

Lesson plan analysis on Merdeka Mengajar Platform English for Nusantara VII

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A B S T R A C T

A Lesson Plan is a written document that serves as the teachers' guidance during learning (Nessari & Heidari, 2014). Emancipated curriculum simplified some lesson plan formats (Rahayu et al., 2021). This research aimed at (1) analyzing teachers' lesson plans published in the Merdeka Mengajar Platform following the recent emancipated curriculum format and (2) finding lesson plan components consistent with Brown's stipulated elements. This research employed a qualitative descriptive approach with document analysis by Bowen (2009) to investigate a lesson plan published in the Merdeka Mengajar Platform. The data were obtained using document analysis, showing that 67% of lesson plans followed the emancipated curriculum.

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INTRODUCTION

The emancipated curriculum shares some similarities with its predecessors, it has incorporated new elements and simplified certain aspects to align with policies similar to the 2013 curriculum (Kasman & Lubis, 2022). A lesson plan is a written document that serves as the teachers' guidance during learning (Nessari & Heidari). Teachers have the freedom to develop their lesson plan (LP) based on the needs of their students, context, and Pancasila student profile (Widayati et al., 2022). This shifting simplified lesson plan only includes learning objectives, activities, and assessments (Rahayu et al., 2021). To ensure teachers are familiar with the emancipated curriculum's terms and policies, the Ministry of Education has introduced the Merdeka Mengajar Platform (MMP).

This collaborative and self-teaching platform, introduced by the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, on February 11, 2022, supports teachers in sharing their work, collaborating with others, and implementing the emancipated curriculum across Indonesia. As a result, there is a growing emphasis on schools and educators integrating MMP into their teaching practices (Marisana et al., 2023).

The emancipated curriculum policy has yielded alterations in the primary learning materials utilized. Specifically, the English book for junior high school is a prime example. The English for Nusantara series, initially developed by Damayanti in 2022 under the Ministry of Education and Culture's license, serves as the primary material used by teachers in English subjects in junior high school. As a result of the changes, several educators have created and published lesson plans based on the book in MMP. While there are no rigid guidelines for a lesson plan, the fundamental structure components of Brown (2007) must be integrated.

Literature review

Lesson Plan Analysis

In 2014, a study was conducted by Sesorina to examine the effectiveness of lesson plans based on themes utilizing Brown's (2001) theory of proper lesson planning as a guideline. Findings indicated that most lesson plans followed Brown's recommendations;

however, there was a lack of consistency in creating learning objectives using Bloom's theory, particularly in the psychomotor and affective domains. Similarly, Angrella et al. (2023) investigated the effectiveness of a lesson plan workshop for elementary school teachers utilizing the emancipated curriculum model lesson plan workshop and survey. Results indicated that teachers found creating a new lesson plan format challenging, and many relied on Internet sources for their plans. Student needs were not analyzed before making lesson plans, and teachers felt that the one-sheet lesson plan format needed to be more helpful.

According to Brown (2007), a lesson plan is defined as a sequence of activities aligned with a curriculum, designed with specific intervals for evaluation and preparation before and after each lesson; therefore, it asserts that certain critical components must be incorporated to ensure its effectiveness.

1. Learning Objectives

The emancipated curriculum in Indonesia promotes competency-based learning and develops the Pancasila students' profile. The learning objective is organized into learning outcomes (Capaian Pembelajaran), learning objectives (Alur Tujuan Pembelajaran), and Pancasila students' profiles. The objectives of a lesson refer to the desired outcomes that a teacher aims to achieve with their students, as Brown (2001) stated. Behavioral Objectives express objectives that involve operationalizing the definition of behavior to describe learning outcomes more precisely, according to Richards (2001). This operationalization can be accomplished by incorporating the "ABCD" aspects, as outlined by Mager, Findlay, and Nathan (Richards, 2001). The "A" refers to the audience, which in this case is the students. The "B" stands for behavior and denotes the performance to be learned, expressed through action verbs. "C" represents the conditions under which students' performance will be demonstrated, while "D" indicates the degree of proficiency required to demonstrate their performance effectively.

2. Learning Activities

According to Reiser and Dick (1996, p. 46), teachers must consider two factors to achieve learning outcomes: firstly, the types of outcomes they desire, and secondly, the instructional activities that will facilitate student attainment of those outcomes. Furthermore, Reiser and Dick (1996, p. 53) assert that there are critical instructional activities that must be applied according to the learning domain. Learning activities in the emancipated curriculum are similar to those in the previous curriculum, which follows the opening, main, and closing activities. The teacher could implement certain learning activities approaches such as genre-based teaching, differentiation strategy teaching, project-based learning, or another communicative learning approach.

