



AN ANALYSIS OF FITNESS BETWEEN A LESSON PLAN WITH SYLLABUS IN TERMS OF LEARNING OBJECTIVES, PROCEDURE, AND EVALUATION

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Abstract.

There are issues with teachers' reluctance in writing their lesson plans. They use last year's lesson plan, copy their friends' lesson plan, or download it from the internet. The purpose of this study is to find out how lesson plans written by teachers teaching grade ten in a Senior High School in Bandung align with the syllabus in terms of learning objectives, procedure, and evaluation. The study applied the framework of descriptive study (qualitative research). One out of four lesson plans was chosen as the main object of the data which were then analyzed using the adapted instrument from Evaluasi Diri Sekolah. The fitness among learning objectives, activities, and evaluation were analyzed in detail after checking out eight criteria of the interdependence of lesson plan and syllabus at a glance. The findings of the research showed that the lesson plan analyzed aligns with the syllabus in terms of learning objectives, activities, and evaluation. The study concluded that a lesson plan should be developed by referring to the syllabus because the elements are interdependent. It is recommended for other teachers to develop their lesson plans by referring to the syllabus so that the alignment between the lesson plan and syllabus help in running a good teaching and learning process.

Keywords: *lesson plan, syllabus*

INTRODUCTION

There is an issue with the interdependence of some of the curriculum elements. The lesson plan designed by some teachers sometimes is not reflecting what is in the syllabus. This happens because some of the teachers find writing their own lesson plan difficult so they get away with it by using last year's lesson plan, copying their friends' lesson plan, or downloading it from the internet. In addition, since the 2013 curriculum is implemented and there has been a demand to embody character building in designing the lesson plan, the teachers are pretty devastated because the previous curricula only emphasize the score on the cognitive aspect so the teachers only focused on that. In the

2013 curriculum, not only the learning emphasizes character building, but also the assessment. This thing adds up to the reason why they copy or download the lesson plan from somewhere else instead of writing their own (Rahayu et al., 2013).

There should be no reason to allow teachers to copy other teachers' lesson plans because they teach different learners, or probably the method of teaching a class will be different from the other class (Sapa'at, 2012). It means that each teacher should write and develop their lesson plan based on the needs of their learners. He also adds that copying other teachers' lesson plans leads to mismanagement because a particular treatment may work only on a particular group of students, and the other groups may need another kind of treatment. Therefore, lesson plans should be designed related to aspects required in the syllabus but must still reflect students' and society's needs.

Syllabi pioneered the development of curriculum (Richards, 2001). As time passes, the complexity of the properties used around language teaching and learning process leads to the initiative to develop what so-called as a curriculum which encompasses many kinds of things like syllabus and lesson plan that should be aligned and interconnected because the curriculum is like a system heading towards similar goal (Nulty, 2012).

Being creative teachers who can provide and develop aligned lesson plans with the syllabus is demanded in the 2013 curriculum. The syllabus and lesson plan should all be linked so that teachers teach well, and improve their students' performance because they design, adapt, and adjust those things to suit their learners' needs. Therefore, the purpose of this study is to find out how the criteria in lesson plans written by teachers in a Senior High School align with the syllabus provided by the government in terms of learning objectives, procedure, and evaluation of grade ten in a school in Bandung which implements the 2013 curriculum.

Research related to the fitness or alignment of the element of the curriculum of syllabus and lesson plan have been conducted. For instance, a researcher investigated the fitness of the syllabus and lesson plan of Japanese subject in Senior High School in Pekalongan (Indriyani, 2012). The researcher found three things from the research. First, the elements of the lesson plan provided by the teachers follow the same standardized structure as how they should be. Second, the things in the lesson plan aligned with the syllabus are the learning material, learning activity, time allocation, and assessment and learning sources. The last one is that things that are not aligned lie mostly on the component of standard competence, basic competence, and indicators.

The next study was carried out by another researcher in which he investigated the teachers' ability in developing a lesson plan (Maulana, 2014). The finding showed that 80% of the teachers can write six examples of the identity or properties of the subject, 93% of the teachers can write the core of competence and basic competence, 87% of the teachers can formulate five examples of indicators, 87% of the teachers can describe three examples of learning material, 93% of the teachers can plan three learning media, 88% of the teachers can write three examples of learning resources, 88% of the teachers can formulate four learning procedures, and 87% of the teachers can formulate four kinds of assessment. In addition, the teacher's lesson plan in relation to the theme-based instruction applied in the young learner classroom has also been investigated (Sesiorina, 2014). The study found that the lesson plans consist of necessary aspects such as goals, objectives, activities, media, and assessments. However, the flaws lie in teachers' ability

in determining behavioral objectives, encouraging students' responsibility, and producing learning outcomes.

