

Analysis of English Lesson Plans of Junior High School Teachers in Bumiayu District

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ABSTRACT

Keywords: Lesson Plan, 2013 Curriculum, English Subject.

This study aims to find out the quality of lesson plans created by English teachers of Junior High Schools at Bumiayu Brebes Regency. The study is quantitative and descriptive, using documentation techniques. The instrument assessment in this study used an assessment sheet made with the 2013 curriculum standard by referring to Circular Letter Number 14 of 2019 concerning the Simplification of Lesson Plans, which the expert has validated. The results of this study show that English lesson plans generally dominated the “Below Average” category, with 79%. It follows the results, which show that the “Very Good” category is 0%, the “Good” category is 2.6%, the “Average” category is 18.4%, and the “Below Average” category is 79%. The data results are stated based on the facts according to the field, and there is no training or counselling on the preparation of good and correct lesson plans that government regulations have determined according to the 2013 curriculum. The main focus needs to be on the competence of junior high school English teachers at Bumiayu Brebes Regency, who have not fully mastered the writing of lesson plans according to the standard of writing lesson plans.



Introduction

In the learning process, a teacher has a great responsibility to help the students succeed in cognitive aspects and emphasise the affective part of learning (Saidah et al., 2021). The success of the learning process can be achieved with excellent and appropriate lesson plans. According to Joseph and Leonard in Herviani & Budiastusi, inappropriate lesson plans make the learning process ineffective and unsystematic (Agustinova, 2018). This is because the teacher does not understand what will be taught and does not know how to manage the class well (Herviani & Budiastuti, 2018). Considering the importance of managing English learning, lesson plans must be adequately prepared, especially in the preparation of English lesson plans, in order to produce a maximum learning process (Wibowo, 2020). Not only that, lesson planning needs to be strategic yet straightforward and accessible when preparing for various language learners' needs. With this statement,

it can be concluded that one of the essential aspects of teaching is mastering the lesson plan before the learning process. This is because the prepared lesson plan determines the success of the implementation of learning (Ulfah & Arifudin, 2021).

Based on Permendikbud No. 22 of 2016 concerning primary and secondary education standards, the lesson plan uses one or more face-to-face meetings. In this case, the suitability of the learning objectives and materials must be correct (Futuningsari, 2021). Therefore, the writing of lesson plans must be adjusted to 2013 curriculum standards. This aims to ensure that the learning process and learning objectives are on target (Fahri & Lubis, 2022). The writing of the lesson plan must be in accordance with the 2013 curriculum standards because the purpose of the 2013 curriculum is to produce students who are independent and do not stop learning (Kusmiati et al., 2018).

Actually, lesson plans are essential, and all teachers must master them. However, the problems found in this study based on the information in preliminary observations for Junior High Schools in Bumiayu, Brebes Regency, are as follows. (1) The learning process is disorganised and does not run smoothly. (2) There is an inconsistency between learning objectives, learning activities, and assessment. (3) Students are not enthusiastic and not motivated to participate in the learning process. With these problems, English teachers of junior high schools at Bumiayu Brebes Regency need to examine the quality of their lesson plans to find out where the problem is.

As for the results of previous studies, Fatmawati⁴ & Indriani⁵ stated that teachers' ability to prepare lesson plans is still minimal. In line with them, Sartika Susanti stated that there are still teachers who have limited skill and competence to make lesson plans.⁶ Currently, there are still many teachers who only download lesson plans from the internet without paying attention to their suitability with their respective classroom contexts. (Fathurrahman, Budiarti, Loklomin, & Kahar, 2020), Also explained that the ability of English teachers to prepare lesson plans using the 2013 curriculum is still meagre.

The teachers in making lesson plans are: there is no curriculum training; the ability to use the technology is still lacking; the teachers do not have good skills to make indicators, the approach/the method/the strategy is not appropriate; there is no proficient in developing learning activities, assessment techniques and instruments.⁹ This is consistent with Mawardi's statement, which states that the competence of teachers in preparing lesson plans is still low as a result of the teacher's lack of knowledge about the preparation of lesson plans. This is also due to a lack of guidance and training.¹⁰ Meanwhile, Ratumanan and Tetelepta stated that teachers' lesson plans are still found only in the "Sufficient" category. It makes the learner unable to perform a structured, planned, and appropriate evaluation optimally. It also does not summarise knowledge, attitude, and skill assessment tools.

Based on previous studies mostly focus on the lower ability of teachers to prepare English lesson plans. On the other hand, the case has not been clear in Bumiayu, which is one of the territories parts of Brebes Regency. The location was chosen because, according to government data, the education in Brebes Regency was still underdeveloped. Statistics Indonesia, known as Badan Pusat Statistik (BPS), suggests that the Human

Development Index in Brebes is currently 66.32%¹² below the Ideal Human Development Index in Central Java of 72.16% and ranks 35 out of 35 districts/cities in Central Java Province.¹³ In addition, no study has revealed the issue on that site. This shows that there is still a study gap to be filled in. This study was conducted to fill in the blanks.

