ANALYSIS OF LEARNING IMPLEMENTATION PLAN AT X BIOLOGY CLASS IN SMA AND MA BABAT DISTRICT

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ABSTRACT

The learning implementation plan is the teaching guide used by the teacher during the learning process. The lesson plan will assist the teacher in organizing the standard materials, as well as anticipating learners and the problems that may arise in the lesson. Learning implementation plans usually make by the teacher of each subject for their guidance in carrying out the lesson. Based on the survey results in the field, the implementation plan of learning used by the teacher is not necessarily in accordance with the components of the implementation plan of learning listed in permendikbud number 22 of 2016 on Standard and Basic Education Process Standards. The purpose of this study was conducted to determine the suitability of the implementation plan of learning that used the classroom biology teachers of X class in SMA and MA Negeri Babat District of Lamongan Regency with the application of 2013 curriculum at 2016/2017 academic year. This research uses descriptive qualitative research method. Researcher use purposive sampling technique. The sample used is the implementation plan of learning biology X class at 2016/2017 academic year in two public schools located in Babat District namely SMA Negeri 1 Babat and MAN 2 Lamongan. Based on the results of data analysis can be seen that not all components of the learning implementation plan according to permendikbud 22 years 2016 listed in the learning implementation plan made by teachers in SMA Negeri 1 Babat and MAN 2 Lamongan.

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INTRODUCTION

Learning planning is designed in the form of syllabus and learning implementation plan which refers to content standard. Lesson planning includes preparation of lesson plans and media preparation and learning resources, learning assessment tools, and learning scenarios. Preparation of syllabus and lesson plan adjusted learning approach [1], [2] and [3].

Learning implementation plan is a plan that describes the procedure and organizing the learning to achieve a basic competency set out in the content standard and described in the syllabus. So the summary of RPP is the operational plan of each learning activity or some basic competencies in each class face to face. The scope of the broadest RPP includes one Basic Competency consisting of one indicator or multiple indicators for one or more meetings [4].

The learning implementation plan will assist the teacher in organizing standard materials, as well as anticipating learners and the problems that may arise in the lesson. Both teachers and learners know with certainty the goals to be achieved and how to achieve them. Thus the teacher can maintain the situation so that learners can focus attention in the learning that has been programmed. Conversely, without RPP or without written or unwritten preparation, a teacher will have difficulty in the learning process he or she performs. An inexperienced teacher generally requires more detailed planning than an experienced teacher.

Making a learning implementation plan should be made in accordance with the curriculum used. According to Permendikbud Number 22 of 2016 [1], the components of the learning implementation plan consist of the

school identity, namely the name of the educational unit, the subject's identity or theme/subtema, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials (contains of relevant facts, concepts, principles and procedures), learning methods, learning media, learning resources, learning steps (through preliminary, core, and closing steps), and assessment of learning outcomes.

Many high schools in Babat District have implemented the 2013 curriculum but the learning implementation plan used by teachers is not yet compatible with the components that should be in the learning implementation plan. Therefore, analysis of learning implementation plan on the subjects of X class biology in SMA and MA Negeri Babat District of Lamongan Regency. The purpose of this study was conducted to determine the suitability of the implementation plan of learning used by teachers of biology subjects X class in SMA and MA Negeri Babat District Lamongan with implementation of 2013 curriculum at 2016/2017 academic year.

RESEARCH METHOD

This research uses descriptive qualitative research method. Descriptive research method aims to provide a description of the subject of research based on data from the variables obtained from the subjects studied [5]. Qualitative research methods is a research that basing or relying on the possibilities of views of participants or informants (subject) as much as possible [6].

Population in this research is learning implementation plan of X class for biology at SMA and MA Babat District. The sample used is the implementation plan of learning biology X class at 2016/2017 academic year in two public schools located in District Babat namely SMA Negeri 1 Babat and MAN 2 Lamongan. Researcher use purposive sampling technique that is done based on previous knowledge about population and specific purpose of researcher. Sampling is not random is samples obtained from members of the population who do not have the same opportunity to be taken as a sample [7].

RESULTS AND ANALYSIS

Analysis of RPP based on Permendikbud No 23 of 2016 on Appraisal Standards, Permendikbud No. 22 of 2016 on Standard Process of Primary and Secondary Education, and Permendikbud No. 24 of 2016 on Core Competence and Basic Competence Lesson in Curriculum 2013 on Basic Education and Secondary Education.

