An Analysis of Rural And Urban Areas Senior High School English Teachers’ Ability In Developing Lesson Plan And Syllabus At Kolaka District

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ABSTRACT

The aim of this study was to find out the ability, different abilities, and constraints encountered by English teachers at rural and urban areas in developing syllabus and lesson plan at Kolaka district. The study used the ex post facto method and a mixed method. Subjects of the study were all senior high school teachers of English in Kolaka district who had become civil servants. The syllabus and lesson plan were developed using KTSP curriculum. The study analyzed data quantitatively and qualitatively. Results of the study showed that the ability of the teachers in developing syllabus was 95%, or within a category of “very good,” whereas their ability in developing lesson plan was 83%., which was categorized as “good.” To look into the difference between rural teachers’ ability and urban teachers’ ability, a quantitative analysis was performed, and the result showed that, as far as the ability to develop syllabus and lesson was concerned, there was no difference between rural and urban teachers. To analyze constraints commonly encountered by these teachers, interviews were conducted, and the results suggested that there were some internal and external factors associated with this particular issue. It could be concluded that both urban and rural teachers were equally able to produce well-developed syllabus and lesson plan.
1. INTRODUCTION

Many efforts to prepare teachers to become professionals have a lot to do. The fact is that not all teachers have a good performance in their duties. It was showed by the fact (1) teachers often complain curriculum change, (2) teachers often complain curriculum requirements with the load, (3) students often complain with the way teacher teach less attractive, (4) the teacher still cannot be guaranteed the quality of education as it should be (Imron, 2006).

Based on the fact that weight and complexity of the task and the role of the teacher, there should be supervision or guidance to teachers continuously to improve its performance. The performance of teachers needs to be improved in order to guide students to learn the business can thrive. According to (Pidarta, 1992) the process of developing the performance of teachers are formed and occur in teaching and learning activities. Besides, the teacher's performance is affected by the results of the guidance and supervision of the school principal or supervisor.

Learning tools developed by teachers in the educational unit. Teachers in the educational unit is obliged to draw up a learning tools in a complete and systematic manner that learning takes place in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests and development physical and psychological learners.

Lesson plan is a very important step before the implementation of learning. Careful planning is required in order to effectively implementation of learning. Lesson plan is poured into a learning tools in the form of a syllabus, lesson plan (hereafter LP), student worksheet (hereafter SW), the material to be learned and assessment.

Teachers are expected to act as designers (planners), the implementer (executor), and evaluators (assessors) learning activities. The teachers are the most dominant factors because in the hands of teachers was learning success can be achieved. The quality of teaching and teachers directly or indirectly affect the quality of learning in general. A teacher said to be professional when (1) a serious duty profession, (2) proud of the task profession, (3) always maintain and seek to improve their competence, (4) work with really no need to be supervised, (5) maintain the good name of the profession, (6) grateful to the benefits derived from the profession.

The ability to be controlled by a teacher that is: (a) to plan teaching and learning program, (b) implement and lead the learning process, (c) assess the progress of the learning process, (d) developing relationships with learners. The ability of teachers to plan learning, implementation of learning and evaluation of learning outcomes can be used as indicators of teacher performance appraisal. Performance of teachers who were targeted surveillance to be assisted by a school supervisor include: (1) the faculty, the superintendent of schools to help teachers prepare teaching preparation, conduct classroom learning activities, and to conduct an evaluation of learning results by checking the correct procedure, abilities, and skills of teachers implement instructional activities; (2) as a manager class, which helps teachers create a situation of optimal conditions for the implementation of the learning process in the classroom to apply these approaches and techniques -
engineering effective classroom management by examining the capabilities and skills of teachers in classroom management; and (3) as a guide, the school supervisor to check and help improve teachers' skills and abilities to give tutoring to students to be able to obtain optimal development.

During this time the teachers who teach at school little or rarely get a chance to follow the training increase the professionalism of teachers. This is why many teachers do not understand the preparation of learning tools are good and complete. Some teachers adopt someone else's device. For example, there are still many teachers have very low motivation in the preparation of learning tools and even some teachers who do not make the device completely. So that the learning activities are not well-thought. Another problem that occurs is (1) the LP made an english teacher components are incomplete in particular the component measures of learning and assessment, (2) ability of low teacher preparing learning tools, which has been just copying and pasting from the internet, (3) implementation of academic supervision is not based on prior agreement between supervisors, principals and teachers. These conditions greatly affect the implementation of the learning process.

