

Analysis of Learning Objectives Lesson Plan for Low Class Indonesian Thematic in the Implementation of the 2013 Curriculum

Anni Malihatul Hawa^{1,3}, Indah Rahmayanti², Lisa Virdinarti Putra³, Ika Silfiana Arifatul Kh³, Ela Suryani³, Kartika Yuni Purwanti³, Zulmi Roestika Rini³

¹Universitas Negeri Semarang, Semarang, Indonesia

²Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

³Universitas Ngudi Waluyo, Semarang, Indonesia

Abstract. This research is motivated by the obligation of a teacher in making a Lesson Plan (RPP in Indonesian language) prior to conducting instructional activities. Consequently, it is imperative for prospective teachers, specifically students enrolled in the PGSD programme at Ngudi Waluyo University, to possess the ability to effectively and accurately develop lesson plans in accordance with relevant regulations. The primary objective of this study is to examine the learning objectives of the theme RPP (Rencana Pelaksanaan Pembelajaran) in the Indonesian Language and Literature Learning course within the elementary school curriculum of 2013, specifically focusing on the low grade level. The participants in this study were randomly selected fourth-semester thematic RPP 3 students of PGSD at the University of Ngudi Waluyo. These students were enrolled in the Low Class Elementary School Indonesian Language and Literature Learning course. The employed methodology is the descriptive qualitative approach. Based on the findings derived from the analysis of the three thematic lesson plans, it can be deduced that there exists a congruence between the learning objectives outlined in the implementation of the 2013 curriculum and the objectives stipulated in the relevant laws and regulations. Each lesson plan demonstrates alignment with the analysed aspects, specifically: 1) the learning objectives under scrutiny, which encompass the intended learning outcomes as prescribed. The Core Competencies (KI) encompass various components, including spiritual attitudes, social attitudes, knowledge, and abilities. 2) The learning objectives are aligned with the Basic Competencies (KD). 3) The learning objectives incorporate Operational Verbs. 4) The learning objectives encompass the ABCD components.

Keywords: 2013 Curriculum, Thematic RPP, Learning objectives

Received: 5 June 2023 | Revised: 11 August 2023 | Accepted: 7 September 2023

1 Introduction

Competency characteristics in the 2013, namely using a scientific learning approach (scientific approach), namely observing, asking, reasoning, trying, forming networks for all subjects [1][2][3].

*Corresponding author at: Universitas Negeri Semarang - Semarang, Indonesia

E-mail address: hawa.anni@gmail.com

Thematic RPP components 1) RPP Identity, 2) Core Competencies (KI), 3) Basic Competencies and Indicators, 4) Learning objectives, 5) Learning materials, 6) Learning methods, 7) Tools and learning resources, 8) learning steps, 9) time allocation, 10) assessment, and 11) validation [4][5].

The principles of preparing RPP according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007: 1) Pay attention to individual differences in students, 2) Encourage active participation of students, 3) Develop a culture of reading and writing, 4) Provide feedback and follow-up, 5) Linkage and integration, and 6) Implementing information and communication technology.

The objectives of education are divided into three domains, namely: 1) Cognitive Domain (Cognitive Domain), 2) Affective Domain (Affective Domain), and 3) Psychomotor Domain (Psychomotor Domain) [6][7].

Based on the description and these elements, the procedure for writing learning objectives should be stated in the ABCD format, meaning A = Audience (map, student, student, pupil and other student targets), B = Behavior (behavior that can be observed as a result of learning), C = Condition (requirements that need to be met in order for the expected behavior to be achieved) and D = Degree (acceptable level of performance). Furthermore, in pouring the behavior to be measured, it must interfere with the Operational Verb (KKO) which will be selected according to the intent contained in the learning objectives.

From the explanation above, the researcher wants to analyze the learning objectives of the Low Class Indonesian thematic RPP in the implementation of the 2013 curriculum [8].

2. Method

This type of research is a qualitative descriptive study, meaning that this study aims to analyze the learning objectives of the low-class thematic lesson plans in the implementation of the 2013 curriculum. The data collection technique of this research is to study written documents. Data analysis techniques used are data collection, sampling, recording, reduction, drawing conclusions and narrative [9][10]. Samples were taken randomly. The target of this research is 3 RPP curriculum 2013 which was developed by PGSD students of Ngudi Waluyo University as a task for Low Grade Elementary School Indonesian Language and Literature Learning in semester 4.

