

Teacher Obstacles in Preparing Learning Implementation Plans at Madrasah Miftahussudur Banten

Ayu Ratih Rizki Pradika

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

*Corresponding Author: ayuratih906@gmail.com

Article Info

Article history:

Received :
Acceptance :
Published :
Available online

<http://aspublisher.co.id/index.php/kolaborasi>

E-ISSN: xxxx-xxxx

How to cite:

Pradika, ARR. (2024). "Teacher Obstacles in Preparing Learning Implementation Plans at Madrasah Miftahussudur Banten" *KOLABORASI: Journal Of Multidisciplinary*, vol. 1, no. 2, pp. 61-67, 2024.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

The teacher is a component that is very influential on the creation of quality educational processes and outcomes. Qualified teachers will make plans for the learning process. Developing a Learning Implementation Plan that will be used during the learning process is one aspect of learning planning. The number of duties and responsibilities of teachers in activities in class and also at school, so that teachers feel that there is a limited time in preparing the lesson plan to be less than optimal. This study aims to determine the obstacles of Banten Miftahussudur teachers in compiling a Learning Implementation Plan both in terms of problems, constraints and efforts made by the Banten Miftahussudur teachers in overcoming obstacles in the preparation of a Learning Implementation Plan. In its implementation, this study uses a qualitative research approach with descriptive analysis method. This study found that the teachers at Madrasah Miftahussudur Banten already understood the lesson plan quite well. In general, teachers at Madrasah Miftahussudur Banten have understood the nature and purpose of preparing a Learning Implementation Plan. In overcoming various problems and obstacles as well as obstacles faced by teachers in the preparation of the Learning Implementation Plan for Madrasah Miftahussudur Banten Teachers, several efforts were made.

Keywords: Obstacles, Preparation, Education

1. INTRODUCTION

There are several components in education. Teachers are one of several very important components of education, this is because a teacher has an important and primary role in the development and construction of education. The success of the learning process and the success of students is also determined by an educator or teacher. In this case, it means that in the process and results of good and quality learning, teachers have a very important influence in order to create quality

education and learning. One of the characteristics of a good and quality teacher is when a teacher prepares pre-learning well, one of which is making a learning implementation plan. The Learning Implementation Plan (RPP) made by this educator or teacher will make it easier and help teachers in implementing learning well and managing learning in the classroom so that good, fun and quality learning is created. In addition, by making this RPP, it will be an evaluation for educators or teachers and institutions as a benchmark for achieving learning success. To achieve the standard of the learning process in order to improve the quality of education, this can be started by making a learning plan properly and correctly, planned and detailed. One effort to achieve quality learning is to make a Learning Implementation Plan (RPP) and develop it. This is because the Lesson Implementation Plan (RPP) is a supporting tool for successful learning in the classroom. A teacher has an important role in determining the success of learning. One effort to achieve this success begins with the teacher making a lesson plan before teaching. The lesson plan is stated in the Lesson Implementation Plan (RPP).

Preparing and developing a lesson plan will at least answer what students must have, how to form student competencies, and how to know that students have the competencies to be achieved. The lesson plan is useful as a guideline and guide for teachers in the learning process because it contains overall instructions regarding the objectives and scope of the material to be delivered to students. The lesson plan also explains the learning activities, learning media, and learning evaluations that will be used during the learning process. By referring to the lesson plan, teachers can teach in class better, and not worry about going beyond the learning objectives, scope of the material, and teaching and learning strategies.

Based on the results of the author's interviews with several teachers at Madrasah Mifathussudur Banten, there are several problems experienced by teachers in preparing RPP, some of these problems are that there are no standards from the government, both from the central and regional governments regarding the standards for making Learning Implementation Plans (RPP), this makes several teachers at Madrasah Miftahussudur Banten use their own perceptions and opinions in preparing RPP. In addition to these problems, other problems were also found, namely several teachers at Madrasah Miftahussudur Banten admitted that they had many other tasks and responsibilities, both related to activities in the classroom and also responsibilities related to other school activities and administration, this makes teachers at Madrasah Miftahussudur Banten feel that they only have very limited time to make RPP optimally.

The problems above are very interesting for researchers to find the cause of these problems. Departing from the discussion above, the author tries to explain about "Teacher Obstacles in Preparing Learning Implementation Plans (RPP) at Madrasah Mifathussudur Banten" so that a common understanding can be drawn from this discussion.

2. RESEARCH METHOD

This study uses a qualitative research method. Qualitative research methods are research methods based on the philosophy of postpositivism, used to research natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning more than generalization. This study was used to examine the obstacles of Miftahussudur Banten teachers in compiling the Learning Implementation Plan (RPP) and the efforts made by Miftahussudur Banten teachers in overcoming these obstacles. Data analysis uses inductive / qualitative, and the results of the study emphasize meaning more than generalization.

