

IS ONE PAGE LESSON PLAN BETTER? : VOICES OF ENGLISH TEACHERS

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Article Info	Abstract
Article History Received: May 2021 Revised: June 2021 Published: July 2021	<i>Lesson plan is an essential part in teaching and learning process. Recently, the government was released the Circular Letter number 14 of 2019 regarding to the simplification of lesson plan. It announced that one-page lesson plan as the new lesson plan format used in Indonesia. The one-page lesson plan format is shorter than the previous lesson plan, where the teachers only required to fulfill 3 main components and the other components are belonging to non-compulsory components. One-page lesson plan has three principles, namely effective, efficient, and student-oriented. This study aims at analyzing the English teachers' perspectives toward the one-page lesson plan principles at SMKN 3 Singaraja. The study was designed with a case study qualitative approach. The data were gathered by conducting an in-depth interview with the teachers. The study was involved four English teachers at SMKN 3 Singaraja. This study shows all of the English teachers have the same perspectives on one-page lesson plan principles that one-page lesson plan is more effective, efficient, and student-oriented if compared to the previous lesson plan format. The findings of this study imply that one-page lesson plan format helps the teachers easier to design an efficient, effective and more student-oriented instruction.</i>
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INTRODUCTION

The lesson plan is an important aspect that teachers need to prepare to help and guide them to make the learning process effective, efficient, and structured. The ability to interpret, comprehend, and apply the lesson plan is a crucial aspect of teachers' works (Worden-chamber, 2020; Ellis, 2019). Trigueros (2018) states that lesson plans are guidelines for what teachers and students will be done in the classroom, assimilating, learning, and performing by an objective. On the other hand, Haynes (2010) states that preparing a lesson plan before the teaching and learning process helps teachers visualize what they want to implement in the teaching and learning process. In designing the lesson plan, it must adapt to the Curriculum. The Curriculum in Indonesia changes for several times. Recently, the Curriculum in Indonesia has been changed from KTSP curriculum to Curriculum 2013 (Umami, 2018). The change of Curriculum in line with the simplification of lesson plan format, which known as one-page lesson plan. Brata (2020) stated that the one-page lesson plan have three principles, which are efficient, effective, and student-oriented. In accordance with it, the components of one-page lesson plan are shorter than the previous format. The new lesson plan requires the teachers to fulfill three main components, such as learning objective, learning activities, and assessment. Besides, the other components are belonging to non-compulsory.

In Indonesia, various studies were conducted related to lesson plan. Palobo et al. (2018) inform that junior high school teachers faced difficulties in developing lesson plan based on Curriculum 2013. Teachers faced difficulties in arranging the Curriculum lesson plan, such as

develop competency achievement indicators (Jamali & Heidari, 2014), develop the scheme to achieve essential competencies, develop pre-activities, develop main activities, design activities to conclude the lesson, and formulate assessments for the lesson (Jacob, Martin, & Otieno, 2008). Therefore, composing lesson plans in line with Curriculum 13 needs deep comprehension of those aspects. It is in accordance with Gani et al. (2017) state the lesson plan of Curriculum 2013 is more challenging to design than the *Kurikulum KTSP* because of its development in terms of assessment and the indicator. Besides, teachers lack of training in creating or designing the lesson plan based on the new Curriculum, which is Curriculum 2013. Because the previous lesson plan contains many components to fulfill, it causes the teachers to focus more on designing or filling the lesson plan's complements rather than the learning process.

Teachers need specific training in composing lesson plans. It is in line with Maba & Mantra (2018) who conducted the study to analyze primary school teachers' ability to implement the Curriculum 2013 in their classrooms. The study showed that the teachers' found some difficulties on developing the lesson plan, implementing the lesson plan, and conducting the assessment. The phase of implementing the designed lesson plan is related to the teacher's competence how they perform the teaching materials and classroom management (Namdar & Kucuk, 2018). Dealing with the teacher's competence, the finding suggested to conducting an intensive training and focus group discussion to assist teachers for improving their ability to implement the Curriculum 2013. In the other hand, Saputra (2019) states that the English teachers still have problems adjusting and balancing their lessons. Teachers are demanded to elaborate many kinds of contents to internalize local cultures (Widodo, 2018; Haerazi et al., 2019). However, in developing the material and teaching media, this kind of lesson plan made most participants feel aided by its existence. From this study, English teachers expected to be more creative and open-minded to learn something new, which will help them achieve the learning goals.

