

THE METHODOLOGY OF DEVELOPMENT FOR LEARNING IMPLEMENTATION PLANNING IN THE INDUSTRIAL ERA 4.0

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Abstract : *learning is a plan that describes the procedures and management of learning to achieve one basic competency set out in the content standard and outlined in the syllabus. Therefore, this must be done seriously and not just to fulfill academic administrative requirements or just to please the supervisor. Since learning planning is an important step towards learning and achieving learning goals, it needs to be well prepared. amidst the demands of the times that continue to evolve and change as the industry era 4.0 today. Where teachers and educational institutions must really prepare the needs of skills and other expertise to improve the quality of the competence of students, and to determine it certainly requires a strategy. What is that strategy? Finesse is a way of working or doing things carefully / thoroughly.*

Keywords: *Strategy, Development, Learning implementation plan.*

Introduction

Learning planning is an important step that must be done by teachers before they carry out teaching and learning activities and the learning implementation plan is a plan that describes the procedures and management of learning to achieve a basic competency set in the content standards and outlined in the syllabus. Therefore, this must be done seriously and not just to fulfill academic administrative requirements or just to please the supervisor.

Since learning planning is an important step towards learning and achieving learning goals, it needs to be well prepared. In addition, as part of the SBC document, syllabus and lesson plans need to be prepared carefully so that they can be used as a reference for learning and not just a "dead document" of SBC completeness and 2013 curriculum in schools, amidst the demands of the times that continue to evolve and change as the industrial era 4.0 currently.

Where teachers and educational institutions must really prepare the needs of skills and other expertise to improve the quality of the competence of students, and to determine it certainly requires a strategy. What is that strategy? Finesse is a way of working or doing things carefully / thoroughly. Finesse can also be interpreted as a tactic that is empowered in an effort to achieve the realization of certain objectives. Why need finesse? Learning planning is an important stage to achieve the ultimate goal of learning. Learning is not just a routine educational activity but it is an educational communication that is full of messages, systemic, procedural, and laden aim. Therefore, he must be prepared carefully.

To determine learning planning, one must: (1) understand competency standards (SK) and basic competencies (KD), (2) describe indicators of achievement of KD, (3) formulate learning objectives, (4) develop learning materials, (5) select and utilize tools / media / learning resources, and (6) develop a variety of assessment instruments. Once the importance of learning planning, the authors try to discuss the methods and models of learning planning development.

Learning Planning

According to Sugeng Listyo Prabowo and Faridah Nurmaliyah in the Learning Planning book, they stated that planning is the whole process of thinking and determining all activities that will be carried

out in the future in order to achieve goals.¹ What is learning planning? Learning planning is the stage or process of implementing learning to produce a lesson plan for a subject. It also means that learning planning is a process of understanding a variety of normative documents (Permen) and alternatives (textbooks or other sources) as well as contextual reality (students and their needs), and then realizing the results of that understanding into applicative documents (syllabus and lesson plans) that are ready to be implemented in learning at school.²

Learning or teaching is an effort to teach students. In this sense implicitly in teaching there are activities to choose, determine, develop methods to achieve the desired teaching results. The selection, determination and development of this method are based on the existing teaching conditions. This activity is basically the core of learning planning.³

Learning has the nature of planning or design (design) in an effort to teach students. That is why students not only interact with the teacher, but allow interacting with all learning resources used to achieve the desired learning. Therefore learning focuses on how to teach students and not on what students learn. The attention to what students learn is a field of study of the curriculum that is about what is the content of learning that students must learn in order to achieve these goals. In this connection the things that can be considered in achieving learning are how to organize learning, how to convey learning content and how to organize interactions between existing learning resources and function optimally.

What is the basis for learning planning? The learning process planning includes a syllabus and a learning implementation plan that contains at least the learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Empirically, learning planning as an activity that involves many components needs to be well prepared. Academic traditions at school also prove that the learning planning done by the teacher so far can condition the implementation of learning well.

¹ Sugeng Listyo Prabowo dan Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN-Maliki Press, 2010), hlm. 1

² ST. Vembiarto, *Pengantar Perencanaan Pendidikan*, (Jakarta: PT. Gramedia Widiasarana Indonesia, 1982), hlm. 28

³ *Ibid.*, hlm. 30

The implementation of learning planning is a process of conditioning students to be actively involved in learning. Conditioning means providing a variety of displays, teaching materials, learning resources, and learning activities that make it easier for students to learn. What are the forms of learning planning? There are two forms of learning planning, namely the syllabus and lesson plan (RPP).

The syllabus is a learning plan in a particular group and / or group of subjects / themes that include competency standards, basic competencies, subject matter / learning, indicators, assessments, time allocation, and sources / learning materials / syllabus is a translation of competency standards and basic competencies into the main material / learning, learning activities, and indicators of achievement of competencies for assessment.

