including online learning media as an intermediary for students in collecting results, online learning media that are only used to collect assignments, teachers have difficulty assessing student work from these activities, online learning platforms that are only used for conveying the material, type and technique of the assessment cannot be assessed from the activity. Based on the results of the study, it can be said that teachers experience several dominant obstacles in preparing lesson plans so that they need to be resolved by teachers through mastering five aspects of lesson plan so that they can be adapted to dynamic teaching and learning situations.

1. Introduction

The lesson plan is a learning plan developed from the syllabus to direct students' learning activities in to achieve Basic Competence (KD). Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, and motivating students to participate actively (Dian & Sri, 2017; Rahardjo, 2016; R. Suciati & Astuti, 2019; Sulistyowati, 2014). In addition, the lesson plan is also able to provide sufficient space for the initiative, creativity, and independence following talents, interests, and developments. The success of implementing a person's learning is largely determined by the quality of the planning he makes. Currently learning is done online due to the Covid-19 pandemic that has hit the whole world. The education sector was also affected. During online learning, the teacher also continues to make lesson plans

as outlined in the lesson plans. However, the difference with the previous lesson plans is that the lesson plans made this time must be adapted to the current learning conditions, namely online so that they must be integrated with ICT.

Based on the observations that have been made, SMAN 1 Kediri was chosen as the object of research because it has used google classroom as the main platform for conducting online learning in Abang district, the use of google classroom at SMAN 1 Kediri as the main platform to support online teaching and learning activities. In addition, this school has also implemented the K-13 curriculum with a scientific approach in its learning activities. The scientific approach helps teachers to develop learning activities by separating the process into several detailed steps. Because this study focuses on the preparation of lesson plans based on a scientific approach in the K-13 curriculum, it is necessary to select schools that have implemented this curriculum.

Google Classroom is one example of e-learning media in Indonesia. Google classroom is equipped with communication facilities between students and teachers, between fellow students, and students with other learning resources. The advantages of Google Classroom are that it is easy to use, can save time, is cloud-based, is flexible anytime and anywhere, and is free of charge (free) (Alqudah et al., 2020; Gao et al., 2020; Phungsuk et al., 2017; Sadikin & Hamidah, 2020; Widyantara & Rasna, 2020). While the weakness is that there are no external services such as automatic question banks and private chats between teachers and students to get feedback. and can be linked by email, making it easy to access. Virtual class-based online learning with Google Classroom becomes more meaningful because the learning materials provided are designed in such a way that it is easier for students to understand (Chimmalgi, 2018; Ghavifekr & Rosdy, 2015; Hwang et al., 2014; O'Flaherty & Costabile, 2020). In addition, the material can be repeated when there is a material that is not understood so that it can improve student learning outcomes. The use of Google Classroom does not need to carry out a complicated installation process so that it can facilitate online learning for students during the COVID-19 pandemic. There have not been many in-depth studies regarding teacher constraints in preparing the integrated lesson plans for Google Classroom.

Several studies that are relevant to this study such as those conducted by (Yuliani & Saputri, 2021) found that learning with the Google Classroom platform was more effective than with the WhatsApp group platform. Then the research conducted by (Kenedi et al., 2021) found that the ability to write procedural texts before using google classroom was 25,14 with a high category and after using google classroom was 35,37 with a very high category. Other research was also conducted and found that teachers were able to invite students to join and study the content of teaching materials and evaluation assessments in the LMS-Google Classroom enthusiastically and enthusiastically (Ramadhani et al., 2019). The purpose of this study is to analyze the obstacles in compiling the Google Classroom integrated lesson plan.

2. Method

This study uses a qualitative design as a research design. The research subject in this study was an English teacher at SMAN 1 Kediri. The instrument on preparing lesson plans was adopted from the guideline on lesson plans from LPPL which was also supported by the study (Bin-Hady & Abdulsafi, 2019). Then the instrument is adjusted to the use of google classroom for online learning. This instrument is identified through the following aspects: 1) learning objectives, 2) learning materials, 3) learning activities, 4) learning media and resources, and 5) learning assessment. Concerning instrument validity, experts are required to check the feasibility of the instrument. The cross-tabulation table is used to place the examination results between the two experts.