In his study entitled “Peningkatan Kemampuan Guru Bahasa Inggris dalam Merancang RPP Kurikulum 2013 Melalui Kegiatan Bimbingan Berkelanjutan” conducted in SMP Negeri 5 Tebingtinggi City, Hutagaol used qualitative descriptive method. In his study, Hutagaol stated that the English teachers’ ability to prepare lesson plans using the 2013 curriculum was still very low. Most teachers could not create lesson plans appropriately using the 2013 curriculum. This statement was recognised before teacher mentoring.¹⁶

H D Mauliate, A Rahmat, and S Wachidah, in their study entitled “Evaluation the Lesson Plan of English Language Learning in Junior High School Seraphine Bakti Utama West Jakarta”, used the evaluation method using a model of the gap (discrepancy evaluation model). Data collection techniques were performed through direct interviews, documents, and field observation. The results showed that the teacher had not optimally applied the principles and steps in preparing the lesson plan.¹⁷

The research by Khairil Anam entitled “Peran Supervisi Akademik Terhadap Peningkatan Kemampuan Merancang Rencana Pelaksanaan Pelajaran Guru SMAN 1 Tanjung Jabung Barat Tahun Pelajaran 2018/2019” used qualitative descriptive method. This study is action research at SMAN 1 Tanjung Jabung Barat. The result of this study indicated that academic supervision was able to improve the ability of teachers to prepare lesson plans.

Research Methods

Type of the Study

The type of this study was descriptive quantitative. Descriptive quantitative research is the type of study that provides data in the form of words and numbers. The method used in this study was the documentation technique. The instrument in this study was the English lesson plans for the odd semester 2021/2022, which English teachers created in Bumiayu. This study selected English lesson plans that were obtained from 25 teachers of Junior High Schools in Bumiayu based on the readiness and circumstances of the school when collecting data.

Research Location

In this study, the researcher took the location at Bumiayu Brebes Regency, Central Java. The reasons the researcher carried out this study at Bumiayu Brebes Regency were:

1. The Human Development Index in the Brebes Regency was still low, and one factor was education. The study chose Bumiayu as the location because Bumiayu was one of the territories of the Brebes Regency.
2. Bumiayu is considered as feasibility by the researcher.

3. The researcher chose Junior High School in Bumiayu Brebes Regency as the study because English taught in Junior High School was basic English or the beginning of learning English. Therefore, the suitability of the learning objectives and materials must be correct so that the writing of lesson plans can be adjusted according to standards.

Sources of Data

1. Time of the Study

This study was carried out from January 10 to February 28, 2022, in Bumiayu Brebes Regency.

2. Subject of the Study

The subject of this study was the entire population, which included lesson plans from 25 English teachers of junior high schools in Bumiayu, Brebes Regency. (The list of Junior High Schools in Bumiayu Brebes Regency and the addresses are presented in Appendix 4). The researcher did not determine the classes and materials from the lesson plan. However, they were directly given by the 25 teachers based on the readiness and circumstances of the school when collecting data. This was because this study only focused on the components of the preparation of the lesson plans and their contents. The other reason was that each grade level had the same composition of lesson plan components, referring to Permendikbud No. 14 of 2019, concerning the simplification of lesson plans. Therefore, the researchers did not focus on and did not limit it to one level. In the assessment process, the experts randomised the lesson plans and assigned a different serial number to assess the lesson plans, then made an assessment using an assessment instrument in the form of an assessment sheet previously prepared. The identity of the lesson plans from the assessment results in this study was kept confidential to maintain the identity or good name of the school. (The table checklist of English lesson plans from Junior High Schools in Bumiayu Brebes Regency is presented in Appendix 5).

3. Variable of the Study

The variable used in this study is the lesson plans which created by English teachers in the odd semester of 2021/2022.

Data Collection Techniques

The data collection technique used in this study was documentation. Documentation is a technique for obtaining data and information in the form of documents that support the study. This study used the lesson plans of 2021, which were designed by the English teachers of Junior High schools in Bumiayu based on the 2013 curriculum as the primary data and analysed them.

The expert helped the researcher to justify the validity of the instrument. The expert was needed because the competence of the researcher was not sufficient to assess whether the lesson plan was feasible or not. The reason for choosing this expert is because the expert has experience that is considered quite mastered in this field. The expert was a teacher and headmaster for 4 years and has been the head of curriculum development for 1.5 years. With experience as the teacher and headmaster, it means the expert has

experience in making and assessing the lesson plan. The expert has also been the head of curriculum development for 1.5 years, which means the expert will assess the ability of the principal to assess the lesson plan made by the teachers. Besides that, the expert was needed to ensure that no bias enters the selection process that consciously or unconsciously influences the results and clarifies the validity of the results.

The instrument assessment in this study used an assessment sheet made with the 2013 curriculum standard by referring to Circular Letter Number 14 of 2019 concerning the Simplification of the Lesson Plan. An assessment sheet used the Indonesian language to anticipate any misunderstandings in the meaning of the study. The following is an assessment sheet used in this study.