Meanwhile, lesson plans are plans that describe the procedures and organization of learning to achieve one basic competency set in the Content Standards and outlined in the syllabus. The scope of the Learning Plan covers the most extensive 1 (one) basic competence consisting of 1 (one) indicator or several indicators for 1 (one) meeting or more.⁴

Learning Planning Models

1. Bella H. Banathy's design model

The development of a learning system (Design Instructional System) according to Bella H. Banathy can be explained in six steps, namely:⁵

- a. Formulate Objectives (Formulate Objectives), The first step is to formulate goals, namely a statement of learning experiences that states what is expected of student learning to be done, known, and felt as a result of learning. Learning objectives are also statements about desired conditions after learning through the learning process. This condition is also called learning outcomes.
- b. Developing a Test (Developing Test), In this step a test is developed based on the desired objectives and is used to

⁴ Pusat Kurikulum, *Pedoman Penyusunan Silabus*, (Jakarta: Balitbang Depdiknas, 2002), hlm. 123

⁵ Bella H. Banathy, *Instructional System Bellanal*, (C.A. Pearn Publisher, 1968), hlm. 115

determine the abilities expected to be achieved as a result of experience. The development of the test must be able to measure the achievement of learning outcomes that are adjusted to the goals set.

- c. Analyzing Learning Activities (Analyzing the Learning Task), Is to analyze the series of activities that will be done by students during the learning process. In compiling a series of activities one must also consider the student's initial knowledge. In this step what is formulated must be learned so that it can show what kind of behavior is shown in the goals that have been formulated. In this activity students' initial learning abilities must be analyzed and assessed because they do not need to learn what they have been able or mastered.
- d. Developing a Learning System (Design System). After that it is necessary to develop alternatives and identify what needs to be done to ensure that learning will ensure students master the activities to be analyzed in the third activity. It also needs to be determined who has the best potential to achieve these functions must be carried out. It is also necessary to determine when and where these functions must be carried out.
- e. Carry out Activities and Carry Out Results (Implement and Test Output). In this framework the system that has been designed can be tested or tested and implemented. What students can do or do as a result of implementing the system must be assessed so that they can know how far they have behaved as intended in the formulation of objectives.
- f. Holds a Repair (Change to Improve). The results obtained from the evaluation then become feedback for the whole system so that changes if needed can be made in an effort to improve learning.

2. Briggs Learning Planning Model

The Briggs learning model is oriented towards system design with the aim of students or students who will work as a designer of learning activities and a learning development team. The steps of the Briggs learning planning model are as follows:⁶

- a. Goal Setting. These initial steps are the most urgent steps. Because learning must be identified what goals must be achieved by students. Setting goals is the most important step in designing learning designs. Because all learning activities

⁶ Ibid.

undertaken aim to achieve learning goals or learning outcomes.

- b. Details of Purpose. The breakdown of objectives that have been identified are broken down based on the skills the student will have. The activity makes the specification of objectives and learning outcomes based on the results of identification of these objectives.
- c. Formulation of Purpose. The objectives that have been identified are detailed based on the skills the student will have. Namely a more detailed statement of each ability expected after the learning process that includes three domains of achievement of learning outcomes, namely the cognitive, affective, and psychomotor domains.
- d. Analyzing Objectives, Namely the activity of analyzing the planned goals that are tailored to the real conditions of learning. This is useful as a consideration to replace goals that are likely to fail with goals that are more rational and operational. the more rational the level of success.
- e. Preparation of Learning Outcomes Evaluation, After doing the things mentioned above the next step is to prepare learning outcomes, this activity is carried out based on the goals set. Therefore compiling an authentic learning evaluation is assessing what should be assessed.
- f. Determination of Learning Sequence or Level. That is determining the conditions that might occur outside and the plan that has been determined. So the learner (teacher) can overcome without disrupting the plans that have been set. In other words this activity is carried out as a learning activity (for teachers) to instill the activities that will be carried out.
- g. Determination of Learning Activities. After the teacher takes the estimated action about the activity to be carried out, learning must determine the desired form of learning activities so that learning objectives are achieved. This activity is carried out by the teacher and the learning planning development team. The activities carried out by the teacher are media selection, implementation of learning activities, and evaluation. Meanwhile the activities carried out by the learning planning development team are determining stimulus, media selection, determination of learning conditions, formulation of

learning strategies, development of instructional media, formative evaluation, and preparation of guidelines.

- h. Monitoring Implementation. After doing these steps both by the instructor as an individual and as a team, learning should conduct monitoring or supervision of planned activities. This is done in order to identify the successes and failures of the teaching levels of teachers.
- i. Trial and Revision (Formative Evaluation) Implementation. Formative evaluation is done to assess the level of learning success. At this stage there are trials and revisions, meaning that activities that are considered to be fail will show results and be corrected again so that the failure experienced by students can be controlled at the smallest level. Evaluation results are useful as feedback to correct failures and strengthen success.
- j. Implementation of Summative Evaluation. This evaluation is carried out after the whole series of activities from beginning to end have been completed. This scope is broader because what is measured is the level of strengthening of learning activities from the beginning of the meeting to the end of the meeting. Summative evaluations measure all learning activities ranging from setting goals to conducting the evaluation of learning. Because the scope of summative evaluation is very broad can be considered in designing the next learning system. This activity is intended to measure the level of mastery of students on the subject matter in total.

