

**ANALYSIS OF IMPLEMENTATION ONE SHEET LESSON PLAN BY
ENGLISH TEACHER**



By :

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EXAMINATION

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ABSTRAK

Wilda Arlyanti, 2023. Studi Analisis Implementasi Rencana Pelaksanaan Pembelajaran 1 Lembar Oleh Guru Bahasa Inggris di SMPN 4 Majene. **Skripsi, Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Tujuan penelitian ini adalah untuk mengetahui apakah guru bahasa Inggris dapat menerapkan RPP 1 Lembar yang telah dibuat didalam kelas, serta persepsi guru mengenai RPP 1 Lembar yang menjadi anjuran baru Kemdikbud. Lokasi penelitian ini adalah di SMPN 4 Majene. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif serta penelitian ini menggunakan purposive sampling sebagai teknik pengambilan sample. Pada penelitian ini peneliti bertindak sebagai observer dan yang menjadi objek penelitian adalah 2 guru bahasa Inggris. Peneliti menggunakan observation checklist dan interview guides sebagai instrumen dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa guru bahasa Inggris sudah menerapkan RPP 1 Lembar sebagai rencana pelaksanaan pembelajaran dan berdasarkan hasil analisis peneliti rencana pembelajaran yang dibuat sudah sesuai dengan komponen yang wajib ada di RPP 1 Lembar. Hasil observasi dikelas menunjukkan guru pertama membuat dan menerapkan RPP dengan baik sedangkan salah satu guru hanya menjadikan RPP sebagai kebutuhan administrasi saja dan tidak mengimplementasikan RPP sesuai dengan yang telah dibuatnya. Serta dari hasil interview dapat disimpulkan bahwa guru tidak merasakan kendala dalam membuat maupun menerapkan RPP 1 Lembar didalam kelas, justru guru merasa terbantu dengan adanya kebijakan baru berupa RPP 1 Lembar.

Kata kunci : Analisis, Implementasi, RPP

ABSTRACT

Wilda Arlyanti, 2023. Analysis of Implementation 1 Sheet Lesson Plan by English Teacher at SMPN 4 Majene. **Thesis, Majene: Faculty of Teaching and Education, University of West Sulawesi, 2023.**

The purpose of this research is to be found out how English teachers applied the 1 Sheet Lesson Plan that had been made in the classroom, as well as the teachers' perception of the 1 Sheet Lesson Plan which is the new recommendation from the Ministry of Education and Culture. The location of this research is SMPN 4 Majene. The approach used in this study is a qualitative approach and this research used purposive sampling as a sampling technique. In this study the researcher acted as an observer and the objects of the research were 2 English teachers. The researcher used observation checklists and interview guides as instruments in this study. The results of this study indicate that the English teacher has implemented a 1 Sheet Lesson Plan as a learning implementation plan and based on the results of the researcher analysis the lesson plans made by with the compounds that are required in the 1 Sheet Lesson Plan. The results of class observations showed that the first Teacher made and implemented her RPP very well but one of the teachers only made the Lesson Plan as an administrative need and did not implement the lesson plan according to what he had made. As well as from the interview results it can be concluded that the teacher does not feel any obstacles in making or implementing a 1 Sheet Lesson Plan in class, instead the teacher feels helped by the existence of a new policy in the form of 1 Sheet Lesson Plan.

Keywords: Analysis, Implementation, lesson plan

CHAPTER I

INTRODUCTION

A. Background

The Ministry of Education of the Republic of Indonesia at the end of 2012 announced a new curriculum in Indonesia change called "2013 Curriculum". This curriculum change applies to all levels of education from elementary to high school (Habiburrahim, 2018). The latest curriculum aims to improve the quality and character of Indonesian education in the era of globalization. It emphasizes cognitive, affective, and psychomotor skills. Changing and updating the curriculum is a strategic investment to improve the quality of educational processes and products (Suantika 2022). This curriculum uses a scientific basis through various methods of observation, question and answer, experimentation and communication. Because teachers need to master various competencies, teachers try to be more creative and prepare themselves before teaching and learning. Therefore, a curriculum and lesson plan are needed according to the Ministry of Education of the Republic of Indonesia.