The location of this study is Madrasah Miftahussudur Banten. The instrument in this study is the researcher himself. Furthermore, it is equipped with data and comparing data that has been found through observation and interviews to produce analysis and conclusions. The data collection method in this study uses observation, interview, and documentation methods. Interviews were conducted with several subjects, namely Mrs. Neni as the head of the school, Mrs. Yuli as the head of administration, Mrs. Elis as the head of student affairs, and Mrs. Eva and Mrs. Enong and Mrs. Ina as PAI teachers. The data analysis methods in this study are data reduction, data presentation, data validity testing, verification and conclusion.

3. RESULT AND ANALYSIS

Teacher Obstacles in Preparing Learning Implementation Plans

Teachers at Madrasah Mifathussudur Banten generally understand the Learning Implementation Plan (RPP) well. Regarding the purpose of compiling the Learning Implementation Plan (RPP), teachers at Madrasah Miftahussudur Banten also more or less understand it, namely that it is very useful in the learning process in the classroom, because the Learning Implementation Plan (RPP) is a reference and guideline for teachers in the learning process in the classroom. As expressed by Juniriang, the Learning Implementation Plan (RPP) functions as a reference and guideline for teachers in carrying out teaching and learning activities (learning activities) in the classroom so that learning in the classroom is more focused and runs effectively and efficiently. In other words, this RPP is useful as a guide that helps teachers control the implementation of learning in the classroom. However, according to several teachers at Madrasah Mifathussudur Banten, in its implementation, several obstacles were still found in compiling the Learning Implementation Plan

Problems faced by Miftahussudur Banten teachers in preparing learning implementation plans

The results of the author's observations and interviews with several teachers at Madrasah Miftahussudur Banten, there are problems faced by teachers at Madrasah Mifathussudur Banten in preparing the Learning Implementation Plan (RPP) these problems include still being found several teachers who do not prepare RPP. This is as expressed by Mulyasa, that there are still many teachers in schools who take shortcuts by not making preparations in the form of RPP and so on when they want to carry out the learning process in class, so that teachers teach without preparation. In addition, there are other problems, namely in preparing the Learning Implementation Plan (RPP) several teachers at Madrasah Miftahussudur Banten have many difficulties in determining the allocation of learning time, formulating indicators for achieving learning competencies and determining the learning methods that will be used in learning in class.

The next problem faced by teachers at Madrasah Mifathussudur Banten is a problem related to the preparation of assessments, as a teacher, you must definitely prepare the assessment instruments that will be used in learning in class, such as making practice questions that will be given to students, and equipped with assessment criteria. Teachers at Madrasah Miftahussudur Banten also experienced problems when analyzing practice questions so that many teachers at Madrasah Miftahussudur Banten made questions with various criteria. Teachers at Madrasah Miftahussudur Banten in making assessments have not yet analyzed each question. In addition, after conducting an assessment, teachers at Madrasah Miftahussudur Banten rarely analyze student learning outcomes by looking at how many students have completed the learning, and analyzing the most difficult practice questions. This is in accordance with the opinion expressed by Subini that most teachers in schools do not analyze the learning outcomes that have been carried out.

Obstacles of Madrasah Miftahus Shudur Banten Teachers in Preparing Learning Implementation Plans

Teachers at Madrasah Mifathussudur Banten when preparing the Learning Implementation Plan (RPP) certainly feel that there are several obstacles that cause problems. Some of the obstacles felt by Miftahussudur Banten teachers when preparing the Learning Implementation Plan (RPP) are limited time, this causes teachers at Madrasah Miftahussudur Banten to be unable to prepare the Learning Implementation Plan (RPP) properly and optimally. In addition, according to statements from several teachers at Madrasah Miftahussudur Banten, the time of teachers at Madrasah Miftahussudur Banten is already much taken up by teaching in class and at home, teachers at Madrasah Miftahussudur Banten feel that they have other jobs. Another obstacle faced by teachers at Madrasah Miftahussudur Banten is that the teaching experience of teachers at Madrasah

Miftahussudur Banten is still short so that teachers at Miftahussudur Banten when preparing RPP cannot be optimal. This is because the teacher's teaching experience certainly affects the ability to carry out their professional duties as educators and teachers. If the teacher's experience at Madrasah Miftahussudur Banten is still short, of course this makes teachers at Madrasah Miftahussudur Banten face various problems when preparing RPP. As expressed by Hasanah, a teacher at school must have a competency to support his/her professional duties as a teacher, and one of the factors that influences the teacher's competency level is an internal factor, namely a factor that arises from within the teacher. One of the internal factors is the teacher's length of service and work experience.

Various conditions and characteristics of diverse students are also obstacles for Miftahussudur Banten teachers in preparing the Learning Implementation Plan (RPP). For teachers, understanding the character of each student is very necessary, so that the RPP that is made and designed can accommodate all conditions and characters of diverse students, so that students can follow the learning well and effectively. As stated by Fathurrahman, differences in student character, student ability level and student readiness can be obstacles for teachers in the learning process. So a teacher must understand each student's character

4. CONCLUSION

Based on the above study, it is concluded that the Learning Implementation Plan (RPP) is a plan that describes the procedures and organization of learning to achieve one basic competency set out in the content standards and described in the syllabus. The broadest scope of the Learning Plan includes one basic competency consisting of one indicator for one or more meetings. Teachers at Madrasah Miftahussudur Banten have understood the Learning Implementation Plan (RPP) quite well. In general, teachers at Madrasah Miftahussudur Banten have understood the nature and purpose of preparing the Learning Implementation Plan (RPP).