Table 1. Analysis of Implementation Plan of Learning with Permendikbud Year 2016

No	RPP Making Component	RPP used in MAN 2 Lamongan	RPP used in SMA Negeri 1 Babat
1	School identity	Madrasah Aliyah Negeri 2 Lamongan	SMA Negeri Babat
2	Identity of subjects or themes / subthemes	Subject: Biology	Subject: Biology
3	Class/semester	X/1	X/1
4	Subject matter	Fungi	Fungi
5	Time Allocation	6 × 45 Minutes	9 × 45 Minutes
6	Learning objectives	1. Affective - Students can admire God's creation in the form of a fungus organism that plays an important role in life on earth. - Students can change their attitudes and behaviors to utilize mushrooms in life, especially as food sources. 2. Cognitive - Students can explain the characteristics, way of life, habitat, and mushroom reproduction based on their experience and literature review. - Students can classify mushroom types based on their characteristics. - Students can find examples of fungus that are harmful and profitable based on their experience. - Students can cite examples of either beneficial or adverse fungi based on literature review. 3. Psychomotor - Students can make fresh mushroom preparations to be observed directly by microscope through experiments.	No objectives are included

		- Students can menseketsa fruit body various types of mushrooms (eg, mushroom and ear fungus). - Students may make written reports of mushroom observations.	
7	Basic competencies	3.6 Applying the classification principle to classify mushrooms based on their characteristics and reproduction through careful and systematic observation. 4.6 Present data on observation of the characteristics and role of fungi in life and environment in the form of a written report.	3.7 Apply classification principles to classify mushrooms based on characteristics, means of reproduction, and link their role in life 4.7 Present an information search results report on mushroom diversity and its role in environmental equilibrium
8	Indicators of Competence Achievement	1.6.1 Describe the characteristics, way of life, habitat, and reproduction of fungi. 1.6.2 Classify mushroom types based on their characteristics. 1.6.3 Finding examples of fungus that are harmful and profitable based on his experience. 1.6.4 Cite examples of fungi both beneficial and adverse on the basis of literature review. 4.6.1 Making fresh preparations of mushrooms to be observed directly by microscope. 4.6.2 Mensekets the body of the fruit of various types of mushrooms (eg, mushroom and ear fungus). 4.6.3 Make a written report of mushroom observation results.	3.7.1 Identify common features of fungi 3.7.2 Describe the morphology of fungi 3.7.3 Describe the body structure of the fungus 3.7.4 Explain how fungi obtain nutrients 3.7.5 Describes the way of mushroom reproduction 3.7.6 Describe the mushroom life cycle 3.7.7 Grouping fungi based on morphology, how to obtain nutrition, and reproduction 3.7.8 Describe the role of fungi in the field of ecology 3.7.9 Describe the role of fungi in the health field 3.7.10 Describe the role of mushrooms in the economic field. 4.7.1 Conducting tempe-making activities 4.7.2 Modify tempe-making experiments with variations of wrapping and yeast types 4.7.3 Present the report of experimental results of making tempe with variations of wrapping and yeast
9	Learning materials (facts, concepts, principles, and procedures)	1. **Material Fact**: Many types of mushrooms are cultivated, because it can be consumed and high economic value. But there is also a fungus that is harmful because it causes illness. 2. **Concept Material**: - Characteristics of fungi: eukaryotes, heterotrophs, cell walls of chitin, unicellular / multicellular, not chlorophyll, saproba / parasitic / symbiotic mutualism, vegetative reproduction (fragmentation, asexual spores) and generative (sexual spores). - Classification a. Zygomycota, its multicellular features, hyphenated hyphae, senocytic, have no fruit body, have rhizoid and	1. Characteristic of mushrooms 2. Morphology of fungi 3. Mushroom structure 4. How to get mushrooms nutrients 5. Reproduction of mushrooms 6. Mushroom life cycle 7. Classification of mushrooms 8. The role of fungi in the field of ecology 9. The role of fungi in the health field

		stolon, live saproba / parasite / symbiotic mutualism, vegetative reproduction (fragmentation, sporangiospora) and generative (zigospora). b. Ascomycota, its unicellular / multicellular features, hyphae sealed, the body of askokarp fruits present / absent, live saproba / parasite / symbiotic mutualism, vegetative reproduction (cell division / shoot release, fragmentation, konidiospora) and generative (askospora). c. Basidiomycota: multicellular, hyphenated hypothesis, basidiocarp fruit body present / absent, vegetative reproduction (konidiospora) and generative (basidiospora), live saproba / parasite / symbiotic mutualism. d. Deuteromycota: vegetatively reproducing, while generative reproduction is unknown. - Symbiosis of fungi with other organisms: lichen and mycorhiza (ektomikorhiza, endomikorhiza). - Roles a. Beneficial: food (mixed in cooking, cheese making, tempeh, sufu, soy sauce, tauco), drinks (sake, wine, wine), drugs, and antibiotics. b. Adverse: cause disease in humans (dandruff, blastomikosis, itching), penyalit on plants, fruit decay, stale / rotten food. - Breeding / cultivation of mushrooms can use a medium of wood powder. 3. **Principle Material** : The role of the fungus is beneficial and detrimental. 4. **Procedural Material** : Observation of fungal body structure.	10. The role of mushrooms in the economic field
10	Learning methods	• Collaborative learning. • Library / internet exploration. • Experiment	PjBL
11	Instructional Media	Not included instructional media used	Laptop, LCD projector, microscope, object glass, tweezers, pictures of various types of mushrooms, ear mushrooms, mushroom, wood mushrooms, tempe mushrooms
12	Learning Resources	No source of learning is used	• BSE X-class biology by M. Anshori • BSE Suwarno X class biology • LKS of bacterial enrichment • Internet
13	Learning steps	There are opening activities, core activities (observing, questioning, collecting data (experiment / exploration), associating, communicating), and covering	There are initial activities, core activities (giving stimulus, problem identification, data collection, data verification, concluding), and final activities
14	Assessment of learning outcomes	Attitude and rubric observation sheets and performance and rubric performance sheets	• 1st Meeting: quiz • 2nd meeting: performance • 3rd meeting: project-based assessment • Daily diary (written test) • Reminiscence & enrichment
15	Bloom's Taxonomy	Not used	Not used