Curriculum changes also improve the principles of lesson planning. A lesson plan is most important to achieve the goals stated here, all the learning materials and materials mentioned in the syllabus. Brown also explained that lesson plans have a significant impact on teaching and learning success. This helps teachers validate classroom instruction against the goals and objectives of the curriculum. Successful classroom teaching and learning depends on good lesson plans that are consistent with the curriculum and successfully meet teaching and learning needs. Teachers should plan their lessons to create interesting and enjoyable learning outcomes. Our lesson plans have clear goals and a variety of activities that make learning fun.

Ministry of Education and Culture Circular Letter Number 14 of 2019 explains the simplification of the lesson plan. Namely, the Lesson Plan policy for implementing one chair learning. Minister of Education and Culture Nadiem Makarim proposed simplifying lessons into one section, freeing up teachers to spend time on administrative matters. The Minister of

Education and Culture will carry out a research plan. This is also one of the four new guidelines presented at a coordination meeting with District/City Education Offices throughout Indonesia. The existence of this circular from the Minister of Education and Culture aims to make lesson plans more efficient, effective, and student-oriented and to achieve learning objectives correctly. Efficient, effective, and student-centered principles aim to improve the quality and character of Indonesian education. Of the three principles above, efficiency means writing is done correctly and does not require a lot of time and effort. Effective means that the lesson plan is focused on achieving learning objectives and is student-centered. This lesson plan was made by considering the motivation, interest, and learning needs of students in class. One of the curriculum developments is lesson plan innovation and creative lesson plan development (Baharun 2018).

One sheet lesson plan policy seeks to return the lesson plan to its essence, namely as a process of reflection and improvement of teaching plans. The policy reminds that the lesson plan helps teachers to think about three things, namely learning objectives, activities to achieve goals and how to find out whether the goals have been achieved (Shihab 2020). One sheet lesson plan gives freedom to the teacher to make decisions and make or modify lesson plans in accordance with the above in an efficient and effective manner. There are only three core components in the lesson plan. The first element is the next learning objective. Steps or learning activities and learning evaluation. Meanwhile, the previous lesson plan components were only used as a complement to the concept desired by the target teacher.

Based on the identification of the problems that researcher found at school, the researcher has researched this before which took a lot of time and many components by using the previous lesson plans, but the use of one sheet lesson plans in schools is also based on the provisions of the Ministry of Education and Culture of the Republic of Indonesia, making teachers have to readjust with the new rules made. One more identified problem that has been studied is the implementation of the one sheet lesson plans that have been made by the English teacher in class, whether they are in accordance with the

lesson plans that have been made by the teachers. The researcher in this study became an observer who observed a phenomenon at school, especially with the use of this one sheet lesson plan. Besides the researcher also asked how the English teacher's perception of this one sheet lesson plan.

Based on the interest and the amount of unrest that occurred in the world of education in Indonesia regarding changes to lesson plans, the researcher conducted research based on the topic entitled "Analysis of Implementation One Sheet Lesson Plan by English Teacher"

B. Problem Identification

Based on what is written in the background, the researcher found several problems that occurred in schools including:

1. Teachers need a lot of time to make a lesson plan.
2. Teachers need to adapt their lesson plans according to the policies recently adopted by the Ministry of Education and Culture.

C. Research Focus

In this research focus of the research includes how the implementation of English teachers in implementing a One Sheet Lesson Plan at SMPN 4 Majene. The subjects are representatives of each class from grades 8, and 9 which are applied by 2 English teachers at school.

1. How does the English teacher implement their One Sheet Lesson Plan in the teaching and learning process?
2. How is the teachers perception of One Sheet Lesson Plan?

D. Research Objective

Based on the formula of the problem above, the main objective of this research are, as follows:

1. To analyze how English teachers implement of One Sheet Lesson Plan in class.
2. To determine the teachers perception of the One Sheet Lesson Plan.

E. Research Benefit

1. For student

The result of this study can be used as a reference for one way to meet the standards of achievement that teacher want in teaching.