2. LITERATURE REVIEW

2.1. School Based Curriculum (SBC)

School based curriculum is an abbreviation of the School Based Curriculum, developed in accordance with the educational unit, the potential of school / county, school characteristics / regional, local socio-cultural, and characteristics of learners. Schools and school committees, develop educational unit level curriculum and syllabus based on the basic framework of the curriculum and graduation competency standards, under the supervision of district offices / city responsible for matters of education primary schools, middle schools, high schools and vocational schools as well as Department that handle religious school field for MI, MTs, MA, and MAK.

SBC is a development strategy to realize a school curriculum that is effective, productive, and achievement. SBC is a new paradigm of curriculum development, which gives great autonomy at any educational institution, and the involvement of the community in order to streamline the process of teaching and learning in schools. Autonomy is given so that each unit of education and schools have flexibility in managing resources, financial resources, learning resources and allocate appropriate priority needs, as well as more responsive to local needs.

SBC is an idea about developing a curriculum that placed in the position closest to the learning, the school and the education unit. In the school syllabus, curriculum development carried out by teachers, principals, and school committee and education council. Ini Agency is an institution established by deliberation of local authorities, the education committee on legislature (DPRD), local education officials, principals, education personnel, representatives of parents, and community leaders. This authority established all school policies based on the provisions of the applicable education. Furthermore, the school committee needs to formulate and set the vision, mission and objectives of the school with various programs implications for operational activities to achieve the goals of the school.
2.2. Learning Tools
A teacher in learning not only provides the material in the textbooks to students. Teachers should prepare in advance the subjects being taught and develop the completeness of a device in teaching so that learning objectives are reached. In addition, in order to be ready in performing the duties of teachers to manage the classroom so that learning takes place in an interactive, inspiring, fun, and motivate students to participate actively. Suhadi (2007) suggests that the learning tools are a number of materials, tools, media, instructions and guidelines to be used in the learning process.

Learning tools that are treated in the manage teaching and learning can be: Syllabus, Lesson Plan (LP), Student Worksheet (SW), teaching materials, Evaluation Instrument or test results for Learning, as well as learning media (Trianto, 2009).

From the above opinion, it can be concluded that the learning tool is a set of materials, tools, media, instructions and guidelines used by teachers and students in the learning process in the classroom, a set of learning tools that a teacher should be prepared to face learning in the classroom.

2.2.1. Syllabus
Syllabus is a lesson plan to a group of subjects with a particular theme, which include standards of competence, basic competence, learning materials, indicators, assessment, allocation of time and learning resources developed by each educational unit (Mulyasa, 2009). In the School Based Curriculum (hereafter SBC), the elaboration of a standard syllabus and basic competencies into their teaching, learning activities and indicators of achievement of competencies for the assessment of learning outcomes.

2.2.2. Lesson Plan
Lesson Plan (LP) is a plan that describes procedures and fatherly learning management reached basic competence specified in the content standards set out in the syllabus.

LP is a plan that describes procedures and learning management to achieve one or more of the basic competencies specified in the content and standards outlined in the syllabus (Mulyasa E., 2010). LP is an important component of the School Based Curriculum (SBC), whose development should be done professionally. The main task of the teacher associated with LP-based SBC is the RPP outlines the syllabus into more operational and detailed, and ready to be used as guidelines or learning scenarios. In the development of lesson plans, teachers are given the freedom to change, modify and adapt, with the condition of the school syllabus and regions as well as the condition of learners. It is to be understood and carried out the teacher, especially if her school does not develop its own syllabus, but using a syllabus developed by the Education Ministry or syllabi from other schools.

2.2.3. Student Worksheet
According to Prastowo (2011), Student Worksheet (hereafter SW) is a teaching material printed in the form of sheets of paper containing materials, summaries, and directives implementation of learning tasks that must be done by the students,
which refers to the basic competence to be achieved. Student Worksheet is a student guide that is used to conduct an inquiry or problem solving. Student activity sheet can be a guide for the development of cognitive training and guidance for the development of all aspects of learning in the form of guide experiments or demonstrations (Trianto, 2011).