Several previous studies have been conducted regarding to the implementation and difficulties faced by the teachers in using the Indonesia's lesson plan (Gani et al, 2017; Palobo et al, 2018; Maba & Mantra, 2018; Saputra, 2019). The previous studies regarding to the lesson planning in Indonesia mentioned beforehand have been conducted without considering one-page lesson plan as the focus of the study. Hence, identifying the perspectives of the teachers, especially English teachers, towards one-page lesson plan as the new format of the lesson plan used in Indonesia is needed to be conducted. Furthermore, four English teachers from SMKN 3 Singaraja were chosen to participate in this study. SMKN 3 Singaraja is one of vocational high schools in Bali that has been implemented one-page lesson plan format in all subject, especially English subjects. It has been used from March 2020 when the COVID-19 pandemic begins.

RESEARCH METHOD

Research Design

In this study, a case study was chosen as the research design. Case study research design was chosen because this study aimed to analyze English teachers' perspectives in SMKN 3 Singaraja. Creswell (2003) argues that case study research identifies a problem by collecting detailed information related to what was being studied in the research. This case study research design would be used to identify English teachers' perspectives more deeply and generalizes their perspectives on the one-page lesson plan. In this research design, the data would be collected by conducting in-depth interviews with the English teachers.

Subjects of the Study

The subjects of this study were limited to the English teachers who have been implemented the one-page lesson plan in their teaching and learning process. Four English

teachers at SMKN 3 Singaraja were chosen as the subjects of this study. The teachers were selected by using purposive sampling, where the teachers selected because they have been designed and implemented the one-page lesson plan.

Instruments

Interview guide was used as the instruments of this study. It was used to gather deeper information from the English teachers regarding to their perspectives on one-page lesson plan principles. This instrument consisted of 20 questions, which categorized into three main sections related to the principles of one-page lesson plan stated in Circular Letter Number 14 of 2019 concerning simplification of the lesson plan, namely effective, efficient, and student-oriented. The blue print of the interview guide is formulated as follow;

Table 1
The Blue Print of Interview Guide

Dimension	Indicators	Questions
Efficient means that the writing of the lesson plan is done correctly and does not take a lot of time and effort (Brata, 2020)	1. Time-saving 2. Effortless	1,2,3,4,5,6
Effective means that the writing of lesson plan is done to achieve learning objectives (Brata, 2020)	Achieving learning objectives	7,8,9,10,11
Student-oriented means that the writing of lesson plan is done by considering the students' readiness, interests, and needs in the classroom (Brata, 2020)	1. Considering the readiness of the students in the classroom 2. Considering the interests of the students in the classroom 3. Considering the needs of the students in the classroom	12,13,14,15,16,17,18,19,20

Data Analysis

In-depth interviews with the teachers were analyzed based on Miles and Huberman's interactive analysis model (Cohen, Manion, & Morisson, 2018). The results of recorded interviews were used to conduct the in-depth interview analysis, which was transcribed to make the analysis process became easier. The data of interview activities are recorded and classified in the form of files in line with the data types. Afterwards, the stage of data reduction for this study were done by summarizing and paraphrasing the transcribed interviews data. Researchers select the information gained from interview activities. The transcribed data are carried out based on the type of research issues. Because of this, transcribed data are divided into three categories regarding to the three principles of one-page lesson plan. Moreover, the perspectives of English teachers were analyzed in the data reduction stage. The English teachers' perspectives on the fulfillment of one-page lesson were displayed by using some dialogues. The dialogues were displayed regarding to the three principles of one-page lesson plan. Furthermore, the result of data display was used to draw the conclusions of this study. The result of interview analysis processes used to answer the purpose of this study regarding to the perspectives of English teachers on the fulfillment of one-page lesson plan principles.