2. For teachers

The result of this study can make it easier for teachers to implement sheet lesson plan in classroom.

3. For other researchers

Provide information for other researchers who wish to conduct further research in related fields.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The following are some studies related to research that will be carried out by researcher:

1. Sari, et al (2022) Persepsi Guru Terhadap Rencana Pelaksanaan Pembelajaran Satu Lembar di SMP Negeri Kecamatan Sutera Kabupaten Pesisir Selatan.

Simplifying lesson plans into one form is one of the points of the self-learning policy. The purpose of this study was to reveal the perceptions of one-page lesson plans among state senior high school teachers in Pesisir Selatan District, Sutera District. This research is a descriptive study with 83 teachers. Samples were taken from a total of 83 teachers. The data collection tool used a like scale questionnaire consisting of answer choices and 30 statement items. The survey results revealed that SMA Negeri Sutera teachers' understanding of the new lesson plan was considered good. These results show that from the results of data processing the average overall score for each data sub-variable for indicators is 63.27%, the implementation of preparation is 68.5%, evaluation is 62.77%. Overall the average sub variable score is 6.83%.

2. Putra, et al (2022) Analisis Ketercapaian Penerapan Kebijakan RPP Satu Lembar Dalam Proses Pembelajaran di SMP Negeri 10 Malang.

The purpose of this study was to analyze the success of implementing one-page lesson plans in the learning process at SMP Negeri 10 Malang. In this study, the main objective of implementing the one-page lesson plan policy is to improve the quality of learning processes and outcomes. This study used descriptive qualitative method using additional and detailed information. Data were obtained through observation, interviews and document studies at

SMP Negeri 10 Malang. This study used four stages of data analysis, namely data collection, data reduction, data presentation and then concluding.

The research results obtained are. (1) The implementation of the one-page RPP for SMP Negeri 10 Malang is quite effective and implemented by all teachers, (2) the suitability of subjects for training. RPP 1 page thick follows the process standards and circular letter of the Ministry of Education and Culture (3). During the completion of the 1-page RPP, there were no significant obstacles to achieving the learning process in class, and school teachers held various trainings and workshops. to improve their skills. The conclusion from the results of this study is that the implementation of one-page lesson plans at SMP Negeri 10 Malang runs quite effectively and can help teachers achieve their learning goals.

3. Jannah, (2021) The Implementation of Lesson Plan in Teaching English With Revised-2013 Curriculum at SMK Muhammadiyah 1 Ajibarang, SMK Muhammadiyah 2 Ajibarang and SMK Ma'arif Nu 1 cilingok During Covid 19 Pandemic.

The revised curriculum (2013) is a new curriculum made by the government to improve the previous curriculum: Competency Based Curriculum (KBC), One Level Curriculum (KTSP) and 2013 Curriculum. This is the answer to all the previous problems. curriculum that cannot be implemented in many schools. Its implementation depends on the situation of the school. RPP implementation is usually done in class, but this semester is different. Because this semester there are e-learning activities with Covid-19 pandemic material. The author intends to serve as a guide for answering research questions: describes the implementation of the curriculum in teaching English with the revised curriculum (2013) at SMK Muhammadiyah 1 Ajibarang, SMK Muhammadiyah 2 Ajibarang and SMK Muhammadiyah 2 Ajibarang and SMK Muhammadiyah 2 Ajibarang. The author uses a qualitative description through interviews and documentation. Due to the Covid-19 pandemic, transmission must be done online. It is difficult to implement the RPP according to the teacher's expectations because the RPP is made before

the new school year starts and cannot be changed. In addition, there are difficulties, for example in some activities that require group formation and active participation in learning, where not all students always have a stable internet connection or network at home.

4. Badu, et al (2022) Analisis Ketercapaian Penerepan Kebijakan RPP Satu Lembar Dalam Proses Pembelajaran Di SMA Negeri 12 Buru.

