

ASSISTANCE IN THE USE OF DAILY LEARNING PLANS (RPPH) IN THE LEARNING PROCESS

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ABSTRACT

Every educator needs to know that learning planning is a process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts that will be carried out efficiently and effectively in achieving goals so that learning activities can provide stimulation to students in developing the six aspects that exist at the level of child development, therefore all teachers are required to be able and creative in creating interesting and fun learning. One of the learning plans that must be prepared by every teacher in their institution is the RPPH (daily learning plan). In developing learning planning, every teacher needs to pay attention to things such as, the media used, the discussion of themes, and the methods given to students. Because daily learning planning is considered so important for the continuity of students' learning, it is necessary to have the following assistance with the training provided, especially for early childhood teachers in At-taufiq so that insights and knowledge are attained related to the daily learning implementation plan that every teacher must always prepare every day. This study aims to investigate whether the assistance provided in daily learning plan (RPPH) could help teachers plan the lesson. The method used in study was PAR (Participatory Action Research) with three schemes consisting of preparation, preparation and implementation of activities, reading activities. The research participants in this study was teachers at PAUD At-Taufiq with the total of 3 teachers. As a result of this mentoring activity, teachers are able to compile a daily learning implementation plan that needs to be prepared in learning activities every day.

Keywords: mentoring, lesson plan (RPPH), learning preparation, early childhood institutions

1. INTRODUCTION

Education is an undertaking that is deliberately designed to achieve a predetermined goal. Education aims to improve the quality of human resources. One of the efforts to improve human resources is through the quality of the learning process in schools. In creating a learning that can provide a good experience for children, of course, teachers must have a lot of insight into something related to learning design. One of the competencies that a teacher must have is pedagogical ability. In its sense, pedagogy is learning tools that educators need in carrying out teaching and learning activities. This learning tool exists in all educational units from kindergarten to high school. Learning tools in kindergarten units are often called learning tool designs (RPP), which are further divided into weekly learning tool designs (RPPM) and daily learning tool designs (RPPH). According to Nurmajaya (2021), learning tools are materials, tools, media, instructions and guidelines used in teaching process activities. The design of this learning tool is determined according to the needs of the educational unit which is made simple but complex to develop students' abilities. The ability of teacher

competencies is stated in the Law of the Republic of Indonesia No. 14 of 2005 and PP No. 19 of 2005 concerning National Standards for Education, in which it is explained that a teacher must have the following competencies: 1) pedagogic competence, an ability to understand students and manage learning in depth, which includes the ability to understand students, design and implementation of learning, assessment of learning outcomes, and development of students who have the capacity; 2) personality competence, which is a personal ability that displays a wise, firm, mature, charismatic, and noble character; and 3) professional competence, the ability to master the teaching material in the field of study, which includes the content of the subject curriculum material in schools. 4) social competence, namely the ability of educators as part of the community to interact with students, fellow educators, education staff, parents/guardians of students, and the surrounding community, especially in the environment. Teachers have an important role in the process of students' growth and development (Yulia et al., 2019) It is undeniable that planning in learning needs to be prepared as much as possible. Problems in learning arise when teachers do not have the qualities, competencies, functions and roles as mentioned above, including: 1) the role of teachers who are very dominant and who only convey information one-way causing students to be passive; 2) teachers prefer to choose teaching materials in standard textbooks so that students do not get a realistic perspective s that are useful for solving problems in everyday life, (3) assignments that tend to make students isolated and difficult to communicate with other students (4) the questions asked are more convergent and paralyze children's creativity and affect students' independence.

The reality is that at this time it can be said that the innovation of ECCE (*Early Childhood Education Programs*) teachers is still low and not optimal. Based on the researchers; observation at At-Taufiq Teachers tend to act as teachers who are only fixated on one learning pattern using standard teaching materials. The teacher tends to be busy with himself and does not have the idea of developing teaching in the classroom. Teachers do not have the ability to communicate optimally with their students. The teacher is not capable of being a model to stimulate the creativity. Social interaction in the teacher's professional environment is not conducive and undeveloped so that the state of the teacher who remains isolated in the classroom and cannot express his ideas. It is necessary to develop continuous concrete efforts so that the motivation of teachers' work and their innovation can increase. Effectiveness in the world of education can be seen from the quality of programs, accuracy of preparation, satisfaction, adaptability, morale, motivation, achievement objectives, as well as the accuracy of utilizing facilities and infrastructure, and learning resources in

improving the quality of education in schools. A big challenge when faced with today's digital era. Many things can be developed with the help of technology and information. However, the reality is that ECCE teachers are still not optimal in the use of technology. This is due to various things, including: suboptimal time management managed by teachers and the low ability to use internet, especially in remote areas. The results of this researchers' observations revealed that there was a lack of careful and composed preparation, because from the activities provided, the teacher only focused on one aspect without paying attention to other aspects of development, especially the activities provided also seemed monotonous not to arrive at activities that can be meaningful to students.