Data Analysis Techniques

This study used descriptive quantitative analysis and was carried out in 3 stages:

- a. Analyze the lesson plans made by English teachers using a prepared instrument. The expert checked the English lesson plans with an analysis instrument according to the conditions of the English lesson plans that had been given.
- b. Percentage of the Data

The researcher used the following formula to calculate the percentage:107

Where:

P: Percentage

F: Frequency being searched

N: Number of cases (Number of frequency or number of individuals)

- c. Grouping the scores by category

The researcher used the following scales of Supervision and Teacher Performance Assessment (Supervisi et al./MPPKS- PKG). Here is the table of scales:

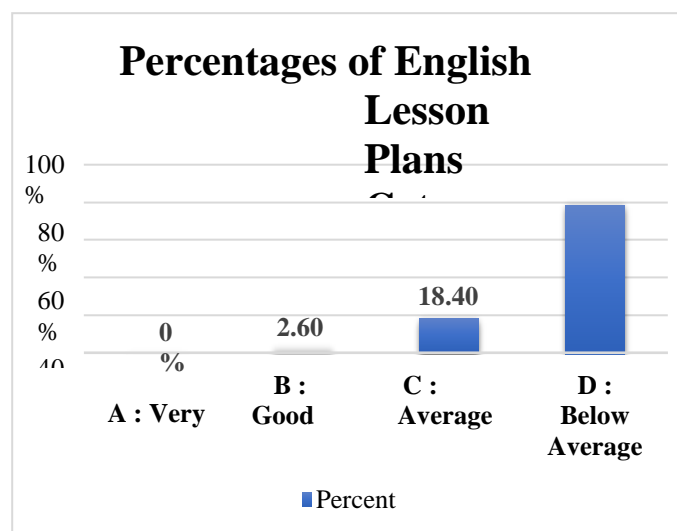
A:	Very Good	:	86%-100%
B:	Good	:	76% - 85%
C:	Average	:	56% - 75%
D:	Below Average:		under 55%

Results and Discussion

Findings

After collecting the data and conducting data analysis assisted by an expert, the researcher obtained several findings and described the results as follows:

1. After analysing the English lesson plans collected from Junior High Schools in Bumiayu Brebes Regency, the researcher found that, in general, the maximum score is 79, the minimum score is 17, and the mean (average) is 48. The description of the analysis results of the English lesson plans is presented in the bar chart below:



The bar chart above illustrates the lesson plans created by the English teachers of Junior High Schools in Bumiayu Brebes Regency. The total number of lesson plans that the researcher has obtained shows that no lesson plan belongs to the "Very Good" category. The details of the categories can be explained as follows: 0% in the "Very Good" category, 2,6% in the "Good" category, 18,4% in the "Average" category, and 79% in the "Below Average" category. From the analysis of the results above, it can be seen that the lesson plans by English teachers of Junior High Schools in Bumiayu Brebes Regency are mostly in the "Below Average" category, which is 79%.

2. The analysis results of the lesson plans of English teachers of Junior High Schools at Bumiayu Brebes Regency describe each component of the lesson plans as follows:

a. Subject Identity

The components of subject identity consist of education unit, class/semester, theme/subtheme/chapter point, and time allocation. The percentage of the subject identity is presented in the table below:

Table 2
Lesson Identity

Analysis Result	Frequency	Percentage (%)
None	0	0%
Incomplete	0	0%
Complete	38	100%
Total	38	100%

The table above depicts the frequency and percentage of subject identity components. Based on these data, it can be seen that the identity aspect of the subjects has shown that 100% of English teachers can write the identity components perfectly, which include the education unit, class/semester, theme/subtheme/chapter point, and time allocation.

b. The Formulation of Learning Objectives

The formulation of learning objectives is a component that cannot be separated from writing a lesson plan. The components of learning objectives formulation consist of two aspects. The two aspects are:

- 1) Indicators of achievement of knowledge, skills, and attitudes in accordance with Basic Competence.
- 2) Operational Verbs in accordance with Basic Competence.

The detailed analysis of the components and the formulation of learning objectives are displayed in the tables below:

- 1) There are indicators of achievement of knowledge, skills, and attitudes in accordance with Basic Competence

**Table 3
Indicator**

Analysis Result	Frequency	Percentage (%)
None	0	0%
Incomplete	30	79%
Complete	8	21%
Total	38	100%

The table above shows that the complete component represents only 21% of the lesson plans obtained. This percentage describes the lesson plans that present the indicators of achievement of knowledge, skills, and attitudes in accordance with Basic Competence. At the same time, the remaining 79% is still considered in the "Incomplete" category when writing this component.

- 2) There are activities relevant to the syntax/approach or model applied according to the 21st century (e.g., 4Cc)

Table 4 4Cs

Analysis Result	Frequency	Percentage (%)
None	9	24%
Incomplete	26	68%
Complete	3	8%
Amount	38	100%

The table above illustrates that more than half of the total lesson plans analysed—68%—belong to the "Incomplete" category in presenting learning activities relevant to the syntax/approach or model applied according to the 21st century (e.g., 4Cs). Only 8% of lesson plans are in the "Complete" category, while the rest, 24%, do not belong to both categories.

- 3) There are aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, self-determined learning (independent), and exploring the potential for multiple intelligence

Table 4
Aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, and self-determined learning (independent) explore the potential for multiple intelligence.

Analysis Result	Frequency	Percentage (%)
None	10	26%
Incomplete	25	66%
Complete	3	8%
Amount	38	100%

The results of the study on this component show that the lesson plans present aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, self-determined learning (independent), and explore the potential for multiple intelligence in the "Complete" category only 8%. 92% of the lesson plan with details of 66% of the lesson plans were in the "Incomplete" category in presenting this component and 26% in the "None" category because they did not present this component perfectly.

Based on the analysis results, it showed that the lesson plans compiled by English teachers of Junior High School at Bumiayu Brebes Regency based on its category can be explained as follows: 0% "Very Good" category, 2.6% "Good" category, 18.4% "Average" category, and 79% "Below Average" category. In general, it can be concluded that the lesson plans compiled by English teachers belong to the "Below Average" category of 79%. The results are written in accordance with the facts of lesson plan data that have been obtained from the English teacher in an analysis instrument based on the components below.