The purpose of this study is to explore how the SMA Negeri 12 Buru one-page lesson plan implementation works, how the one-page lesson plan themes fit into the performance of the learning system, and how It is a general examination of which factors influence. it supports. and support. element. Obstacles for teachers in implementing unilateral lesson planning policies, what solutions have been found to overcome the problems arising from the implementation of unilateral lesson planning policies in SMA Negeri 12 Buru. Based on the research findings of researchers in this field, it was concluded that the implementation of the SMA Negeri 12 Buru 1-page lesson plan is effective and efficient. While learning outcomes typically drop significantly during the pandemic, the introduction of the one-page RPP for SMA Negeri 12 Buru will help teachers reach their learning goals through short, clear and concise distance learning. Motifs should be moved to appropriate locations with good values. Students pass the prescribed criteria (KKM). In addition, teachers strive to comprehensively develop teaching skills and create and execute unilateral lesson plans with the help of training courses and webinars.

5 Emiliasari, et al (2019) Lesson Plan in EFL Classroom a Case Study in Lesson Plan Preparation and Implementation.

A study published in this journal shows several important things, including that learning planning is an important step that teachers must complete before teaching. Careful planning makes it possible The learning process becomes more organized. But preliminary research shows that teachers still struggle to

prepare for learning. Ready to learn, but no learning process planned. The purpose of this research is to: 1) Consider getting teachers to teach English. 2) Consider implementing lesson plans for English teachers. The Research Center conducted a case study with 4,444 of her three secondary schools in Majalengka. Three English teachers participated as respondents. Through interviews, observations and documentation he collected 4,444 data points. As a result, it was found that the teacher planned the lesson as follows. 1) Consider the core competencies of the curriculum. 2) Looking for learning resources. 3) Choice of learning media. 4) definition of materials; 5) selection of learning methods; 6) Edit your metrics and goals. However, not all scheduled activities were carried out. Interferences that occur during the teacher-side learning process include: Teachers make a transactional decision to add classes if some learning activities are not completed.

Based on previous research, it can be seen that this research was conducted differently. Of the five journals listed, the studies and methods carried out have a different focus and subject matter. The first researcher focused more on how the teacher's perception of the implementation of 1 sheet learning, which in his research also discussed curriculum changes related to current research, as the researcher examine how the English teacher's perception of the one sheet lesson plan. Next is the journal from the second researcher which analyzes the achievement of one sheet lesson plan in the learning process in the classroom, this research basically has a research focus on research that have been carried out by researcher but in this second study it only focuses on achieving implementation only while the research that will be carried out by the current researcher prioritizing the implementation of one sheet lesson plan and component analysis in the English teacher's lesson plan. In the third journal, the research conducted tends to focus on the 2013 curriculum lesson plan in 3 schools at once, as well as the implementation of the lesson plan by the teacher. For the fourth journal, it is almost the same as the research that will be carried out by the researcher, but the difference is that in this journal, the researcher only makes case studies of two teachers, while the researcher ask the perceptions

of each teacher who carries out the lesson plan, which is almost the same as the researcher that has been carried out by the researcher, but the difference is that in this journal the researcher only makes a case study of two teachers while the researcher ask the perceptions of each teacher implementing the lesson plans. Final journal Discusses the importance of lesson planning before teaching. And also, in this journal it is explained about lesson plans in EFL schools. The method of collecting data from this journal is the same as the research that the researcher will do. However, this research prioritizes the lesson plan process itself. While the researcher has just analyzed 1 sheet of lesson plan from 3 English teachers, then the researcher has been observed and also analyze whether the use of 1 sheet of lesson plan by the English teacher is carried out properly by 1 sheet of lesson plan made by the teacher. However, this study prioritizes the process of the lesson plan itself. While the researcher has only analyzed 1 sheet lesson plan from 2 English teachers, then the researcher will observe and analyze whether the use of 1 lesson plan sheet by English teachers is indeed implemented properly according to the 1 sheet lesson plan made by the teacher. Then the researcher also uses the interview method asking about the perception of the English teacher about the 1 sheet lesson plan which is a reformer in the world of education today. The researcher also conducted research entitled "Analysis of implementation 1 sheet lesson plan by the English teacher in the classroom and the teacher's perception of 1 sheet lesson plan". This research has similarities and differences with the previous studies above, such as: first, this research is the same as the first, second, third and ,fifth research that uses descriptive qualitative methods. Second, this study is like the second study which used the subject of 1 sheet lesson plan in learning. Third, this research will also take problems from the teacher in making lesson plans and their implementation and teaching similar to the first, third and fourth research. Finally, the instrument used in the fourth study is almost the same as this study. In carrying out this research, be sure to consider how the results of this research are expected to be useful in the future. One consideration is novelty. Almost the same researchers have carried out the