2. LITERATURE REVIEW

2.1 Definition of learning

The term learning is often identified with teaching. Learning or teaching, according to Hamsah (2009), is an attempt to teach students. In this sense, implicitly in teaching, there is the activity of selecting, establishing, and developing methods to achieve the desired teaching results. The selection, determination and development of this method is based on the existing teaching conditions. Learning is an effort to teach students, in which there are three main activities, namely, planning learning, implementing learning planning, and evaluating the results of learning. The learning activities includes activities to select models, strategies, approaches, and learning methods, and is the implementation of the curriculum that has been set in advance.

Furthermore, the term learning also refers to two activities, namely teaching and learning. Teaching activities are related to what is done by teachers and learning activities are related to students. This means that learning is a two-way knowledge transfer process, between teachers as informers and students as recipients of information. Meanwhile, Chalil (2009) defines learning as a process of interaction between students, educators, and learning resources in a learning environment. Meanwhile, according to Sadiman (2012), learning is the process of delivering messages from the source of the message to the recipient of the message through certain channels or media. From the three definitions, it can be understood that learning contains three important elements, namely: 1) the process planned by the teacher; 2) learning resources; and 3) students who learn (Sadiman, 2012)

2.2 Understanding learning planning in ECCE

Planning comes from the word plan i.e. decision making about what to do to achieve goals. The plan provides a goal direction for the organization and reflects the best procedures for achieving those goals. In addition, the plan allows: (1) schools to acquire and bind the resources necessary to achieve their goals; (2) Members of the organization to continue activities consistently with the goals and procedures that have been selected, (3) progress towards the goal that can be monitored and measured, so that corrective action can be taken if the progress is not satisfactory. In essence, planning is a series of processes of activities preparing decisions regarding

what is expected to happen (events, circumstances, atmosphere, and so on) and what will be done (intensification, existencification, revision, renovation, substitution, creation and so on). Meaningful planning is complex. Planning is defined in a wide variety depending on which point of view to look at, as well as what background influences the person in formulating the definition., Planning also means the calculation and determination of something that will be carried out in achieving a certain goal, by whom, and how. Planning in the broadest sense is nothing but the process of systematically preparing activities that will be carried out in order to achieve certain goals. Planning can be interpreted as the process of making various decisions that will be implemented in the future to achieve predetermined goals. Planning can also be interpreted as a process of making a series of policies to control the future as specified. Planning can also be interpreted as an effort to combine national ideals and the available resources needed to realize these ideals. The daily learning implementation plan is a reference for managing play activities in one day. The RPPH itself is compiled and created by the teacher himself. It does not require standard format, but contains all the specified components. Therefore, every teacher is required to know what components must be in the RPPH itself because in daily learning activities, there needs to be a design. In terms of discussion, theme/topic, media used and methods provided by teachers in learning activities to students.

2.3 Creating fun learning

In the context of fun learning, students are more directed to be highly motivated in learning by creating fun and enjoyable situations. Learning is said to be fun if there is an atmosphere that is relaxed, free from pressure, safe, interesting, awakening interest, has full involvement, students' attention is poured out, an interesting learning environment, excited, feeling joyful, and has high concentration. On the contrary, learning becomes unpleasant when the atmosphere is depressed, feeling threatened, feeling scary, feeling helpless, not excited, lazy/not interested, saturated/bored, monotonous, not attractive (Pratiwi & Uthman, 2022). In the entire educational process at school, learning is the most important activity. This means that the success of achieving educational goals depends a lot on how the learning process can take place effectively. Effective learning is when creating an atmosphere that causes student learning concentration. (Halim & Purnomo, 2021).

3. 3. METHOD

This study used PAR method (Partisipatoy Action Research) which involved all teachers as many as three teachers in Kb At-Taufiq Cihanjawa village. PAR is a research method that is carried out in a participatory manner among community members in a lower-level community whose spirit is to encourage transformative actions to liberate society from the shackles of ideology and power relations (changes in better living conditions). In carrying out this method, the researcher carried out several stages, where the first stage is the researcher conducted a direct survey/observation by looking at the situation and human resources. Human resource is

believed to be a factor that supports the implementation of teaching and learning activities in order to become a reference material that researchers made as a topic in implementing accompaniment. Because from the results of the first visit to the third visit, the researcher concluded that the teacher in carrying out learning activities was not said to be composed/structured. Therefore, it is necessary to carry out mentoring activities in terms of the use of daily learning plans in the learning process. Naturally, PAR has three main pillars, namely research methodology, action dimension, and participation dimension.