Based on the above opinion, it can be concluded that the SW is a printed instructional materials in the form of sheets of paper containing a guide - guide students in conducting an experiment or demonstration. According (Prastowo, 2011), student worksheets have four functions namely; a) as teaching materials that can minimize the role of educators, but rather to enable learners; b) As of teaching materials that facilitate learners to understand the material provided; c) As a quick instructional materials and rich duty to practice; d) Facilitate the implementation of instruction to students. Further (Prastowo, 2011), the purpose of the LKS are: a) presents the teaching materials that facilitate learners to interact with the material provided; b) Presenting tasks learners improve their understanding of the material is given; c) Train the independence of learners; d) Make it easier for educators to assign tasks to students. SW can provide an opportunity to lure students to actively engage with the material covered (Prastowo, 2011). There are five kinds of SW, namely: a) worksheets that help learners find the concept. SW of this type contains what learners should do, observe and analyze. Therefore, we need to formulate the measures to be carried learners and then we ask the students to observe the phenomenon of the results of its activities. b) SW that help learners apply and integrate the various concepts that have been found. c) Worksheets that serves as a study guide. d) SW as reinforcement. e) Worksheets that serves as a practical guide.

3. METHODS
3.1. Design of The Research
Judging from the type of data this study use comparative descriptive survey with school approach that aims to improve the efficiency and effectiveness of the learning process. Meanwhile, the method used in this research is ex post facto, which collects data collected after all the events have finished in progress.

3.2. Data Sources
a. Primary data is data obtained or collected by researchers in directly from the data source. To get the data primary, researchers must collect directly.

b. Secondary data is data obtained or collected researchers from a variety of sources that already exist. Secondary data can be obtained or gathered researchers from a variety of sources that already exist. Secondary data can be obtained from various sources such as teacher portfolios, books, reports, journals, and others.

3.3. Population and Sample of the Research
3.3.1. Population of the Research
The population in the study is all Senior High School English teacher in Kolaka. As for the distribution of the study population can be at the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>School name</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SMAN 1 KOLAKA</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>SMAN 2 KOLAKA</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>SMAN 1 LATAMBAGA</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>SMAN 1 POMALAA</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>SMAN 1 WUNDULAKO</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>SMAN 1 SAMATURU</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>SMAN 1 WOLO</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>SMAN 1 TANGGETADA</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>SMAN 1 TOARI</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>SMAN 1 WATUBANGGA</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

### 3.3.2. Sample of the Research

The samples of this research are English teachers who are in urban and rural areas that have been included in qualifications as a teacher should develop learning tools as contained in Government Regulation no.19 years 2005 and affirmed in Permendiknas No.41 year 2017. So the teacher is referred here is a teacher who has been acknowledged by an institution as well as a state to create a learning tools in this case a teacher who is registered as a civil servant (PNS) in both urban and rural areas. The sample in this research are the urban area English teacher in senior high school are 5 teachers (teachers of SMA Negeri 1 Kolaka, SMA Negeri 2 Kolaka, SMA Negeri 1 Latambaga, SMA 1 Pomalaa, SMA Negeri 1 Wundulako) and then the rural area English teacher are 5 teachers (teachers of SMA Negeri 1 Samaturu, SMA Negeri 1 Tanggetada, SMA Negeri 1 Toari, SMA Negeri 1 Watubangga, SMA Negeri 1 Wolo) so that the total sample of 10 teachers.

Samples determine probability *cluster sampling technique*. Because researchers do not know the exact characteristics of the population that wants to be a subject of study because the population is spread over a wide area. For that researchers could only determine the sample area.

### 3.4. Instrument of the Research

**a. Documentation:** The documentation method is used to collect the data as the instrument of the research to observe. These instruments collected the data that consist of syllabus and lesson plan.

**b. Observation:** Observation sheet is used to analyse the data that is collected through documentation method. The researcher has provided direct observation sheet to see the ability of senior high school English teachers in rural and urban areas and to differentiate the ability of English teachers in rural and urban areas in developing lesson plan. The observation sheet is taken from Diknas that arranged in Permendiknas.