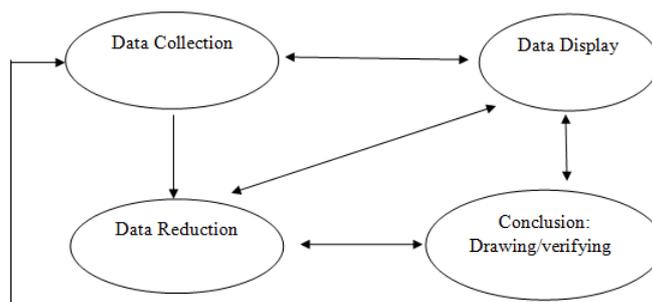


Figure 1
Interactive analysis model based on Miles and Huberman (1994)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this section, the researcher showed the results of interviews with four English teachers at SMKN 3 Singaraja, which focused on their perspective on the fulfillment of one-page lesson plan principles. According to Brata (2020), there were three principles of the one-page lesson plan: efficient, effective, and student-oriented. The data regarding the English teachers' perspectives were collected by using Bahasa Indonesia and translated into English. The translations validated by using member checking, where the researcher confirmed the results of the translation to the respondents. Afterward, the data had been sorted through data coding and data reduction, then put into categories depending on the teachers' answers, which related to efficiency, effectiveness, and students-oriented.

The first principle is efficient, which means the written lesson plan is done correctly and time-saving and effortless. The researcher showed English teachers' statements according to efficient principle. All of the English teachers stated a similar statement. They felt the arrangement of a one-page lesson plan more efficient in the time-saving and effortless if compared to the lesson plan with thirteen components.

Excerpt 1

T.1: "2 - 3 hours for one-page lesson plan and 5 hours for the lesson plan with 13 components. The one-page lesson plan is sufficient to shorten the time because the teacher does not quote many Core Competencies and Basic Competencies, learning materials, and assessment rubrics. It is very lightening, because in normal situations, besides we are busy with teaching assignments, we are also busy making lesson plans with a 13 components format, which is very time-consuming too."

Excerpt 2

T.2: "Approximately 1 hour for one-page lesson plan and lesson plan with 13 components takes more than 1 hour. This is because I have to complete the attachments, such as the material, practice questions and the assessment rubric. Yes, the one-page lesson plan is saving time and effortless because we do not need much time to do it. Teachers are often instructed to develop lesson plans in complex detail, so we did not focus on preparing and evaluating the learning process. From the existing 13-components format, the teacher only writes down the core components such as objectives, activities and assessments."

Excerpt 3

T.3: "The time I spent compiling the one-page lesson plan was about an hour and a half. Compared to the previous lesson plans, the time was more than one and a half hours because the lesson plans had to be completed with attachments such as practice questions, answer keys, and an assessment rubric. Yes, shorten the time and effortless because we do not need much time to do the lesson plans. So, the one-page lesson is not made in any detail. So, I will have more time to plan and assess the learning process."

Excerpt 4

T.4: "For the time spent compiling the one-page RPP, it was approximately one hour. Compared to the previous RPP, the time needed is longer. This is because the teacher has to complete more appendices such as material attachments then practice questions and an assessment rubric. The preparation of this one-page lesson plan is enough to ease the burden on the teacher because there are some things that do not need to be written in the lesson plan, from the 13 components, the teacher only writes the core components such as learning objectives, learning activities or learning steps, as well as learning assessments."