3. Result and Discussion

Analysis and Description of Learning Objectives

The following are the results of the analysis of learning objectives in low class thematic lesson plans in the implementation of the 2013 curriculum:

1. Thematic RPP

Class / Semester: III / 2

Theme: 8. Young Praja Karana

Sub Themes: 4. I Love My Work

Based on the results of the analysis, it can be seen that the learning objectives made by Thematic RPP Analysis Data I have a compatibility with the aspects of the learning objectives analyzed, namely:

- 1) Conformity with Core Competencies (KI), namely data I learning objectives in accordance with Core Competencies (KI) which contain elements of spiritual attitudes, social attitudes, knowledge and skills.
- 2) Conformity with Basic Competencies (KD), namely learning objectives in accordance with Basic Competencies (KD) which consists of 6 KD can be developed into 10 indicators and 10 learning objectives. Example of KD: "3.7 Observing information about the concept of the eight cardinal directions and their use in plans in oral, written, visual texts, and / or environmental exploration."
- 3) Conformity with indicators, namely data I learning objectives according to indicators consisting of 10 indicators and reduced to 10 learning objectives. Example of indicators: "3.7.2. Exemplify the concept of the eight cardinal directions and their use in plans in oral, written, visual texts, and / or environmental exploration. (C2). "
- 4) Conformity with Operational Verbs (KKO), namely the purpose of learning to contain operational verbs consisting of 8 cognitive operational verbs (identify (3), exemplify, explain, tell, explain and present), while 1 affective operational verb is interpreting , and 1 psychomotor operational verb, namely designing.
- 5) Conformity with the components of the ABCD learning objectives, namely the 10 learning objectives made by data I contain ABCD. Example of learning

objectives: "3. By listening to the explanation from the teacher, students are able to explain the main idea of the information heard / presented correctly. " A = student, B = explain, C = by listening, D = correctly.

2. RPP Tematik

Kelas / Semester : I / 1

Tema : 2. Kegemaranku

Sub Tema : 4. Gemar Membaca

Based on the results of the analysis, it can be seen that the learning objectives made by Thematic RPP II Data Analysis are in conformity with the aspects of the analyzed learning objectives, namely:

- 1) Conformity with Core Competencies (KI), namely in data II the learning objectives are in accordance with Core Competencies (KI) which contain elements of spiritual attitudes, social attitudes, knowledge and skills.
- 2) Conformity with Basic Competencies (KD), namely learning objectives in accordance with Basic Competencies (KD) which consists of 6 KD can be developed into 11 indicators and 11 learning objectives. Example of KD: "3.1 Getting to know the preparatory reading activities (how to sit properly and properly, the distance between the eyes and the book, how to hold a book, how to turn the pages of a book, eye movement from left to right, choosing a place with bright light) in the right way . "
- 3) Conformity with indicators, namely data II learning objectives in accordance with indicators consisting of 11 indicators and reduced to 11 learning objectives. Example indicators: "3.1.1 Shows a picture of the right sitting position while doing reading activities (C1)."
- 4) Conformity with Operational Verbs (KKO), namely the purpose of learning to contain Operational Verbs in data II consisting of 6 cognitive operational verbs (showing, suggesting (2), identifying, digging, writing), then 2 affective operational verbs namely changing and displays, and 3 psychomotor operational verbs namely to demonstrate, collect and make.
- 5) Conformity with the components of the ABCD learning objectives, namely the 11 learning objectives made by data II that contain ABCD. Example of learning objectives: "2. With questions and answers, students are able to express the

benefits of reading in the right sitting position correctly. "A = student, B = express, C = with questions and answers, D = correctly.

3. RPP Tematik

Kelas / Semester : II /1 (Satu)

Tema : 4. Hidup Bersih Dan Sehat

Sub Tema : 2. Hidup Bersih Dan Sehat Di Sekolah

Based on the results of the analysis, it can be seen that the learning objectives made by Thematic RPP III Analysis Data have a conformity with the aspects of the analyzed learning objectives, namely:

- 1) Conformity with Core Competencies (KI), namely in data III the learning objectives are in accordance with Core Competencies (KI) which contain elements of spiritual attitudes, social attitudes, knowledge and skills.
- 2) Conformity with Basic Competencies (KD), namely the learning objectives in accordance with the Basic Competencies (KD) listed in the syllabus which consists of 6 KD can be developed into 14 indicators and 14 learning objectives. Example of KD: "3.4 Knowing vocabulary and concepts about healthy and unhealthy environments in the surrounding environment and how to maintain environmental health in Indonesian or local languages through written, spoken, and visual texts."
- 3) Conformity with indicators, namely data III learning objectives in accordance with indicators consisting of 14 indicators and reduced to 14 learning objectives. Example of indicators: "3.4.4 Explaining the meaning of vocabulary related to a healthy environment based on the text read correctly (C2)".
- 4) Conformity with Operational Verbs (KKO), namely the purpose of learning to contain Operational Verbs in data III consisting of 10 cognitive operational verbs (mentioning, taking notes, explaining, reading, doing (3), writing, determining, and identifying), then 3 affective operational verbs, namely to show, report, and classify, and there are no psychomotor operational verbs [11].