**c. Interview:** In this research, the researcher also will use a method of collecting data through interview. The interview is a method to obtain information by asking questions directly to the respondent. In this method, open interviews will be conducted with the aim to get an explanation as any constraints that are often experienced by teachers in the development of learning and so on.

### 3.5. The Data Analisys Technique
Data obtained from the research were analyzed using descriptive analysis techniques and analyses are presented in tabular form. This study use two data analysis technique such as, quantitative data and qualitative data.

a. Quantitative data,

\[
\text{Score} = \frac{\text{achieve score value}}{\text{Total score value}} \times 100\%.
\]

The result of the calculation of the formula above, the obtained classification of teacher professionalism is embodied in a range of values:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Classification</th>
<th>Adopted from (Suhendro, 1997)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>= Very good</td>
<td></td>
</tr>
<tr>
<td>89-70</td>
<td>= Good</td>
<td></td>
</tr>
<tr>
<td>69-50</td>
<td>= Enough</td>
<td></td>
</tr>
<tr>
<td>49-30</td>
<td>= Poor</td>
<td></td>
</tr>
<tr>
<td>&lt;30</td>
<td>= Very poor</td>
<td></td>
</tr>
</tbody>
</table>

b. Qualitative data

Inferential analysis in this study is used to test the research hypothesis, but first through other test stages, namely normality test and homogeneity test as a prerequisite test to perform hypothesis testing. After the data have been normality and homogeneity we continue to used Independent Sample T-test analisys.

3.5. Hypothesis

Based on the background of the problem and the formulation of the problem in this study, it is necessary to formulate the hypothesis that there are differences in the ability of teachers in preparing the lesson plan and syllabus of urban and rural areas senior high school English teachers at Kolaka District.

1. \( H_0 : \mu_1 = \mu_2 \) (There is a significant difference in the ability of English teachers in developing RPP and syllabus in urban and rural areas of Kolaka District).

2. \( H_1 : \mu_1 > \mu_2 \) (There is not a significant difference in the ability of English teachers in developing RPP and syllabus in urban and rural areas of Kolaka District).

4. FINDINGS AND DISCUSSION

4.1. Analisys of Syllabus and Lesson Plan

Based on the data obtained a description that table, from 8 schools with eight teachers only one teacher has *Enough* ability in preparing a syllabus category, 2 teachers in *Good* categories in preparing a syllabus and 5 teachers in the *Very Good* category in preparing a syllabus. The maximum value is 40 with an average score obtained 35.87 and the percentage of 90%. In general, the ability of high school English teacher in Kolaka in preparing a syllabus of learning in the category of Very Good.

And then, Based on the data obtained a description that. From 8 schools with eight teachers only no one teacher has *Enough* category in ability preparing a Lesson Plan, seven teachers in *Good* categories in preparing a Lesson Plan and one teacher in the *Very Good* category in preparing a Lesson Plan. The maximum value is 50 with an average score obtained 41.5 and the percentage all teachers in Kolaka district to preparing Lesson Plan in the *Good* category.
4.2. Analysis of the ability differences between urban and rural teachers

Before analyzing the data to examine differences in the ability of English teachers in developing Lesson Plan and Syllabus in urban and rural areas Kolaka District first performed an analysis to test the normality of data and homogeneity of variance.

The hypothesis formula for testing data normality are:

\[ H_0: \text{Data is normally distributed} \]
\[ H_1: \text{Data is not normally distributed} \]

Based on table above have been seen that there is no significance difference in english teacher ability to develop Syllabus and Lesson Plan in urban and rural areas Kolaka District.

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.394</td>
<td>.553</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>1.398</td>
<td>3.316</td>
</tr>
</tbody>
</table>

4.3. The constraints faced by English teachers in developing syllabus and lesson plan

In interviews conducted by researcher to the research sample, some constraints often experienced by English teachers in developing LP & Syllabus were reported. Challenges and changes in developing LP & Syllabus, teachers are still difficulty in its development due to various factors. As a professional then when the teacher faces difficulties in connection with the implementation of duties and responsibilities then the teacher must taken initiative to solve the difficulty through various efforts, either through colleagues and utilize other learning resources. The opinions show that the difficulties faced by each teacher and how to solve it differently. The difficulties
conveyed by the respondents indicate that the constraints that teachers face are several factors, both internal and external factors of teachers.