*Notes:

Translated from Bahasa Indonesia

T.1= Teacher 1

T.2= Teacher 2

T.3= Teacher 3

T.4= Teacher 4

From the statements above, all English teachers conveyed a similar thought, where the one-page lesson plan format saved their time and effortless in arranging the lesson plan. T.1 mentioned that she needed 2 until 3 hours to arrange a one-page lesson plan and 5 hours to arrange the lesson plan with 13 components. T.2 and T.4 said the same answers, which they needed time for about 1 hour to arrange one-page lesson plan and more than 1 hour to arrange the previous format. Meanwhile, T.3 stated that she needed a one and a half hour to design the one-page lesson plan and longer time to design the previous format. All of the English teachers agreed that the time was different while arranging those kinds of lesson plans. Compared to the previous format, the one-page lesson plan's components are shorter enough so that the English teachers could design the lesson plan in a short time and effortless.

The second principle was effective. According to Brata (2020), the meaning of effective is the lesson plans are written to achieve learning objectives. The results of interviews showed that none of the teachers found out the significant effect from the use of a one-page lesson plan in achieving the learning objectives.

Excerpt 5

T.1: "Because the one-page lesson plan began to be used in time with Covid-19, it was March 2020 when we started teaching online, so we have not felt significant about achieving learning goals."

Excerpt 6

T.2: "There is no significant impact on the achievement of learning objectives. To achieve the learning objectives, we look at students' abilities, and several classes need extra hard to be explained and activated."

Excerpt 7

T.3: "There is no significant impact on the achievement of learning objectives because the achievement of learning objectives is determined by several factors; one of them is the learning model or learning methods used by the teacher when teaching in their class."

Excerpt 8

T.4: "In my opinion, it seems that there is no significant impact in achieving the learning objectives because both the lesson plans have the same learning objectives. Therefore, it depends on the indicators we want to achieve at the end of the meeting."

*Notes:

Translated from Bahasa Indonesia

T.1= Teacher 1

T.2= Teacher 2

T.3= Teacher 3

T.4= Teacher 4

From the statement above, none of English teachers felt the significant effect of the one-page lesson plan in achieving the learning goals in the classroom. T.1 stated it was because the one-page lesson plan used at SMKN 3 Singaraja started from the remote learning during the Covid-19 pandemic, she did not feel the significant effect yet in achieving the learning goals. Meanwhile, T.2 stated that the most significant factor for achieving the learning goals depends on students' ability. T.3 stated that the most significant factor influencing learning goals was the teachers' learning method in the classroom. On the other hand, T.4 stated that the one-page lesson plan and the lesson plan with 13 components had the same learning objectives, which meant in achieving learning objectives depended on the indicators that wanted to be achieved at the end of the meeting. In the end, none of English teachers felt the significant effect of the one-page lesson plan in achieving the learning goals and each teacher has different factor to help them to achieve the learning objectives. However, it helped the teachers to shorten the time and developing the lesson plan freely.

The last principle was student-oriented. According to Brata (2020), student-oriented means that the lesson plan should be written based on students' readiness, interests, and learning needs. From the results of the interviews, the researcher found that the English teachers already considered students' readiness, interests, and learning needs in arranging the one-page lesson plan.

Excerpt 9

T.1: "We have considered the readiness of students in class. However, at this time, by studying online, we are also adjusting to the availability of learning quotas for students. For the current conditions of online learning, the student's readiness factors are laptops, computers, cell phones, and internet quotas for students. It affects the learning media that we will use. If we share material via video while students do not have a quota, then it will be redundant for our learning process."

Excerpt 10

T.2: "Readiness factors considered are students' intake, which are students' interest, students' attention, and motivation. If the three components are not optimal, it will not be easy to concentrate on learning."

Excerpt 11

T.3: "Yes, I have. Such readiness factors come from the abilities of the students themselves, students' interests, attention, and students' motivation to learn."

Excerpt 12

T.4: "The first readiness factor that considered is the students' ability that we can see from the previous students' learning outcomes. The second is from student interest, attention, and motivation."