3. Learning Assessment

The evaluation component of the lesson plan was analyzed based on Cameron's (2001) assessment principles. Firstly, the assessment should gauge how the objectives are fulfilled regarding the intended action verbs and their demonstration by students. Secondly, the assessment should be consistent with the activities and utilize familiar learning experiences. In the teaching and learning process, assessment is an essential element that a teacher must undertake to examine learners' progress. Learning assessments in the emancipated curriculum remain similar, focusing on the affective, cognitive, and psychomotor domains. The adjustment is in the emancipated curriculum focused more on formative assessment and reflective teaching to help students in the learning process.

Upon scrutinizing the preceding studies, it was observed that most of the lesson plans examined were course-based, workshop-based, or utilized in certain schools. Therefore, the

present study analyzes the lesson plan from the Merdeka Mengajar Platform, which aligns with the existing literature gap and focuses on lesson plans based on the emancipated curriculum format.

This research aims to answer these research questions:

1. How do teachers' lesson plans published in the MMP follow the recent emancipated curriculum format?
2. Are the lesson plan components consistent with Brown's stipulated elements?

METHODS

This research study utilized a descriptive qualitative research to investigate the research problems. According to Raco (2018), the qualitative approach seeks to gain a deeper understanding of the symptoms and facts of the issue being investigated. Similarly, Creswell (2016) considered the case study a qualitative design that enables researchers to explore a program, event, activity, process, or one or more individuals in-depth. In this study, the researcher employed a descriptive single case study to undertake an in-depth analysis and examine vivid information on the lesson plan published in the MMP.

Focused on a lesson plan from the Merdeka Mengajar Platform for six meetings as the primary document for the document analysis (Bowen, 2009). The data was collected from the Merdeka Mengajar Platform; then, it was analyzed using document analysis by Bowen (2009) and thematic analysis by Braun and Clarke (2006) before concluding the data.

FINDINGS AND DISCUSSION

Learning objectives

Learning objectives were stated in both the lesson plan and syllabus, which includes the learning achievement phase for junior high school, Pancasila Students Profile, and goal learning objective; however, the learning objectives did not follow the ABCD as most of them were missing the components C (Condition) and D (Degree). The action verbs "introduce and talk" are not categorized into Bloom's action verb, as "describe" uses action verbs on the lowest cognitive level. Furthermore, the learning objectives mainly focused on cognitive and psychomotor domains/skills. For example, the first and second learning objectives were focused on cognitive skills, and the other two were focused on psychomotor skills. No learning objectives were proposed for affective skills.

Learning activities

The learning activities stated the opening, main, and closing; however, only the main session was stated in all the meetings. Opening and closing sessions were only stated in the first meeting. The activity proposed mostly promoted cognitive activity and psychomotor rather than affective learning. The lesson plan did not mention affective learning as being different and one division of learning; instead, affective learning was seen as complementary, for instance, in peers' collaboration, discussion, and valuing while describing their friends. The affective domain was also stated in the Pelajar Pancasila profile on the opening page of the lesson plan. Then, the activity mostly supported cognitive learning; for instance, listening to the audio, reading the text and answering the question based on the text, and viewing multimodal text to comprehend their understanding. Lastly, the activity supported psychomotor learning, for instance, in speaking about oneself, practising in conversation, writing a descriptive text about a friend, and presenting their descriptive text in front of the class.

Learning assessments

The affective assessment was not in line with the learning objectives. As the learning objectives did not mention the affective domain, the assessment was not in line with the