Conformity with the components of the ABCD learning objectives, namely the 14 learning objectives made by data III that contain ABCD. Example of learning objectives: "4. Through group discussions, students can explain the meaning of

vocabulary related to a healthy environment based on the text read correctly. " A = students, B = explain, C = through group discussions, D = correctly.

4. Conclusion

Based on the findings obtained from the analysis of learning objectives in low-level thematic lesson plans, as implemented under the 2013 curriculum, it can be inferred that the three analysed thematic lesson plans align with the stipulations outlined in Permendiknas RI No. [insert number] on the fundamental skills. The reference for determining basic competence is based on indicators and learning objectives. The analysis of the three thematic lesson plans aligns with the aspects that were examined. These aspects include: 1) the learning objectives, which are in line with the Core Competencies (KI) and encompass spiritual attitudes, social attitudes, knowledge, and skills, 2) the learning objectives that correspond to the Basic Competencies (KD), 3) the learning objectives that include Operational Verbs, an.

REFERENCES

- [1] Shafa, "Karakteristik Proses Pembelajaran Kurikulum 2013," *Din. Ilmu*, vol. 14, no. 1, pp. 81–96, 2014.
- [2] T. Lubis, A. F. Abus, N. Saputra, and N. A. A. Abus, "Educate students through their folklore: Environmental education," in *3rd International Conference on Innovation in Education (ICoIE 2021)*, 2023, p. 060002. doi: 10.1063/5.0148076.
- [3] N. Saputra, T. Lubis, and F. Setiawan, "Politeness Strategies for the Speech Acts of Indonesian Language Education Students in Pidie Regency," *Tradit. Mod. Humanit.*, vol. 1, no. 1, pp. 33–40, 2021, doi: 10.32734/tmh.v1i1.7185.
- [4] N. A. Hasibuan and T. Lubis, "Teknik Mind Mapping dalam Pengajaran Bahasa di Sekolah Dasar Muhammadiyah 18 Medan," in *KOLITA 15 : Konferensi Linguistik Tahunan Atma Jaya Kelima Belas*, 2017, pp. 660–664. doi: 10.17605/OSF.IO/2UTNE.
- [5] T. Lubis, "Learning Nandong in schools as a medium to inform the Simeuluenese local wisdom: An anthropolinguistics approach," *Stud. English Lang. Educ.*, vol. 6, no. 2, pp. 262–272, 2019.
- [6] T. Lubis, "Performansi Partisipasi Pembelajaran Bahasa di Politeknik LP3I Medan," *Basastra J. Kaji. Bhs. dan Sastra Indones.*, vol. 8, no. 1, pp. 70–87, 2019, doi: <https://doi.org/10.24114/bss.v8i1.12940>.
- [7] S. Hasrul, T. Lubis, and A. F. Abus, "Translation of Political Advertisements from Alas Language into Indonesian," *Lexeme J. Linguist. Appl. Linguist.*, vol. 4, no. 1, pp. 43–51, 2022.
- [8] W. Maulana, E. Setia, T. Lubis, W. Maulana, E. Setia, and T. Lubis, "Corpus-Based Terms Extraction in Linguistics Domain for Indonesian Language," *J. Kata Penelit. tentang Ilmu Bhs. dan Sastra*, vol. 6, no. 2, pp. 257–270, 2022.
- [9] S. Shaumiwyaty *et al.*, "Teacher performance toward students' mathematical literacy in teaching linear program mathematical models," *J. Phys. Conf. Ser.*, vol. 1663, p. 012066, Oct. 2020, doi: 10.1088/1742-6596/1663/1/012066.

-
- [10] T. Lubis, “Experiential Learning Through Video Task in Learning Speaking (Case Study: Students at LP3I Medan),” in *Seminar Nasional Inovasi dan Teknologi Informasi (SNITI) 2015*, 2015, vol. 2015, pp. 223–225. [Online]. Available: <https://osf.io/preprints/inarxiv/rmx8v/>
- [11] N. Harianja and T. Lubis, “Local Wisdom of Menegakgen Rumah Tradition at Tabuyung Village in Mandailing Natal,” *Tradit. Mod. Humanit.*, vol. 3, no. 1, pp. 54–59, 2023.