*Notes:

Translated from Bahasa Indonesia

T.1= Teacher 1

T.2= Teacher 2

T.3= Teacher 3

T.4= Teacher 4

From the statement above, all the English teachers already considered the students' readiness before arranging the one-page lesson plan. T.1 stated that the most significant factor of students' readiness is learning media. Learning media became the essential factor because it was supported students' learning processes during the Covid-19 pandemic. On the other hand, T.2 said that the factors that should be considered in students' readiness were students' intake, interests, focus, and motivation. Besides, if no factors worked optimally, the students

would face difficulty in studying. Moreover, T.3 and T.4 mentioned that the students' ability, interest, focus, and motivation in the learning processes became the factors to indicate the students' readiness. The ability of the students could be seen from the students' previous learning score. It concluded that all English teachers' already considering the students' readiness in arranging the one-page lesson plan.

Excerpt 13

T.1: "Yes, we have several majors that have their own specifications, so if we choose teaching materials, it will be adjusted to the majors."

Excerpt 14

T.2: "Yes. It is by using interesting learning media in the form of videos, pictures or other media in the learning process."

Excerpt 15

T.3: "Yes, I have. It can be noticed from students' activeness in the classroom and from the results of their evaluation."

Excerpt 16

T.4: "In making a one-page lesson plan, of course, we consider students' interest. This also has to do with the learning support capacity, namely in the form of facilities and infrastructure used in learning. In this case, to determine student interest, we usually use interesting learning media in the form of video, then audio and pictures or maybe other media in the learning process."

*Notes:

Translated from Bahasa Indonesia

T.1= Teacher 1

T.2= Teacher 2

T.3= Teacher 3

T.4= Teacher 4

From the statement above, English teachers stated that they already consider students' interests before arranging the one-page lesson plan. The teachers have different ways for considering the students' interests. T.1 stated that students' majors could consider the students' interests because each major had its specification to adjust the learning materials. Meanwhile, T.2 mentioned that student' interests could be considered by using exciting media, such as video, pictures, etc. T.3 mentioned that the students' interests could be seen from the students' activeness throughout the learning processes and the results of their study. Moreover, T.4 said that the students' interests related to the support in learning facilities and infrastructure. He stated that in considering the students' interests, he usually used engaging learning media such as video, audio, pictures, etc. It concluded that all English teachers already considered the students' interests in arranging the one-page lesson plan but in the different ways.

Excerpt 17

T.1: "Indeed, the teacher who prepares the lesson plan will consider the students' needs in the classroom and have guidance in the form of core and basic competencies. The students' needs can be seen from the core and basic competencies in the syllabus for class X, XI, and XII students in finding out students' needs."

Excerpt 18

T.2: "Yes. It is done by looking for authentic materials, according to their local wisdom. For example, such as machine students, we provide more material related to machines."

Excerpt 19

T.3: "Yes, I have. It can be seen from the students' abilities and from their active or passive attitudes in the classroom in responding to the learning processes and from the results of their evaluations."

Excerpt 20

T.4: "The lesson plans are designed according to the needs of students. The way to find out students' needs is by finding authentic materials according to their local wisdom. For example, students from the engineering major, we will provide more materials related to machines so that the following learning will connect and later on, the students will be able to apply these learning in their daily life or working life."

*Notes:

Translated from Bahasa Indonesia

T.1= Teacher 1

T.2= Teacher 2

T.3= Teacher 3

T.4= Teacher 4

The statement above showed the English teachers already considered the students' needs in arranging the one-page lesson plan. T.1 stated that the students' learning needs identified by looking at the syllabus's core competencies or basic competencies. On the other hand, T.2 and T.4 stated that giving authentic materials to the students depending on their majors could support the students' learning needs. For example, the students majoring in machinery would receive material about the machine more than the other materials. Moreover, T.3 considered the students' needs by observing their responses to the lesson, whether passive or active and evaluating their final score. It concluded of the English teachers already considered the students' needs before arranging the one-page lesson plan.

From the explanations above, it concluded that the English teachers were fulfilled the principles of the one-page lesson plan, which were efficient, effective, and student-oriented. Furthermore, the teachers felt that the one-page lesson plan format helped them arrange the lesson plan easier and faster than the previous format with 13 components. It means the principles of the one-page lesson plan that arranged by the government already implemented successfully by the teachers. It also concluded that all English teachers at SMKN 3 Singaraja had the same perspectives on the one-page lesson plan principles.