3.1 Research methodology

In methodology research or cycle of diagnosis (problem), it was found that the teacher in KB At-Taufiq seemed to be monotonous in providing activities to children. Teachers have not been seen doing varied activities, only focusing on one aspect without paying attention to other aspects. In fact, it is very important for every teacher to know and understand interesting ways or methods that can make daily students' activities meaningful, so that they get new experiences every day.

3.2 Action dimensions

In action or action planning, researchers observed the birth control institution At-Taufiq to find out the teacher's methods used when teaching and to find out how the planning was made in teaching activities on a daily basis. In addition, the researchers also provided an example of the format of the RPPH preparation in order to equalize whether it is in accordance with all components that must be listed in the RPPH preparation both from the theme, time allocation, activities, KI (core competencies), KD (basic competencies). Besides, the researchers also provide an example of the basic competency format that must be achieved every day according to the given theme.

3.3 Participant Dimensions

In the dimension of participation or implementation, researchers help compile RPPH (daily learning implementation plans), while still using the format that already exists in the institution.

4. RESULTS AND DISCUSSION

Mentoring activities were carried out in three visits to find out how the method was given by the teacher when teaching. In the first week, researchers conducted silaturahmi to all of the teachers in Kb At-Taufiq. At the time of making the first visit in the first week, the researchers looked at the state of the school environment and human resources (from the state of students, teachers, and parents of the students at Kb At-Taufiq).

Then in the second meeting, the researchers made observations related to learning activities carried out by teachers, particularly in terms of planning, media, as well as the methods given. Some obstacles were experienced by the researchers at the time of making

the second observation because the principal was unable to attend, so that the researcher decided to discuss the program on Sunday, the third meeting. But researchers still conducted interviews with all teachers related to the program to be implemented. When conducting interviews with teachers at KB At-Taufiq, the researchers observed problems, especially in learning activities, namely the lack of planning and monotonous learning activity. Then the teacher said the same thing because of several things that were obstacles to be able to prepare a learning plan such as institutions that have just moved so that teachers have to make new adjustments, and then the state of the classroom that does not yet have facilities such as chairs, tables and other supporting facilities. Therefore, teachers only do activities that focused on package books without providing other activities that were varied and fun.

In the third week, the researchers have collaborated with the Kb At-Taufiq school in terms of implementing a program about the use of RPPH using learning media in the school. In carrying out the last assistance for one day after several visits were made, the researchers provided an overview and direction in terms of using the learning plan when the learning process is carried out, such as: what are the activities, what media are used, and what kind of methods are given.

As a result of this learning activity, teachers are able to use the daily learning implementation plan in the learning process that needs to be prepared in learning activities every day. By still paying attention to several aspects of students' development that need to be stimulated in all activities given, teachers can also carry out from the preparation of the discussion/topic that will be taught. In addition, learning media, as well as methods given to students. It turns out that after this assistance, teachers at Kb At-Taufiq felt very helpful in terms of using RPPH, particularly in providing learning activities to children so that they could create experiences learn better. Some of the obstacles found related to the use of RPPH were due to the teacher's lack of understanding in terms of linking plans on RPPH to the use of APE (Alat Peraga Edukatif, translated as educational learning tool) in learning activities, because the problem is that researchers provided assistance in the use of RPPH and the use of APE in learning activities. Apart from the lack of understanding of educators in terms of harmonizing the plan of learning in the learning process, there is a lack of equipment that can support the organization of APE storage that is already owned by the institution, because the ignorance of the use of each type of APE that exists makes educators choose not to use APE in the learning process. *'because there is no place to store the APE so everything is piled up irregularly'* was one of the obstacles experienced by the institution in terms of structuring the APE contained in the Kb At-Taufiq institution.



Figure 1. Documentation of the Second Meeting to Discuss the Assembled Program to be Carried Out



Figure 2. Documentation of Assistance in the Use of RPPH with Learning Media



Figure 3. Submission of Certificates of Assistance to Institutions

5. CONCLUSIONS

From the results of the research that has been carried out by carrying out assistance in making RPPH in kb A t-Taufiq, teachers can compile and carry out activities in accordance with the planning made in the RPPH, with fun and interesting activities for students.

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