Following those lines of research, the present study attempts to find out teachers' ability in constructing lesson plans based on the syllabus and determine its alignment with the syllabus in terms of learning objectives, procedures, and evaluation. Although lesson plans and syllabi have many elements that should be aligned with one another based on Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 (Kementerian Pendidikan dan Kebudayaan, 2013), this study focuses on three core elements to run the teaching and learning process. Therefore, this study addressed to find out how a lesson plan for grade 10 written by teachers teaching in a Senior High School in Bandung aligns with the syllabus provided by the ministry in terms of learning objectives, procedure, and evaluation.

The study hopefully is expected to give enlightenment to teachers that the interdependence or the alignment of lesson plans to a syllabus is an important matter in running a good teaching and learning process. Therefore, this study can be a reflection for them so that they can write a good standardized lesson plan. Moreover, particularly for MGMP teachers in Bandung, this study contributes to the evaluation or reflection of the fitness of the lesson plan they write with the syllabus provided in terms of its strengths or weaknesses.

Moreover, teachers often get supervised to see how they teach and how they design all the documents needed to run the teaching and learning process. These documents include the syllabus, lesson plan, and learning material. Therefore, the study is expected to give enlightenment to the supervisors about the importance of the fitness between lesson plans and syllabus so that they know the way of guiding and advising teachers to write a good lesson plan.

LITERATURE REVIEW

To write a lesson plan that aligns with a syllabus, a three-tiered and integrated pedagogy is considered. They should all be connected; learning objectives, procedure, and evaluation. The alignment of the three points above between a lesson plan and a syllabus may benefit teachers in some ways (Farrell, 2002). Some of which are; it helps teachers stick to the actual activities or procedure, and acts as a guideline in the teaching and learning proses.

The notion of learning objective is like a road map and remains to be a vital part for teachers. It serves as a "foundation" on which other elements in the lesson plan and syllabus depend (Savage, 2014). Learning objectives are the goals or purposes of the learning. It is all about the answers to questions like what the topics of the lesson are, what students need to learn, and what teachers want students to understand and to be able to do at the end of the lesson (Milkova, 2012). Therefore, the learning objectives are defined at first before the teaching and learning takes place.

When teachers have the learning objectives, the procedure comes follows. The concept of the term 'procedure' is about certain activities used by teachers in the classroom to help students in their learning (Bin-Hady & Abdulsafi, 2019). In this stage, teachers need to carefully plan each activity and action so that the learning objectives can be achieved.

After the procedure is taken place, an evaluation is carried out to learn whether or not the learning objective has been met and the procedure has gone well, or in other words to find out the success or failure of the lesson (Farrell, 2002). Answers to questions like what students actually learn, what kind of tasks are finished well, and what changes are needed reveal how the learning objectives and procedure truly work.

METHODOLOGY

The study is conducted under the principles of qualitative research and applied the framework of descriptive study. It is because this study analyzes and describes documents (lesson plans written by teachers in a school about how it refers, and aligns with its syllabus) which were interpreted by the researcher to give meaning to the topic. As what is acknowledged by Holloway and Wheeler, a descriptive study is all about the way people make sense of the subject studied (in this case, the documents) and attach meaning to it or interpret things from there (Holloway & Wheeler, 2002).

The main object or source of the data to be analyzed is a lesson plan written by teachers teaching English in grade ten in a Senior High School in Bandung. The lesson plans were first cooperatively written by MGMP teachers in Bandung, but teachers of grade ten in this school where the data were gotten from have adjusted it to suit their students' needs. At first, the researcher collected four documents of the lesson plan. However, after finishing the overview to see the pattern of those four documents of the lesson plan, it was found that the pattern of arranging the elements and developing the lesson plan was almost identical. Therefore, the study chose to analyze one lesson plan only so that the description could be more elaborate.

The instrument of the study was adapted from the instrument of *Evaluasi Diri Sekolah (EDS)* published by Badan Pengembangan Sumber Daya Manusia Pendidikan dan Pengembangan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan (*Instrumen Evaluasi Diri Sekolah (EDS)*, 2012). This EDS instrument consists of a rubric to analyze a syllabus, a lesson plan, a sheet of learning observation analysis, a sheet of multiple-choice evaluation analysis, a sheet of essay evaluation analysis, and a sheet of psychomotor analysis. However, to answer the research question of the study, this study limits the analysis using a rubric to analyze the interdependence of lesson plan components with the syllabus components because that rubric is enough to supply information about the alignment of teachers' lesson plan to the syllabus provided.