The way of writing the lesson implementation plan used by MAN 2 Lamongan and SMAN 1 Babat is different, but it should be the component of the planned learning plan should be the same according to permendikbud number 22 of 2016 about standard of basic and intermediate education process. School identity, subject identity or theme/subtheme, class/semester, and subject matter have been properly written. The time allocation written by the two schools is different, this is because the activities planned by the teacher in the learning process are different, but the time allocation should be supported by activity data for several meetings, not just one meeting only. Time allocation is determined according to the need for the achievement of basic competence And the burden of learning by considering the number of hours of lessons available in the syllabus and the basic competencies to be achieved. Allocation of time for high school class X is 3 hours for each meeting with time allocation per meeting hour is 45 minutes.

Learning objectives are also an important component and should be included in the learning implementation plan. Learning objectives formulated based on basic competencies, using operational verbs that can be observed and measured, including attitudes, knowledge, and skills. The learning objectives are also derived from The basic competencies that students must achieve but the objectives of learning have unsuraudience, behaviour, condition, and degree. According to permendikbud number 32 of 2013 competence is a set of attitudes, knowledge, and skills that must be possessed, experienced, and mastered by learners after studying a content of learning, completing a program, or completing a particular educational unit [8]. Basic competencies on Fungi matter based on permendikbud number 24 of 2016 are 3.7 Grouping mushrooms based on characteristics, ways of reproduction, and linking their role in life and 4.7 Presenting investigative report on the diversity of fungi and its role in life. The basic competencies included in the learning implementation plan in these two schools are different from the basic competencies listed in permendikbud number 24 of 2016.

Indicators of achievement of competencies should be adjusted with taxonomy bloom in order to clear the cognitive level to be achieved by students. Bloom's Bloom's cognitive taxonomy has been revised by Anderson and Krathwohl: remember, comprehend, apply, analyze, evaluate, and create [9]. Bloom's Taxonomy The cognitive domain is one of the basic frameworks for categorizing educational goals, the preparation of tests, and the curriculum. Indicators of achievement of competence have been derived from basic competencies but not using the level of taxonomy bloom.

The learning materials contained in the lesson plan should contain factual materials, conceptual materials, principles and procedures written in the form of items in accordance with the formulation of indicators of competency achievement. Learning materials contained in the implementation plan of learning in MAN 2 Lamongan is in accordance with the preparation of the material regulated by permendikbud number 22 of 2016. But the learning materials contained in the implementation plan of learning at SMAN 1 Babat has not been distinguished between the material facts, concepts, principles, and procedure.

Learning methods used by teachers to realize the learning atmosphere and learning process so that learners achieve basic competencies tailored to the characteristics of learners and basic competencies to be achieved. This method of learning is chosen by subject teachers to facilitate the learning process. MAN 2 Lamongan teachers chose learning methods in the form of collaborative learning, library / internet exploration, and experiments. While SMAN 1 Babat using learning method PjBL.Media learning in the form of learning process aids to deliver the subject matter. Learning implementation plan used MAN 2 Lamongan there is no learning media, whereas in the implementation plan of learning in SMAN 1 Babat already written clearly the learning media used.

Learning resources can be books, print and electronic media, surrounding nature, or other relevant learning resources. Books that are used with learning is not appropriate. The learning implementation plan used by MAN 2 Lamongan does not exist any learning resources, whereas in the implementation plan of learning in SMAN 1 Babat has written clearly the source of learning used.

The learning steps are done through the preliminary, core, and closing steps (adapted to the learning model syntax). Learning steps are written in accordance with preliminary, core, and closing stages. The different things are at the stages in the core but actually the things that should be done by students are almost the same. According to permendikbud number 23 year 2016, assessment is the process of collecting and processing information to measure the achievement of learners learn outcomes. Assessment can be done on aspects of cognitive, psychomotor, and affective. Assessments conducted at MAN 2 Lamongan also include affective, cognitive, and psychomotor assessments, while assessments made at SMAN 1 Babat are more likely to be cognitive judgments only.

CONCLUSION

Based on the results of data analysis and discussion can be concluded that the implementation plan of learning used by teachers in SMA Negeri 1 Babat and MAN 2 Lamongan don’t consist all components of the implementation plan of learning according to permendikbud 22 of 2016.

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