Discussion

This study was conducted to identify the perspectives of English teachers on the fulfillment of one-page lesson plan principles. Four English teachers were participated in this study. All participants in this study were SMKN 3 Singaraja's English teachers. The perspectives of the teachers were identified by using the dimensions of one-page lesson plan that written in the Circular Letter number 14 in 2019 concerning the simplification of lesson plan; called as efficient, effective, and student oriented. The results of this study revealed that all English teachers thought one-page lesson plans were efficient, effective, and student-oriented than the previous lesson plan format. Furthermore, the English teachers thought the one-page lesson plan format was better if compared to the previous format in terms of the components to be fulfilled.

According to the Circular Letter number 14 in 2019 concerning the simplification of lesson plan, the teachers only had to include three key elements in the one-page lesson plan; learning objectives, learning activities, and assessment. From this regulation, the teachers admitted that the simplification of the lesson plan format was helpful in terms of time-saving and energy and in accordance with the efficient principle. It was in accordance with Brata (2020), which stated that the efficient principle of one-page lesson plan is that it should be created correctly without spending a long time and effort. From the interview, the teachers

stated that the simplification of lesson plan components shorten their time in designing the one-page lesson plan, which means that the efficient principle have been fulfilled by the teachers.

Furthermore, the teachers stated that a one-page lesson plan was sufficient in achieving the learning objectives. It was accordance with Brata (2020), which stated that the development of a lesson plan should be effective to accomplish the learning objectives. However, the teachers were not finding that the one-page lesson plan significantly affected the achievement of learning objectives. The teachers stated that one-page lesson plan and the previous format did not influence the achievement of the learning objectives. From the interview, all the teachers gave different statements about the important factors that take a role in achieving the learning objectives, which were the students' abilities, learning model or learning methods used by the teachers, and the indicators the teachers want to achieve at the end of the class.

The last was the teachers perceived that the one-page lesson plan was more student-oriented if compared to the previous format. It is because the teachers had to consider the students' readiness, interests, and needs when creating the lesson plan. Those three considerations helped the teachers to optimize the students' activeness in the classroom so that the learning objectives achieved optimally. It was in accordance with the student-oriented principle stated in Brata (2020), which means the lesson plan should be written correctly by considering the students' readiness, interests, and need. All the teachers stated that those three considerations have been completed according to make the lesson plan more student-oriented.

Based on the discussion above, it can be concluded that the English teachers at SMKN 3 Singaraja have been fulfilled the three principles of one-page lesson plan. They also stated that the one-page lesson plan format helped them to design a lesson plan in more efficient and effective way. The English teachers' perspectives showed that the one-page plan format was implemented well and better than the previous format, which required the teachers to design a complex lesson plan.

CONCLUSION

The English teachers showed positive perspectives regarding to the fulfillment of one-page lesson plan principles. From the teachers' point of view, the one-page lesson plan was more efficient, effective, and student-oriented. The teachers perceived the efficient principle in terms of time and effort because of the lesson plan's simplification. The teachers were only required to fulfill three key components: learning objectives, learning activities, and assessment. In accordance with it, the teachers spent less time and effort in designing a good lesson plan. The effective principle perceived by the teachers in accordance with the fewer components needed to be completed. It gave the teachers more time to prepare the other things besides learning media, learning materials and questions about the materials. The teachers perceived the student-oriented principle to reach the learning goals, where a lesson plan should be written considering students' readiness, interests, and needs. The students' readiness considered by looking at the students' readiness in receiving the materials, which were in terms of learning media they use, the students' interest, attention, and motivation. Besides, the students' interests considered by using engaging media to keep students' attention and made them understand the materials during the learning process. The last was the students' needs, which the teachers have considered by providing the appropriate materials regarding the students' majors at schools. It concludes that by fulfilling the one-page lesson plan, the teachers can design and develop a good lesson plan so that it can be used to achieving the learning goals optimally.

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