There are several factors influence the teachers ability to develop Syllabus and Lesson Plan. Such as, internal factors are factors that come from the teacher's personal. The power of internal factors of teachers will greatly support the implementation of duties and responsibilities of a teacher. While external factors are factors that come from outside such as, environment, role of school principal and social characteristic condition in society. The various problems faced by a teacher in carrying out his teacher's tasks can not be separated from the role and support of another principal principal. The principal must be able to carry on his leadership roles to encourage the teacher to perform well. The results of the interviews above indicate that the principal has been relatively positive in establishing coordination with his teachers by improving teacher competence. In this case, teachers who are facing the constraints in the development of learning tools always get help from the results of the Teachers' Consultative Conference. Similarly, from the principal who always participate in motivating and facilitating the needs of teachers in the implementation of development of learning tools.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion
From the research that has been done found that the ability of English teachers SMA Kab. Kolaka in developing syllabus and lesson plan are in the Good category. With an average score of 82.6.

Teachers who teach in urban areas on average get a score of 75 out of a maximum score of 80. Which means a very good percentage category. While teachers who teach in rural areas get a score with an average score of 70.3 from a maximum score of 80 which is centred by Good category.

The constraints often faced by teachers in developing Syllabus and Lesson Plan both in urban and rural areas that is, the unavailability of teaching materials because of the limited facilities owned by the school, the level of high complexity so that students sometimes difficult to understand the material taught by teachers, teaching methods Which is difficult for students to accept, the difficulty of teachers in developing the Syllabus and LP individually and to solve those problems requires deliberation such as the MGMP so that it is constrained in meeting with colleagues to solve the problems experienced in each school, as well as the condition of schools that can enable teachers to developing syllabus and lesson plan.

5.2. Recommendations
Based on the findings obtained by researchers obtained in this study, then there are some suggestions in efforts to improve the ability of teachers in developing learning tools are to:
1. Head of Badan Penelitian dan Pengembangan (BALITBANG) to be able to map problems in Kab. Kolaka, especially on the teacher input aspect. In connection with the application of the new Curriculum, especially to English teachers, so that they have competence on the development of learning tools by doing it themselves based on the context of the class.
2. Head of Department of Education and Culture of Kab.Kolaka to program the training related to applicable curriculum application, especially development of learning tools. To evaluate teacher performance intensively both in terms of supervisory supervisory role and function. Supervision recommendations become the raw material for planning of teacher capacity building activities.

3. The role of principal in Kab.Kolaka should provide opportunities for teachers to attend training, education, seminars and workshops in order to improve the competence of the teacher.

4. To the English teacher for the future when the new curriculum change in order to develop learning tools to be better again, because SBC curriculum will soon be replaced with the Curriculum 2013 so that this study becomes a reference teacher to make the learning process becomes more focused, and more Maximum in the late st curriculum.

5.3 Limitation of the Research
In this study researchers have some limitations that may make this writing less than perfect:
1. In this study, researchers collaborated with supervisors from Education and Culture Education. In this case the researcher did not get direct information given by the supervisor about how to give assessment to the research sample in giving the value using likert scale in detail. Due to the time that the supervisor is very limited and the activity is very crowded so that the help and information provided is very limited.

2. Another limitation of this research is that in data collection the research does not go through the process of seeing how the teachers make directly the RPP and syllabus they use as their teaching guidance. But researchers only directly duplicate data devices owned by the teachers without looking directly at the process of making learning devices are then analyzed quantitatively.

3. In this research should be conducted the formation of forums where collect the respondents (sample research) to see the direct process of making syllabus and RPP by the teacher in order to avoid the reader's argument that arises such as, the lack of trust to the learning device of respondents made is the result of cooperation from the teacher- Peer teacher. The goal, to avoid that the device respondents were made by each respective teacher studied. This is not done because to collect the respondents is very difficult because of the distance between schools and places that will be used to gather very far.

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