1. Subject Identity Component

In the subject identity component, which consists of education unit, class/semester, theme/subtheme/chapter point, and time allocation, all English teachers are considered to be able to write well with a percentage of 100%. This is based on the results of the study, which stated that all the lesson plans that had been analysed had presented the identity components of the subjects well and perfectly. This can happen because the identity component is only formatted. Formatted means something general and usually written so that anyone can easily master it. In addition, the identity of the lesson is also not part of

the core component of the lesson plan, so this component is considered not too important in the lesson plan.

However, it cannot be taken for granted. This is in line with Wahidmurni's opinion, which stated that if only three core components are written, then the only persons who understand the lesson plans very well are the teachers who made them. While other people, such as school principals and supervisors, do not know specific information related to the lesson plan.¹⁰⁹ Therefore, it is important to include the subject's identity specifically in writing the lesson plan so that those who can find out specific information related to the lesson plan are not only subject teachers.

Even though all the teachers presented the identity components of the subjects well and perfectly, teachers still must be reminded to receive advice regarding the importance of writing down the identity of the lesson plan so that specific information related to the lesson plan is known not only by subject teachers but also by the principal, other teachers, and supervisors.

2. Components of Formulation of Learning Objectives

a. There are indicators of achievement of knowledge, skills, and attitudes according to Basic Competence

It was found that 79% of the teachers were not perfect in presenting the indicator of the achievement of knowledge, skills, and attitudes according to Basic Competence. This shows that teachers still have significant problems in lesson planning related to the presentation of indicators. Meanwhile, this achievement indicator is considered very ¹⁰⁹ important. Rencana Pelaksanaan Pembelajaran: RPP 1 Lembar. (Malang : UIN Malang, 2020). P. 9

Teachers are suggested to join training to formulate appropriate learning objectives. This is because formulating learning objectives is one of the very basic and essential aspects of making lesson plans. No matter how good the learning objectives are, if the learning indicators are not relevant, the learning is considered to be poor. Therefore, this training needs to be carried out so that teachers are able to master the presentation of the perfect formulation of learning objectives.

b. Using Operational Verbs in accordance with Basic Competence

Based on the lesson plans that were analysed, 84% of lesson plans used operational verbs but were not in accordance with basic competence.

For a teacher, opening is an important basic skill to achieve practical, efficient, engaging, and fun learning. Even though it looks easy, not all teachers can carry out the learning process well. This has a significant influence on the success and enthusiasm or interest of students in learning. This is because when teaching and learning activities begin, not all students have mental readiness and interest in participating in the learning process. This is in line with the opinion of Monica and Hadiwinarto, who stated that the skills of opening and closing learning have a significant effect on student learning activity.¹¹⁶

The principles of a good learning opening are meaningful, continuous, enthusiastic, flexible, warm communication, use technical principles to open lessons, not complicated,

short, concise, clear, and can increase student attention. This is in line with the opinion expressed by Monica and Hadiwinarto, who stated that the opening is to build a conducive classroom atmosphere in order to make students' attention focused on the learning process. 117 In a good opening, there is not only a greeting, self-introduction, and telling of the material to be taught but more than that. Teachers need to know the right gestures to convey the opening and the words to inject enthusiasm into students. The steps in opening lesson skills that the teacher must carry out include opening sentences, greetings, prayers, checking attendance, apperception, motivation, stimulus, conveying learning objectives, scope, the scope of material, learning steps, and assessment techniques. This is very much needed to achieve learning success.

As previously explained, the opening is the beginning of the core learning activities. Opening sentences, greetings, and prayers are units that must be involved in the learning process, and this is due to instilling in the students the nature and character of religious students. Meanwhile, the attendance check aims to find out which students are present to take part in learning and which students are not present to take part in learning. In addition, the function of the attendance check is to allow teachers to continue to monitor student progress. Apperception also can maintain and shape the learning atmosphere to remain conducive and smooth. This is because perception can form an excellent physical and psychological atmosphere for students, which creates a feeling of being able to learn new material. This is in line with the opinion of Octaviani et al. that apperception is an initial activity in the learning process that aims to direct students' focus to initiate learning. It also aims to construct students' thinking in order to make them able to understand the lesson in a coherent and structured manner.118

Conveying the learning objectives, scope, scope of material, learning steps, and assessment techniques is necessary for students to know the picture of what future learning will be like and what to do during the learning process. To create a conducive atmosphere, a teacher can start from the opening of an interesting lesson for students. According to Abhimanyu in Sundari and Muliyawati, an opening lesson is an activity carried out by teachers to prepare mental readiness with an initial atmosphere and foster student attention to focus on the material to be studied.

Teachers have an important role in providing motivation and stimulation that encourage students so that the learning process runs well and smoothly. Teachers should not let the concentration of students be divided, which results in student learning outcomes not being optimal. The interesting opening affects the enthusiasm of students to participate in learning in class. If the teacher is passionate about teaching, the students will also be enthusiastic about learning. However, if the teacher looks lethargic, unenthusiastic about learning, and lazy, then the learning process will be boring and ineffective. Rumhadi stated that learning motivation is important both for students and teachers. As for students, the importance of learning motivation is as follows. (a) Make students aware of the student's position at the beginning of learning, processes, and outcomes. (b) Informing about the strength of learning efforts compared to peers. (c)

Directing learning activities. (d) Encouraging learning. (e) Awareness about the journey of learning and then working.