The problems faced by teachers at Madrasah Miftahussudur Banten in preparing the Learning Implementation Plan (RPP) include: there are still teachers who do not prepare RPP; teachers find it difficult to determine time allocation and competency achievement indicators; and teachers also find it difficult to create question instruments. The obstacles faced by teachers at Madrasah Miftahussudur Banten when preparing the Lesson Implementation Plan (RPP) include: insufficient time constraints for teachers to make the RPP, teachers' busyness outside of school or other schoolwork; diverse student conditions in terms of character, cognitive abilities and so on; factors of teachers' lack of teaching experience.

Efforts made by teachers at Madrasah Miftahussudur Banten in overcoming problems and obstacles in preparing the Lesson Implementation Plan (RPP)

include: utilizing the internet to obtain information related to the RPP; conducting discussions with fellow teachers; learning independently; and making RPPs for several meetings at once. Based on the results of the discussion, suggestions can be made for teachers to be able to increase creativity so that learning in schools is not monotonous and can make modifications and developments that are good and can be practiced by students.

References

- Adawiyah, R., Sayekti, R., & Syam, A. M. (2023). Analisis Kompetensi Literasi Informasi Siswa Madrasah Aliyah Negeri 2 Model Medan. *TSAQOFAH*, 3(6), 1219-1236.
- Anggriani, M., Sumanti, S. T., & Syam, A. M. (2024). Perkembangan Muhammadiyah di Kabupaten Aceh Tenggara, 1955-2022. *MUKADIMAH: Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial*, 8(1), 68-76.
- Callahan, Joseph and Leonard H. Clark, *Planning for Competence*. New York : Macmillan Publishing,
- E. Mulyasa, *Kurikulum yang Disempurnakan*, Bandung : PT Remaja Rosdakarya, 2009
- E. Mulyasa, *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*, Bandung : PT. Remaja Rosdakarya, 2011
- E. Mulyasa, *Implementasi KTSP, Kemandirian Guru dan Kepala Sekolah*, Jakarta : Bumi Aksara, 2008
- Fathurrohman, Amang dan MOH. Nurhadi, "Perencanaan Pembelajaran Guru Sekolah Dasar dalam Materi Pendidikan Agama Islam di Kabupaten Pasuruan", *Jurnal Ilmu Tarbiyah At-Tajdid*, Vol 5 No.2
- Hasanah Aan, *Pengembangan Profesi Guru*, Bandung : CV. Psutaka Setia, 2012
- Lestari Ika, *Pengembangan Bahan Ajar Berbasis Kompetensi*, Padang : Akademia Permata, 2013
- Maria Dominika Niron, *Pengembangan Silabus dan Rencana Pelaksanaan Pembelajaran dalam KTSP*, Yogyakarta : Departemen Pendidikan Nasional Universitas Negeri Yogyakarta, 2009
- Musfah Jejen, *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik*, Jakarta : Kencana Prenada Media Group, 2011,
- Ritonga, A. R., Education, I. R., Zein, A., Syam, A. M., & Ohorella, N. R. (2023). Misconceptions of Jihad: A Constructivist Review of the Meaning of Struggle in Islam in the Modern Era: Analysis of the verses al-Amwaal wa al-Nafs.
- Rusdi, M., Sebayang, V.A., Kholil, S., & Syam, A.M. (2024). Islam and the Ethics of War: Deconstructing Jihad through the Principle of Humanism in Theological Discourses
- Saraan, M. I. K., Rambe, R. F. A. K., Syam, A. M., Suhendar, A., Dalimunthe, M. A., & Sinaga, R. P. K. (2024, May). The application of fertilizer subsidies in the

context of coffee plantations in Pollung Sub-District, Humbang Hasundutan District, North Sumatra Province. In IOP Conference Series: Earth and Environmental Science (Vol. 1352, No. 1, p. 012012). IOP Publishing.

Siregar, N.Z & Syam, A.M. (2024). The Influence of Digital Library Service Quality On Student Satisfaction. PERSPEKTIF: Journal of Social and Library Science 2 (2), 40-48.

Subini Nini, Awas, Jangan Jadi Guru Karbitan! Kesalahan-kesalahan Guru dalam Pendidikan dan Pembelajaran, Jakarta : PT. Buku Kita

Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, Bandung : Alfabeta, 2016

Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D, Bandung : Alfabeta, 2017

Suparlan, Tanya Jawab Pengembangan Kurikulum dan Materi Pembelajaran, Jakarta : Bumi Aksara, 2012

Wiyani Novan Ardy, Etika Profesi Keguruan, Yogyakarta : Gava Media, 2015,

Zendrato Juniriang, "Tingkat Penerapan Rencana Pelaksanaan Pembelajaran dalam Pelaksanaan Pembelajaran di Kelas", Jurnal Scholaria, Vol. 6, No. 2, Mei 2016,