3. Jerrold E. Kemp's Learning Model

The next learning planning model which is also often used in designing training was developed by Jerrold E. Kemp. Kemp argues that the learning model does not determine what to do in the initial stages of designing learning. All forms of activities can be carried out at the beginning or at the end of learning. Therefore this model is called a flexible model.⁷

In another part Kemp stated that: in the design of learning, learning objectives are not the first thing that must be determined when compiling learning plans. Learning planning is developed starting from the identification of learning problems, then analyzing the characteristics of students, analyzing the tasks, preparing the

⁷ *Ibid.*, hlm. 93

learning objectives, sorting the contents of the material, choosing appropriate learning strategies, making message designs, developing learning, and finally evaluating the instrument.⁸

The whole process must be evaluated. The evaluation process is then used as the basis for a revision or improvement process. These processes also require supporting services and implementation of project management.

Learning Planning Model in Competency Based Curriculum

By definition, the Competency Based Curriculum (CBC) is a standard educational tool that can lead students to become competent in various fields of life they study. The field of life studied contains a number of student competencies and learning outcomes (learning outcomes). From this definition it can be seen that learning planning in CBC is directed at achieving the planned competencies of students. Competence itself is a set of smart actions full of responsibility that must be owned by someone as a condition to be considered capable of carrying out certain tasks / jobs. Thus the KBK learning planning is directed at mastering the competencies that have been planned. Competency criteria must include:⁹

- a. Being able to understand the concepts that underlie competency standards that must be mastered / achieved.
- b. Able to do work in accordance with the demands of competency standards that must be achieved with the right methods and procedures and good results.
- c. Able to apply their abilities in daily life both at school and outside of school.

The characteristics of competency as mentioned above are the same as those stated by Unesco in the 4 pillars of education which include:¹⁰

- a. Learning to know, is an embodiment of the mastery of the concept of knowledge or cognitive.
- b. Learning to do, is an embodiment of the mastery of skills, or psychomotor.
- c. Learning to be, is a manifestation of the affective attitude of a job.

⁸ *Ibid.*, hlm. 14

⁹ *Ibid.*, hlm. 94

¹⁰ *Ibid.*, hlm. 16

- d. Learning to live together, is an embodiment of life skills (life skills) which can largely be categorized as attitude or affective.

Based on these competencies then developed various competency standards by the government which later became a minimum competency standard that must be mastered by schools in Indonesia, namely the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum.

By definition competency standards are a set of competencies that are standardized nationally and are realized with student learning outcomes, standards must be measurable and observable to facilitate decision making for teachers, other education personnel, students, parents, and policy makers. Standards are useful as a basis for assessing and monitoring students' progress and learning outcomes. Based on that, the learning outcomes in KTSP must be measurable, both using test and non-test instruments.

The steps of the competency-based learning planning model are as follows:¹¹

- a. In the first stage in the CBC is determining the functions and tasks that must be carried out by students after taking education in schools / madrasas.
- b. The second step, from the functions and tasks of the graduates, the competency of the graduates is determined. To further clarify the competencies of the graduates, it is necessary to describe in various descriptions of competencies. There are several approaches to identifying competencies, including:¹²
 - 1) Task analysis approach
 - 2) Approach to the needs of learning (the needs of school learners)
 - 3) Approach based on community needs.
- c. The third step, so that graduates 'competencies can be realized in daily activities, the graduates' competencies should be grouped into competencies that can be realized.
- d. The fourth step, the categorization stage is carried out into subject competencies. In one study material will consist of various subjects, and these subjects will then be implemented in the learning process during the education process.

¹¹ *Ibid.*, hlm. 17

¹² *Ibid.*, hlm. 19

- e. The fifth step, making subject competencies more specific and can be achieved in a certain period of time as the time available in the learning process in schools / madrasas.
- f. The sixth step, by basing on the competencies and indicators that have been developed in step five, then developed a syllabus and learning implementation plan. From these competencies then operational activities are formulated to achieve these competencies. The operational formulation will then reveal the material needed, learning resources and media needed, and the assessment that must be carried out to measure the achievement of competencies. Even the learning implementation plan is carried out in more detailed planning step by step.

Conclusion

The current learning planning model in the curriculum consists of several steps, including: determining the functions and tasks that must be carried out by students after taking education in schools / madrasas, and the functions and tasks of the graduates are then determined by graduate competencies, graduates' competencies should be grouped into competencies competencies that can be realized, the categorization stage is carried out into subject competencies, making subject competencies more specific and can be achieved within a certain period of time as the time available in the learning process in schools / madrasas, by basing the competencies and indicators that are has been developed in step five above, then a syllabus and learning implementation plan are developed. And also use a variety of approaches in accordance with the material that contains the content on life skills (life skills) in accordance with local wisdom, national curriculum, and in accordance with problems and everyday environment, especially in the era of industry 4.0 that has been running and increasingly educational institutions competitive.

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