3. Results and Discussion

There are four lesson plans on different topics, namely: conditional sentence, asking and giving an opinion, asking and giving suggestions, and asking and offering help. The RPP is based on the five aspects proposed by LPPL (2007) which are supported by studies from (Bin-Hady & Abdulsafi, 2019). Constraints found in the aspect of learning objectives are in the aspect of learning objectives, the teacher mentions obstacles in stating learning objectives that include audiences. This obstacle occurs in all lesson plans, which are caused by different student situations. In this case, the shift to an online situation causes teacher shifts in the teaching and learning process, which makes teachers have to adapt to online situations. Thus, the unpreparedness of this teacher was determined as an obstacle that occurred. In addition to resources, staff and teacher readiness, self-confidence, student accessibility, and motivation play important functions in ICT integrated learning (Ali, 2020). Second, constraints in stating learning objectives that contain behavior. In this problem, the teacher stated that this happened because each

student's behavior could not be the same. Thus, this problem occurs in all lesson plans topics. In relation to student behavior in online learning. In terms of student behavior, teachers must reflect by using learning theories (behavior, cognition, constructivist, and social situational learning) and student-centered methods (active learning, project-based learning, and project-based learning) (Pheeraphan, 2013). Collaborative learning can be a catalyst to incorporate digital literacy effectively, as teachers must integrate learning theories and student-centered methods in their lesson plans. Third, the obstacles in stating the learning objectives that contain these conditions. Regarding this obstacle, the teacher stated that in all the lesson plans he made, this obstacle occurred because of the condition of students in different situations (distance learning). In this case, the teacher must pay attention to the lesson plans he makes, because the lesson plans are following the situation, to achieve the competencies set out in the syllabus. (Apsari, 2013).

This constraint is related to the distance learning situation, which also occurs as a problem in other related studies. Proposing online and distance learning as a necessity at the time of social distancing restrictions, resulting in a lack of face-to-face interaction with teachers, response times, and the absence of face-to-face class socialization (Adnan & Anwar, 2020; Ali, 2020; Fuadi et al., 2020). Most students prefer conventional face-to-face learning, compared to online learning (Suprihatiningrum, 2020). Students reported various challenges they experienced, the most important of which was the high cost of internet access. Thus, these problems are also related to further constraints regarding the setting of learning objectives that contain the degree of achievement. In this obstacle, the teacher explains that this obstacle occurs because students cannot be equal in achieving a predetermined degree. teachers must find the right way to promote the learning process academically and socially emotional. Teachers must be able to manage classrooms in classrooms and online classes (Suryaman et al., 2020; Kniffin et al., 2021; Suciati, 2020).

In other aspects of lesson plans, other obstacles were found in developing teaching materials into themes and sub-themes. This problem occurs in three lesson plans, except the topic of conditional sentences. In this case, the teacher mentioned that this problem occurred because the theme was complex. The next obstacle is the selection of learning media based on teaching materials. In this problem, the teacher mentions the reason why this problem occurs because it is difficult to choose media that is easy to use and access. In other aspects of learning media, obstacles were also found in the selection of media based on learning methods/techniques. The teacher stated that this obstacle occurred because the learning media was only used to facilitate the delivery of material, not based on learning methods or techniques. Related to learning media and mastery of strategies or techniques in teaching, teachers must integrate teaching with google classroom to improve student performance. Mastery of using Google Classroom, teachers only need to create and post content for students (Hussaini et al., 2020)(Kurniawati et al., 2019; Mahitsa et al., 2020; Permata & Bhakti, 2020). The material itself can be in the form of documents, images, audio, file attachments and even videos. It also empowers other features such as announcements, upcoming assignments, deadlines, and feedback, so students can manage their independent learning. Furthermore, mastery of the media is something that must be done by the teacher. Most students agree and accept google classroom as a medium for online learning, as long as the strategy and infrastructure can support learning. implementation of online learning through google classroom.

The last obstacle found was in the assessment aspect, namely the selection of appropriate types and assessment techniques for online learning platforms. In this problem, the teacher explains that this problem occurs because it is difficult to identify the originality of student work in online learning. In this regard, paying attention to the assessment aspect is something that must be done. Assessment must be able to measure what is formulated in the objectives regarding what and how well students must demonstrate certain action verbs (Bashooir & Supahar, 2018; Purwaningrat et al., 2021; Supahar & Prasetyo, 2015; Wulandari & Radia, 2021). In addition, assessments should be congruent with activities and use familiar activities from their classroom experience. Regarding the assessment aspect in online learning, mastery of online assessment can be done by teachers to help teachers improve the quality of feedback for students. Online assessments allow teachers to track student performance and make analysis across multiple assessments. Immediate feedback from online assessments allows teachers to spot misunderstandings that are not clear to students and resolve them before the final exam. The use of online assessments can reduce the burden on teachers to assess the large number of students (Evriana, 2020; Oktafianti, 2019; Mauliate et al., 2019). Google classroom should also be a form of student assessment through online assignments and quizzes to make students actively participate in educational technology classes.

4. Conclusion

Teachers experience several dominant obstacles in preparing lesson plans. The dominant obstacle is online learning media only as an intermediary for students in collecting their work. Online learning media that are only used to submit assignments, difficulties in assessing the actual work of students from these activities, online learning platforms that are only used to deliver material, and the types and techniques of assessment cannot be assessed from these activities. The advice that can be given is that teachers need to solve these obstacles through mastering five aspects of lesson plans, so that they can be adapted to dynamic teaching and learning situations.

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