A rubric of the interdependence of syllabus components specifies eight criteria of the interdependence between a lesson plan and syllabus. Although all of the criteria are going to be checked, the study focused on the seventh and eighth points because the study limits the analysis around the scope of alignment of learning objectives, learning activities, and evaluation. Criteria number seven is about the fitness between learning activities with methodology. Criteria number eight is about the fitness between evaluation criteria with learning objectives. Those two criteria were analyzed to get the in-depth information to answer the research question.

There are some stages of collecting the data in this study. The first one is the researcher determined the research questions. There is a research question supposed to be answered. The second stage is determining the documents that are going to be

analyzed (teachers' lesson plans). Third, the researcher focuses on analyzing the alignment of teachers' lesson plans with their syllabi based on the EDS instruments.

To analyze the data that had been collected, the way elements of the lesson plan for grade 10 written by teachers in the MGMP team in Bandung align with the syllabus provided by the government was elaborated. Eight criteria were checked to see whether the lesson plan component aligned with the syllabus. Then the study focused on elaborating two criteria in terms of learning objectives, learning activities, and evaluation. In the end, the researcher draws an interpretation of the result.

FINDINGS AND DISCUSSION

The instrument of EDS published by *Badan Pengembangan Sumber Daya Manusia Pendidikan dan Pengembangan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan* specifies eight criteria of the interdependence between a lesson plan and syllabus (Instrumen Evaluasi Diri Sekolah (EDS), 2012). The finding is presented below.

Table 1. The Interdependence between a lesson plan and syllabus

Indicators	Specified or not specified
1) There is alignment among KI, KD, and indicators.	✓
2) There is an alignment between indicators and learning objectives	✓
3) There is alignment between learning objective and material or content	✓
4) The width and depth of materials suit learners' characteristics	✓
5) The width and depth of materials are possible to achieve based on time allocation	✓
6) There is alignment between methodology and learning objectives and material	✓
7) There is alignment between the approach with the learning activities (procedure)	✓
8) There is alignment between evaluation and learning objectives	✓

The study employed the seventh and eighth points because the study limits the analysis around the scope of alignment of learning objectives, learning activities, and evaluation. Criteria number seven is about the fitness between learning activities with methodology. Criteria number eight is about the fitness between evaluation criteria with learning objectives.

a. The fitness of the approach with the learning activities (procedure)

Table 2. Scientific approach used by teacher

Scientific Approach
Mengamati

- Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.
- Siswa menirukan contoh secara terbimbing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks

Mempertanyakan (questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif

Mengeksplorasi

- Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
- Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan
- Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengkomunikasikan

- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya
- Siswa menyunting deskripsi yang dibuat teman.
- Siswa menyampaikan deskripsinya di depan guru dan teman dan mempublikasikannya di mading.
- Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.

- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.
- Siswa dapat menggunakan 'learning journal'

According to Paparan Wakil Menteri Pendidikan dan Kebudayaan RI Bidang Pendidikan, scientific approach is implemented to improve students' creativity (Paparan Wakil Menteri Pendidikan dan Kebudayaan RI Bidang Pendidikan, 2014). They state that learning which focuses on the cognitive aspect only does not give a significant improvement in students learning. The learning characteristic of the 2013 curriculum involves three kinds of aspects, beside cognitive, there are affective and psychomotor aspects. Therefore, It said that the focus on the entire three aspects is better than one (cognitive only).

The scientific approach is reflected in the teaching activities in the classroom. Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 acknowledges three stages in running the teaching and learning process in the classroom; the pre-teaching (pendahuluan), whilst-teaching (kegiatan inti) and the post-teaching (penutup). The scientific approach is place in the whilst-teaching (Kementerian Pendidikan dan Kebudayaan, 2013).

However, the study found that the teaching activities elaborated by teachers in the lesson plan only present the stages of how to implement the scientific approach without elaborating on what they are going to do during the pre-teaching and the post-teaching. This elaboration is important to be written down as a guide to ease the teacher in the classroom to run a good teaching and learning process with the presence of pre-teaching and post-teaching activities.

b. The fitness between evaluation criteria with learning objectives

The study found that the evaluation criteria in the lesson plan are almost identical to what elaborates in the syllabus. Kementerian Agama RI elaborates there are three kinds of evaluation used in the 2013 curriculum; the evaluation of the aspect of cognitive, affective, and psychomotor (Kementerian Agama RI, 2014). However, the syllabus does not specify and explicitly write the three kinds of evaluation, but the teachers writing the lesson plan write it clearly and explicitly in the lesson plan and provide rubrics for the evaluation of the aspect of attitude and psychomotor.