previous research above, but this research is certainly new because the subject use is 1 sheet lesson plan which is still very new in the world of education and its implementation in the classroom by English teachers which has not been widely studied by other researchers.

B. Theoretical Framework

1. Analysis

a. Definition of analysis

According to Kamus Besar Bahasa Indonesia, analysis is an investigation of an event (writing, deed, etc) to find out the actual situation (cause, situation, and soon). Analysis in general is the ability to solve or describe a matter or information into smaller components and thus be easier to understand. Analysis can also be defined as an attempt to observe a matter in detail by deciphering the main component or by arranging a component for further examination. Satori and komariyah, in their book (2014:200) think that Analysis is an attempt to unravel a problem or focus the study into parts (deformity) so that the decomposition of something that is defaced becomes apparent and thus can be more clearly captured of its meaning or more clearly understood accordingly.

According to Peter Salim and Yenni Salim (2002) The definition of analysis according to Peter Salim and Yenni Salim are as follows:

- 1). Analysis is an investigation of an event (deed, essay, etc.) to get the right facts (origin, cause, actual cause, and so on).
- 2). Analysis is the elaboration of the subject matter of the parts, the study of these parts and the relationship between the parts to get the right understanding with an overall understanding. whole.
- 3). Analysis is the elaboration (expansion) of something, and so on after being studied carefully. Analysis is a problem-solving process that starts with a hypothesis (conjecture, etc.) until it is proven true through some certainty (observation, experiment, and so on).

- 4). Analysis is the process of solving a problem (through reason) into its parts based on a consistent method to reach an understanding of its basic principles.

b. Analysis qualitative data

Qualitative data analysis techniques are data analysis processes that do not contain numbers or are in the form of numbers. Data generated for research purposes using qualitative data analysis techniques is generally subjective.

Sugiyono (2018:482) Qualitative data analysis is inductive in nature, that is, analysis based on obtained data. Certain relationship patterns are then developed or hypothesized. Sugiyono (2018) also argues that qualitative data analysis is inherently inductive. That is, analysis based on the data obtained, after which certain patterns of relationships are developed, or hypotheses, and the data are searched again and again based on those hypotheses. Until we conclude whether the hypothesis is applicable. accepted or rejected. The process of data analysis in qualitative research is as follows. Before entering the field, while on the field, and after leaving the field. In qualitative research, data analysis is done before researcher enter the field. Analyzes are used to determine the focus of research, based on data from interim studies or secondary data.

In qualitative research, data are obtained from different sources using different data collection techniques (triangulation) and run continuously until the data are saturated. With continuous observations, the data fluctuates more. Therefore, the data analysis techniques used do not show clear patterns. (Sugiyono, 2018) data analysis in qualitative research is the process of systematically retrieving and collating data from interviews, field notes, and other sources so that they can be easily understood, and the results can be communicated to the public said other.

The purpose of using data analysis techniques is to determine and draw conclusions from the data the researcher has collected. In addition, data analysis techniques can be used to describe the results of research and

thus be easier to understand for others. Data analysis techniques are also needed to find solutions to research issues.

2. Curriculum

a. Definition of Curriculum 2013

RI UUSPN Article 3 Law No. 20 of 2003, "National education aims at developing capacities" and aims at forming the character and civilization of a worthy nation in the context of shaping the life of the nation, aims to develop students' abilities. Believe in and fear God Almighty, noble, healthy, knowledgeable, capable, creative,

To become independent, democratic, and responsible citizens. According to Article 1 of the same law, education is defined as "an atmosphere of learning that enables students to actively develop their potential in spiritual strength, religion, self-control, character, intelligence, noble character and ability." It is a conscious and deliberate attempt to create a process of It is what he, his community, his nation, his nation needs.