Ideally, everything written in the lesson plan is carried out thoroughly from the opening to the assessment. Therefore, compiling the components of learning activities also requires the basic teaching skills of a teacher. According to Giloman in Firdaus et al., basic teaching skills are skills that must be possessed by an educator in order to be able to carry out their duties effectively, efficiently, and professionally.¹²² Therefore, an educator will be able to carry out his duties well if he has mastered the basic teaching skills. So, the first step to creating effective learning begins with careful planning. In managing a class, a teacher must also have skills; it cannot be careless. This is because an educator needs to master the skills of managing the class. In line with what was conveyed by Sanjaya in Pamela et al., classroom management is the skill of an educator in creating and maintaining optimal learning conditions and returning them when there are disturbances in the learning process.

From the explanation above, it can be concluded that opening skills will affect success in future learning activities. If the skills of opening lessons are not implemented properly, it will hinder the success of learning. In addition, failure to open lessons will also reduce the enthusiasm, activeness, and interest of students in learning, which will have a significant impact on the quality of these students. This makes the learning objectives difficult to achieve.

The researcher can recommend that teacher training related to mastery of opening learning skills be provided so that teachers know what to do in opening lessons so that learning can take place optimally and learning objectives can be achieved properly. In addition, teachers must improve their professionalism in teaching to improve the quality of education. In this way, teachers can maximise their teaching.

c. Learning activities relevant to the syntax/approach or model applied according to the 21st century (e.g., 4Cs)

In the preparation of lesson plans based on the 21st century (4Cs), it was found that 68% of the 4Cs were still incomplete in representing the components and meaning of the true 4Cs. At the same time, 24% of lesson plans did not present this component. From the majority of the lesson plan, only 8% can fully present these components. At the same time, most of the rest are still incomplete in presentation and do not even fully explain what activities must be carried out from the 4Cs.

The results of the analysis also found that the use of language in presenting the 4Cs component was still too theoretical and that the mindset was still based on existing theories. So, in this 4Cs component, the basis of action does not explain how the 4Cs form when learning takes place. The impact of this problem lies in the sequence of learning activities that will be considered meaningless. This could be due to the fact that many teachers in Indonesia are still trapped in policy trends. What is meant by the policy trend here is that the teacher includes the 4C components but does not present the contents clearly. Therefore, the teacher is considered not to fully understand the true meaning of the 4Cs and how to implement them in learning properly. This is certainly an obstacle in

making 4Cs-based lesson plans. If the 4Cs component is not presented properly, it will have a negative impact on the quality of students. The impact of the absence of 4Cs components includes:

1) Students' difficulties in solving problems

2013 Curriculum emphasises mastery of competencies holistically through the application of learning models that hone students' ability to think scientifically and critically based on a strong social attitude.¹²⁴ As for what is meant by critical thinking, according to Adinda in Sapitri et al., people who are able to think critically use reasonable thinking to decide what to do according to their intellectual abilities.¹²⁵ From this explanation, it can be concluded that critical thinking is very important for students because it adapts to the development of abilities in the 21st century. If students cannot think critically, it will make it difficult to solve problems, especially in the learning process.

2) Lack of student creativity development

According to Akbar in Husien, "creativity is the ability of a person to create something new or a combination of things that already exist so that it seems there is". It can be concluded that creativity is a pattern of student behaviour that creates thoughts so as to produce ideas and activities that are unique and attract the interest of many people or as the ability to provide new ideas in problem-solving efforts.¹²⁶ With the lack of students' creative abilities, students will not be able to produce ideas. These activities are unique and attract the interest of many people, as well as the ability to provide new ideas in problem-solving efforts. Thus, it will be an obstacle for students.

3) Students do not have good communication quality

Communication is one of the most important 4C components. Communication is the ability to transfer information both orally and in writing. ¹²⁷ From this understanding, it can be seen that if students cannot communicate well, then communicating the information given and received by students will not be optimal and will affect the learning process.

4) Students will find it difficult to collaborate with others

One of the 4Cs components is collaboration. Collaboration is an important component. This is relevant to Lee, H, et al., who explains that collaboration competence is the ability to carry out responsibilities set and achieve high standards and goals for oneself and others.¹²⁸ With low collaboration skills in students, it will be difficult for students to have the ability to cooperate, work together, adapt and be responsible. Apart from the impacts mentioned above, the absence of 4Cs can have an impact on students who will find it difficult to face the challenges in the millennium era. This is in line with Sipayung et al., who stated that students could face the challenges of the millennium era, where students are required to be able to think critically, have creativity, work together in a network (collaboration), and have good communication in order to master technological developments in life in the 21st century. ¹²⁹ This is in line with The Directorate General of Teachers and Education Personnel, Ministry of Education and Culture (Kemendikbud), which stated that the 4Cs component must be instilled in

students. Thus, this 4C ability must be embedded in students to face the challenges in the millennium era.

In the future, the lesson plan needs to be evaluated regarding the presentation of the 4Cs. This evaluation is important so that teachers can understand the components and meaning of the 4Cs well and can implement them into lesson plans so that the competence of 21st-century students can be realised. The importance of conducting an evaluation related to the formulation of learning must be in accordance with the 21st century so that learning with the application of the 4Cs will improve the quality of education.

d. Aspects of character strengthening, numeric base, old/new literacy, HOTS, HOMS, and self-determine learning (independent) explore the potential of multiple intelligence in students.