This evaluation is aligned with the learning objective specified by the teachers. In the development of curriculum, Richards implies that evaluation determines whether or not the objectives are attained in the curriculum (Richards, 2001). However, this idea can work in the fitness of lesson plans and syllabi, because technically, every evaluation is conducted to see whether the purpose or objective is already achieved along the process. This interpretation is supported by Brower, Dettinger, Shapiro, and Levine who say that the learning objective is essential for deciding the assessment to be made (Brower & Inkelas, 2007). If the learning objective is defined clearly, it will be easier to identify what to assess and its outcome. That is the reason why evaluation should be based on the learning objectives.

Imagine if a teacher set the learning objectives around a statement such as "students can carry a conversation about ordering food in a cafeteria". Instead of asking the students to act out the conversation, the teacher asks students to do gap-filling

exercises about the conversation. It means that the learning objective is not achieved because what the learning objective wants is to get students to speak, but instead, they write. Therefore, it is a must for teachers to align the evaluation based on the learning objectives.

As what is seen in the table, the **learning objective** states “students can have a conversation in the target language about describing people”. It is related to the evaluation.

1) The evaluation of the cognitive aspects

Related to the learning objective specified, the evaluation in the cognitive aspects includes the evaluation in doing monologue evaluating the intonation, vocabulary, and structure of the text.

2) The evaluation of the affective aspects

The evaluation of the attitudinal aspects is based on the learning objectives including being responsible and cooperative in the conversation.

3) The evaluation of the psychomotor aspects

The evaluation in the psychomotor aspects is based on how students keep their portfolio (the completeness of assignment, material, neatness) and the skill of communication. Below is the evaluation and learning objective taken from the lesson plan.

Table 3. The fitness between evaluation and learning objectives

Evaluation	Learning objectives derived from KD
<p>Cognitive aspects</p> <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisantangan • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas /berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi 	<p>Siswa dapat melakukan percakapan dalam bahasa sasaran yang tepat dan berterima mengenai deskripsi orang.</p>

<ul style="list-style-type: none"> ❑ Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif ❑ Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan ❑ Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> ❑ Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. ❑ Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi ❑ Kumpulan hasil tes dan latihan. ❑ Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat (attitudinal aspects)</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	
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CONCLUSION

Developing an aligned lesson plan with curriculum elements, such as a syllabus brings positive implications to the teaching and learning process. It is in line with what *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65* acknowledges. They state principles for developing lesson plans. one of them is about the requirements of interdependence among all components of the curriculum. The study investigates the analysis of how the lesson plan for grade 10 written by teachers teaching in a Senior High School in Bandung aligns with the syllabus provided by the ministry in terms of learning objectives, learning activities, and evaluation. It tries to find out teachers' ability in interpreting three components (learning objective, activities, and evaluation) by referring to the syllabus. After analyzing the lesson plan using a rubric of the *Instrumen Evaluasi Diri Sekolah* published by *Badan Pengembangan Sumber Daya Manusia Pendidikan dan Pengembangan Mutu Pendidikan* Kementerian Pendidikan dan Kebudayaan, the researcher has come to the answer of the research question questioning "How does lesson plan for grade 10 written by teachers teaching in a Senior High School in Bandung align with the syllabus provided by the ministry in terms of learning objectives, learning activities and evaluation?"

First, related to learning activities, the teachers specify a very detailed explanation about whilst-teaching activities using a scientific approach, but the elaboration of

learning activities in the lesson plan is not completed with the elaboration of pre- and post-teaching. Second, the evaluation is aligned with what is stated in the syllabus and it is also aligned with the learning objective.

Writing an aligned lesson plan referring to the curriculum elements, such as syllabus is necessary, because syllabus help teachers write a standardized lesson plan based on the rules of how a lesson plan should be according to the ministry.

This finding hopefully contributes to every element that gets involved in the development of lesson plans. First, it hopefully enlightens teachers by giving them the idea that developing their lesson plan is ideal because a lesson plan helps them to run the teaching and learning process well and organized in the classroom.

Second, the ideas and findings elaborated in this study are intended for supervisors or the curriculum trainer to give teachers regular training about developing curriculum elements such as a lesson plan.

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