The 2013 curriculum was introduced in response to various criticisms of the 2006 school-based curriculum. This is in line with the needs of development and education. Decree No. 59 of 2014 Curriculum is one of the Government's efforts to overcome this problem. The world of education faces many challenges today. The topics of the 2013 Productive and Creative Curriculum are innovative and emotional. By strengthening the integration of attitudes, skills, and knowledge. Based on this theme, the implementation of the 2013 curriculum is expected to produce human resources with productivity, creativity, and innovation.

The curriculum for the 2013 academic year is based on character formation, to form strong personalities that will serve as models for the next generation in the future. Character Education in the 2013 Curriculum According to the Ministry of National Education (2010) character education refers to any act by which a teacher can influence the character of a student. Teachers help students develop their character. This includes exemplary teacher behavior, how teachers speak and teach materials, how

teachers tolerate it, and a variety of other related issues. Based on the grand scheme drawn up by the Ministry of National Education, individual character development is a function of all human potential, psychologically and sociocultural. In the context of sociocultural interactions (cognitive, emotional, active and psychomotor) (in family, school, community) and persist throughout life. More specifically, character education is a government-driven curriculum development whose main purpose lies in our current technological age. Gadgets make student-accessible technology easier for students to access materials, lessons, and more. This encourages governments to develop character in students that cannot be retrieved by technology.

Character education, driven by educators and teachers, becomes more dangerous because it involves the development of technology that can overwhelm students. For this reason, the 2013 curriculum in both formal and non-formal schools places a strong emphasis on character development for students, including how to be polite and sociable with others. According to Fitri (2012:156), character education can be incorporated into the teaching of any subject. Learning materials related to the use of customs and values in each subject should be developed and explicitly linked to the context of everyday life. For this reason, the value of learning traits should not only be communicated at a cognitive level, but should also touch on internalization and concrete practice in the daily lives of students in school and society. Character education is essential for designing quality generations. Character education is one of the senses that lead people to be good people and can eliminate negative influences.

b. The purpose of the Curriculum 2013

Changes in the 2006 curriculum from the 2013 curriculum include the four elements of the curriculum change. In short, refinement in three dimensions improves the balance between soft and hard skills: Attitude, knowledge, skill. Both Content Standards (SI), or changes to the SI, reduced subject proficiency in KTSP 2006, whereas in the 2013

curriculum subjects are proficiency-based. Both approaches are carried out through a thematic approach. Originally focused on research, refinement and validation, the three standard processes have been given a scientific approach in the 2013 syllabus. Observing, Interrogating, Exploring, Associating, and Communicating. The learning process takes place not only in the classroom, but also in environments such as schools, nature and society. The teacher's position is not the only source of learning, and the attitude aspect of learning is not transmitted orally, but through the examples and models provided by the teacher. Fourth criterion. The evaluations conducted are based on competence. H. A shift from assessment by testing, which measures competency knowledge based only on results, to full-scale assessment, which measures all competencies, attitudes, skills and knowledge based on process and results. Strengthening the PAP evaluation model (benchmark evaluation), d. H. Achievement of a learning outcome is based on the position of the achievement score compared to the ideal score (maximum). We encourage students to use their portfolios as their primary assessment tool.

The 2013 Educational programs Alter may be a frame of improvement and advancement of the past curriculum—the 2006 KTSP curriculum—which in its execution, a few issues were experienced, to be specific (1) Educational modules substance as well thick as demonstrated by the number of subjects and a parcel of fabric whose breadth and trouble amplify past the organize of formative age children, (2) Not however completely competency- based in agreement with the requests of the work and national instruction objectives, (3) Competence has not been completely portrayed all encompassing space of demeanors, abilities, and information, (4) A few competencies required agreeing to advancing needs—for case, instruction character, dynamic learning strategy, adjust delicate skills and difficult aptitudes, entrepreneurship—not however suited within the educational modules, (5) The educational programs has not been delicate and responsive to social changes that happen at the nearby level, national, and worldwide, (6) the standard of the learning

handle does not portray point by point learning groupings that open up openings for significant translation assorted and lead to teacher-centered learning. (7) Evaluation benchmarks have not driven to competency-based appraisal (handle and comes about) and has not expressly requested intermittent remediation, and (8) With KTSP requires a more point by point educational modules report so as not to provide rise to different translations.