learning objectives; however, the affective assessment was implemented based on the Pancasila Students Profile, which used journal observation on their affective or behaviour which can conclude all the Pelajar Pancasila profile, self, and peer assessment during the discussion, and self Likert scale on their behaviour during class. The cognitive assessment assessed the learning objectives on cognitive skills such as in the “students are able to describe the physical traits and personal traits of person”, with the assignment based on worksheet picture 1.2 Galang and Friends, worksheet 1.20, worksheet 1.21, picture 1.3 with worksheet 1.22, worksheet 1.24, and worksheet 1.25. For the learning objective, “students are able to describe their daily activities” was not stated; instead, it focused on activities such as hobbies based on certain people in the picture or text; furthermore, the learning assessments were put in learning activities with no specific table for cognitive assessment. In the assessment table, there was no key answer or scoring rubric for the assessment. The psychomotor assessment assessed the objective “students are able to introduce themselves and others” in the class introduction assessment in the first meeting and descriptive text writing about friends. The other objective, “students are able to talk about their hobbies”, was combined in writing a descriptive text about a friend and blended with self-introduction; however, the scoring rubric was not detailed as it only mentioned 4 scoring levels without description, such as Poor, Fair, Good, Very Good. The scoring was confusing, with no specific guidelines on what was mentioned by poor, fair, good, and very good.

In summary, the lesson plan still added more components than prescribed, such as the main competence source and tools needed in the teaching, the learning preparation, attachments, and glossaries. A total of 10 out of 15 aspects were available in the lesson plan analysis instruments; therefore, the coherence of the lesson plan to the emancipated curriculum was 67% out of 100%. The lesson plan was not only about learning objectives, activities, and assessments. The assessment also went along with the learning activities instead of different sections, and the assessment did not mention the purpose or the objective of the assessment used, including some scoring rubrics that were not mentioned.

Discussion

Based on the findings, the lesson 67% follow the emancipated curriculum format. This finding is similar to Angrella et al. (2023) research; the difference is that the LP analyzed focused on LP published in the Merdeka Mengajar Platform (MMP), which can be accessed and referenced by other teachers across Indonesia. The findings also show the lack of consistency in the learning objectives. This is similar to Sesorina's (2014) study in which the lesson plan was inconsistent in the use of “ABCD” and overlooked the “C” components of the condition. The learning objectives also neglect the affective and psychomotor domains. In the present studies, learning objectives do not follow the ABCD as most are missing the components C (Condition) and D (Degree) and using low action verb cognitive and psychomotor domains.

The findings also show that the lesson plan lacks consistency in the learning objectives. This is similar to Sesorina's (2014) study, in which the lesson plan is inconsistent in the use of “ABCD” and overlooks the “C” components of the condition. The learning objectives also neglect the affective and psychomotor domains. In the present studies, similar results occurred. The learning objectives do not follow the ABCD as most of them are missing the components C (Condition) and D (Degree). The use of the action verbs “introduce and talk” are not categorized into Bloom's action verb, as “describe” uses action verbs on the lowest cognitive level; however, the psychomotor learning objectives in the present study are not neglected. The learning objectives mainly focused on cognitive and psychomotor domains/skills. For example, the first and second learning objectives focus on cognitive

skills, and the other two focus on psychomotor skills. No learning objectives are proposed for affective skills.

Differentiation in learning objectives format also occurs in the emancipated curriculum formats where learning objectives include the common ABCD learning objectives, the learning outcomes phase, and Pancasila Students Profile. Regarding the learning outcomes phase, the present study's lesson plan includes the learning outcomes based on the D phase of junior high school students' phase and includes all of the six Pancasila Students Profiles. While there is improvement in the learning objectives, the learning activity and the learning assessments of the lesson plan still require improvements. The opening and closing activities are only stated in the first meeting. However, the learning activity supported every learning domain. The learning activity also supports collaborative learning in the activities presented.

In terms of learning assessments, some assessments are added outside the learning objectives proposed, but based on the Pancasila Students Profile, some scoring rubrics are incomplete. The lack is similar, whereas the lesson plan still included some components outside the learning objectives, activities, and assessments (Rahayu et al., 2021). In the present study, the lesson plan still included the main competence source and tools needed in the teaching, the learning preparation, attachments, and glossaries. Furthermore, the assessment also goes along with the learning activities instead of different sections, and the assessment does not mention the purpose or the objective of the assessment used, including some scoring rubrics that are not mentioned.

CONCLUSION

The findings conclude that only 67% of the lesson plans follow the emancipated curriculum as it adds the main competence source and tools needed in teaching, learning preparation, attachments, and glossaries outside the three components of learning objectives, learning activities, and learning assessments.

This study is not perfect. It has limitations and flaws. Since the research only focuses on analyzing one lesson plan published in the MMP based on English for Nusantara VII. Therefore, I suggest that future studies conduct the research in a broader setting with more participants. In addition, future studies could also analyze and compare some lesson plans published in the MMP from English Nusantara and other similar material to analyze the lesson plan published in the MMP further.

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