From the results of the analysis, it can be seen that 66% of lesson plans were less than perfect in presenting these components. This was because there were still many teachers who did not understand the true meaning of aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, and self-determined learning. In the presentation of the lesson plan, there were still many incomplete components. In addition, aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, and self-determined learning are very important components.

Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education is in the context of realising a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for motherland, appreciation achievement, communicative, love peace, love to read, care for the environment, care about social, and be responsible, need character education.¹³⁰ According to Al Ghazali in Megawangi, the character is similar to morality, which means the character or habit of doing good things. He describes that character as a person's behaviour that comes from a good heart. Therefore, character education is an active effort to form good habits.

Based on the explanation above, this learning activity is very important and must be presented properly. The researcher suggests that teachers receive counselling so that they will know more about the true meaning of aspects of character strengthening, numerical basis, old/new literacy, HOTS, HOMS, and self-determine learning (independent). With counselling, the teacher can present the components of this activity and achieve the learning objectives well.

e. some activities facilitate attitudes, knowledge and skills

From the results of the analysis, it was still found that 82% of lesson plans did not present activities that facilitated attitudes, knowledge, and skills perfectly. At the same time, 13% of lesson plans did not present this component. Only 5% of lesson plans were able to present this component perfectly. This indicates that the teacher has not been able to master writing lesson plans for this component. Meanwhile, presenting activities that facilitate attitudes, knowledge, and skills is very important so that learning activities can be understood and clearly described. If the description of learning activities is presented clearly, in practice, the teacher can be more maximal and master the teaching.

Attitudes, knowledge and skills are an inseparable unit in the world of education. This is in line with, according to Act No. 63 of 2014, the definition of competence is a set of attitudes, knowledge, and skills that must be possessed, internalised, and mastered by students after studying a learning content, completing a program, or completing a particular educational unit. Susilo conveyed the same thing in Nurfuadi, who stated that competence is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. Therefore, competence is defined as knowledge, skills and abilities controlled by someone who has become a part of him so that he can perform cognitive, affective, and psycho-motor behaviours well.¹³³ In addition, according to Woolfolk-Hoy (Indrawan & Abidin, 2022), knowledge (cognitive) is a person's ability to develop rational or reasoning abilities. Attitude (affective), according to Chaplin, is a change in attitude or behaviour that is carried out consciously and deeply. Meanwhile, according to Sudijono, skills (psychomotor) are aspects related to abilities and skills when someone has received a learning experience.

The impact or risk of the absence of activities that facilitate attitudes, knowledge, and skills will result in the core competencies that are intended to be achieved not being realised. The recommendation is that the teachers should pay more attention to this part. In addition, training in writing activities that facilitate attitudes, knowledge and skills is needed so that teachers can present these components perfectly. Besides that, the learning process can contain the intended core competencies and can achieve learning objectives well.

f. There are complete learning media and resources used

Based on the analysis's results, 34% of lesson plans obtained fully presented the learning media and resources used. Meanwhile, 29% of teachers did not fully present, and 27% did not present the learning media and resources at all. This is, indeed, a serious problem. This is because the learning media and resources are both very important components of learning.

The importance of learning media has been explained by Magdalena et al., who stated that learning media has an important role in increasing student interest in learning; this is because the use of media in the learning process can have implications for three things, among others, on the teacher, on students and in the learning process.¹³⁵ It is relevant to the Ministry of National Education in Purba et al., who argue that learning media is a very important part of the implementation of education in schools. Through learning media, educators will be more helped because the media functions as a tool to convey messages or information.¹³⁶

Not only complete learning media, but learning resources are also important. According to Samsinar, learning resources are an important component and have a very important role in improving the quality of learning. Completeness of adequate learning resources will help students to accept messages or information conveyed by the teacher easily.¹³⁷ This is in line with the opinion of Januszewski and Molenda in Rosiyanti and Muthmainnah, who explains that learning resources are all sources, either messages, people, materials, tools, techniques, or settings that can be used by students individually

or in groups, to facilitate learning activities and improve performance study. 138 The availability of adequate learning resources will help teachers and students facilitate the learning process so that the learning objectives that have been set can be achieved. It is supported by Samsung, which states that learning resources will increase the learning productivity of both educators and students, motivation and interest in learning, and maximum learning mastery because it focuses on individual learning, systematic learning management, and the use and utilisation of multimedia in learning.139

One of the important essences of the teaching and learning process is the effective material delivery by the teacher so that students are able to understand the lesson well in accordance with the instructional objectives that have been set. Learning resources are vital to delivering the material. Teacher creativity in selecting and utilising appropriate and relevant learning resources is one of the success factors of a learning process. As educators, it is very important to have the ability and skills to choose the right learning resources in the learning process. Therefore, educators must understand well the criteria for choosing learning resources or learning resources.140

The existence of complete learning media and resources must be supported by the teacher's ability to adapt the media, sources and materials in the lesson plans to be taught. Teachers must be able to choose media that is in accordance with the material being taught so that learning objectives can run optimally. Relevant to Sadiman in Purba et al., teachers must be able to adapt the learning media to the material that will be taught. Good learning media must meet several criteria, namely suitability with learning materials, ease of use, and attractiveness to students so that it will optimise learning outcomes.

Seeing the importance of learning media and resources for instructional activities, teachers are advised to pay more attention to them. The completeness of the learning media and resources used can support the continuity of learning and make it easier to achieve the learning objectives. Teachers also need to be given counselling related to this matter so that they will know how to select appropriate learning media and resources.

g. The closing sentence consists of conclusions, reflections, feedback, assignments, moral messages, conveying further learning information, and praying

In the component of the closing sentence, 0% of the lesson plan presented the closing sentence perfectly. It was found that 92% of the teachers only presented conclusions, assignments and prayers. At the same time, the perfect closing sentence consists of conclusions, reflections, feedback, assignments, moral messages, conveying further learning information, and praying. This may be because many teachers do not really understand the skills required to close lessons. In fact, if explored more deeply, closing the lesson is very important and cannot be underestimated. This is relevant to Sani, who states that closing the lesson is not just a routine activity but an act of the teacher that needs to be planned systematically and rationally. Therefore, it is important to review the problem regarding one of the teaching skills that must be possessed by the teacher, especially in closing the lesson.142

In closing the lesson, teachers should not only close the class formally but also pay attention to the closing part, such as reviewing the learning that has been carried out and

evaluating learning. So, in the preparation of the closing section of the lesson plan, it is necessary to pay attention to it. This is in line with what was stated by Leli Halimah in Oktaviani et al., that after students carry out the core activity stage, the teacher is expected to be skilled in closing the lesson so that students get a clear picture of the material that has been studied.¹⁴³

The skill of closing a lesson is also needed to direct the teacher to give conclusions to students about the material that has been studied. This is in line with the opinion of Khakkim in Oktaviani et al. that a conclusion is needed at the end of each lesson to reinforce the important things contained in learning so that it will be better understood and remembered by students. ¹⁴⁴ Supriatna & Wahyupurnomo in Amrin also stated that closing the lesson aims to provide a comprehensive picture of the material being studied and to find out how successful the student's achievement is.¹⁴⁵

From the explanation above, it can be concluded that an imperfect presentation in the closing sentence will result in less optimal understanding by students towards the material given. This is because there is no reinforcement at the end of the learning activity. Therefore, the teacher must do the closing activity well at the end of the lesson. The researcher suggests that the teachers need for training related to making good and correct closing sentences in accordance with standard provisions in the form of conclusions, reflections, feedback, assignments, moral messages, conveying further learning information, and praying.

h. Assessment

Based on Permendikbud No. 14 of 2019 regarding the simplification of lesson plans, the assessment component is one of the core components of writing lesson plans. The assessment component must be presented properly in order to improve the quality of students and education. This is in line with Amrulloh's opinion, which states that a good assessment system will always motivate teachers and students to improve the teaching and learning process. The better the assessment system is carried out, the better the quality of education will be because the results of the assessment should be able to become a motivation and a benchmark for educational development at the level of students, educators, educational institutions, and the state. ¹⁴⁶ A good assessment consists of:

a. Techniques and forms of attitude, knowledge and skills assessment

The results of the analysis of the technical components and forms of assessment of attitudes, knowledge and skills state that 2,6% of the lesson plans did not present these 3 forms of assessment perfectly. 65,8% of the total lesson plans obtained presented this component in the incomplete category. Meanwhile, the lesson plan that presented this component in full was 31,6% of the lesson plans obtained. It became a concern that the teachers were still entirely unable to present this component perfectly.

Meanwhile, the assessment technique and form are very important to be presented in learning because they are set as standards for the assessment. This is in line with the Permendikbud No. 23 of 2016 concerning educational assessment standards in basic education and secondary education, which consists of the assessment of learning outcomes consisting of attitude assessment, knowledge assessment, and skills assessment.

Each form of assessment has its purpose and impact if the assessment is not presented. It is explained as follows:

b. Attitude assessment

The primary purpose of assessing students' attitudes is to get feedback. This feedback is helpful as a basis for improving the teaching and learning process for both teachers and students. The assessment of attitude competence in instruction is a series of activities to measure student attitudes during class as a result of the learning program. Attitude assessment is also a standard for making decisions based on students' attitudes or behaviour. Attitude assessment is helpful as a part of reflection learning or a reflection of understanding and progress of students' attitudes individually. This is in line with Permendikbud No. 23 of 2016 concerning educational assessment standards in basic education and secondary education, which state that attitude assessment is intended to determine the achievement/development of students' attitudes and facilitate the growth of student behaviour in accordance with the attitude values of core competence-1 and core competence-2. From the explanation, it can be concluded that if the teacher does not present an attitude assessment, the assessment items of attitude from core competence-1 and core competence-2 of the students cannot be assessed.

3) Knowledge Assessment

Then, the main purpose of knowledge assessment is to determine whether students have achieved learning mastery and identify the weaknesses and strengths of students' mastery of knowledge in the learning process (diagnostic). This is in line with Ashari et al. in Jeprianto et al., who state that knowledge assessment is an assessment to measure students' abilities, which include factual, conceptual, procedural and meta-cognitive knowledge as well as low to high-level thinking skills.¹⁴⁷ Then it is reinforced by Permendikbud No. 21 of 2016 concerning Graduate Competence Standards (SKL), which states that knowledge assessment is a process of collecting and processing information to measure the process and results of student achievement in the form of a combination of mastery of cognitive processes (thinking skills). Thus, it can be said that attitude assessment is very important to determine student knowledge in the learning process. Based on the explanation, it can be concluded that the absence of knowledge assessment makes the teachers unable to know whether or not students have achieved mastery learning. In addition, the teacher is also unable to identify the weaknesses and strengths of students' mastery of knowledge in the learning process (diagnostic).

4) Skills Assessment

Skills assessment aims to measure the achievement of students' competencies against basic competencies in core competence-4. According to Permendikbud No. 23 of 2016, concerning educational assessment standards in primary and secondary education, skill assessment is an assessment carried out to measure the ability of students to apply knowledge to perform certain tasks in various skill contexts relevant to the indicators of competence achievement. Thus, it can clearly be seen that this skill assessment is very important to measure the achievement of student competence in applying knowledge in the form of skills. From this explanation, it can be concluded that the impact of the

absence of skills assessments is that the teacher cannot measure students' ability to apply knowledge in various skill contexts. This will make it difficult for students' skills to develop.

From the explanation above, it can be concluded that the assessment aspect is very important to present in the lesson plans, considering that in Permendikbud No. 14 of 2019, the simplification of this lesson plan is one of the core components of writing lesson plans. This assessment is used as a reference in monitoring children's development in the learning process to achieve the initial targets and objectives of learning. In addition to being important, the teacher must present this assessment because if this aspect is not presented, then the absence of this form of assessment will impact the students.

Teachers are recommended to join counselling regarding the importance of attitude assessment. In addition, teachers need to be given training in good and correct techniques and forms of assessment of attitudes, knowledge and skills so that in the learning process, it is easier for teachers to monitor students' progress and achieve learning objectives.

c. Assessment of the learning process

The teacher was not able to present an assessment of the learning process well. This can be seen from the analysis results, which show that 0% of the lesson plans presented an assessment of the learning process. In addition, the assessment is an important part of the learning process. Supported by Permadi and Adityawati in Jeprianto et al., an assessment of the learning process can be used to measure whether or not a student achieves mastery. In addition, it can also find out the weaknesses and shortcomings of students in the learning process. Therefore, it is very important to provide feedback to students so that the assessment results can be immediately used to improve the quality of learning.¹⁴⁸ Based on the explanation, it is clearly stated that assessment in the learning process is very important. If this component is not included in the lesson plans, it will make it difficult for teachers to measure students' abilities in the learning process.

The solution to these problems is for teachers to be included in training related to assessing the learning process. The training is intended so that teachers can make assessments of the learning process properly and correctly so that the lesson plans can present the components of the assessment of the learning process perfectly. Therefore, it would be easier for teachers to achieve learning goals.

d. Assessment scoring

Similar to the assessment of the learning process, 0% of the lesson plans presented an assessment score. Therefore, teachers were considered not able to present the assessment score. Meanwhile, the existence of this assessment is very important in learning. This scoring is a tool for teachers to set scoring criteria for assignments.

Syahputra et al. stated that the scoring and assessment system is an important process in education; the results of the scoring and assessment system will measure the competence, learning behaviour, and learning outcomes of students within a certain period as the basis for consideration and knowing the students' performance.¹⁴⁹ This is in line with Yudha, who states that teachers need to make scoring guidelines that represent all the important components that affect the quality of the final result.¹⁵⁰ Thus, it is clear

that if the teacher does not present the scoring in the lesson plan, it will be difficult to determine the students' scores. Therefore, the students will know the extent of the ability they have obtained. In the absence of a scoring system, students cannot evaluate themselves and cannot develop knowledge that still needs to be developed.

As for the teachers who do not present scoring in the lesson plans, this may be caused by teachers' views and poor understanding of an open scoring system. According to Santosa, teachers are most likely still accustomed to the old paradigm, i.e., students do not need to know their scores. Teachers should have started to realise that one of the principles of assessment is openness. Students are allowed to know the results of their learning assessment. In order for the assessment results to be valid, the teacher must make a good question grid followed by an assessment rubric, answer keys and scoring guidelines so that the scores obtained by students are more accountable.¹⁵¹

Hence, the researcher suggests that teachers should be reminded of the importance of presenting scoring in the assessment component of the lesson plan. In addition, teachers need to attend training related to how to present assessment scores that can represent all components. With this training, teachers will be able to make good and correct assessment scores.

Conclusion

The analysis result on the English lesson plans of Junior High Schools in Bumiayu Brebes Regency shows the domination of the "Below Average" category with a percentage of 79%. It is supported by the results of the analysis, which shows that the "Very Good" category is 0%, the "Good" category is 2.6%, the "Average" category is 18.4%, and the "Below Average" category is 79%. It needs to be highly noted that the competent English teachers of Junior High School in Bumiayu Brebes Regency have not fully mastered the writing of lesson plans based on the standard of writing lesson plans. These categories were determined based on the field facts, which stated that there were still many components that needed to be considered and improved. They were the formulation of learning objectives, learning activities, and assessments. In the component of learning objectives, the majority of lesson plans did not present the indicators of achievement and use of Operational Verbs relevant to Basic competence well. This also occurs in the components of learning activities. Almost all lesson plans did not write the contents of learning activities perfectly. Then, in the assessment component, None of the lesson plans attached the assessment points of the learning process and the scoring of the assessment. These three components are considered very important in learning activities. Learning objectives can be easier to achieve if the lesson plans are presented well. If the lesson plans are not presented properly, learning will not run optimally, and it will not be easy to achieve learning objectives. Therefore, in this study, the teacher was only considered to be able to write the learning identity perfectly. The lesson plans that have been made could still be used, but they need to be improved in writing, as per Permendikbud No. 14 of 2019.

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