c. Characteristics of the Curriculum 2013

The effectiveness or success of curriculum development 2013 to improve the quality of education is determined by management factors at the school and classroom levels. This is influenced by the competence of the principal as a manager and a leader in schools to encourage teachers in schools, encouraging the realization of effective teaching and learning activities in the classroom. Meanwhile, the success of classroom management is influenced by the ability of teachers to apply the 2013 curriculum in the learning process, so that teachers as educational leaders in the classroom are required to have broad knowledge and have good teaching skills in realizing educational goals through the implementation of the 2013 curriculum.

1. Emphasize the achievement of individual and classical student competencies.
2. Oriented in learning output, & diversity; using a flow approach to the learning process & is highly determined by the Systematic Functional Grammar based on Halliday (1987).
3. Accept the origin of educational learning other than the teacher, Emphasize its assessment of the learning process & output on acquiring or achieving exclusive competencies.
4. Use of Certain Words. Example: B. About the competency criteria, the student thinks and behaves after he has mastered one of his four language skills (listening, hearing, speaking, reading, reading).

minimum description covering the knowledge, skills, attitudes, and values write). writing); basic competencies are the minimum knowledge, knowledge, and It refers to skills, attitudes and values. learned and completed writing); indicators (performance indicators) refer to certain fundamental competencies that can be used as criteria for evaluating learning success. Core materials (core materials) refer to the materials or lessons that students must learn in the learning process.

3. Lesson plan

a. Definition of Lesson Plan

Farrel (2002) describes a lesson as either a unit, a series of lessons related to a particular topic, or as a systematic record of the teacher's views on what is discussed during the lesson. A lesson plan establishes how students will progress toward a specific goal. It is stated that instructional behavior leads to student learning outcomes. Lesson plans are designed to help teachers plan the learning flow, especially in English lessons. The English course explains what students can achieve in terms of behavior, language use and observation through effective lesson planning objectives.

Another view is that a lesson plan is a set of learning plans that can guide a teacher about the material that needs to be taught and that determines how the material is to be taught. (Spratt, Pulverness, and Williams, 2005). Lesson plans encourage teachers to be creative in teaching relevant content. This refers to what is written in the syllabus. With a lesson plan, the teaching and learning process is better organized and the teacher is more prepared to teach the material. In expansion, this lesson arrange offers a other way of learning through the application of fitting and viable strategies and strategies. Thus, the lesson arrange may be a grouping of learning arranged by the educator to attain a viable educating and learning preparation based on the educational modules.

Harmer (2007) states that lesson plans as teaching preparation are developed based on the teacher's view of the appropriate process for

student expectations and curriculum. It is explained that lesson plans are teacher learning processes developed by teachers based on student needs through observations and related to curriculum points. If a teacher does not check the needs, interests, abilities, learning styles of students, and curriculum objectives, ensure that the recitation of the lesson plans is not effective.

b. The function of lesson plan

Harmer (1991) argues that teachers and students do not find lessons meaningful and interesting without lesson plans. A bad condition is that it puts the burden of learning English on the students. If teachers don't think about what they do, they are doing nothing. This is why lesson plans are important.

According to the State Ministerial Decree No. 65 of 2013 on Standard Processes, each teacher shall ensure that the teaching and learning process is carried out in an interactive, fun and challenging way and can stimulate students' active learning motivation. A systematic RPP must be prepared. Get involved and provide plenty of space for creativity and independence. Based on their interests, prisoners, and their physical and psychological development. This means that teachers should systematically plan their lessons based on their interests, abilities, etc., and encourage their students to be active and creative in their learning activities.

Isdisusilo (2017) states that the “planning” implementation of learning instruction is a plan that describes the procedures and structure of learning to achieve the basic competencies specified in the content standards, and is described in the form of a curriculum. suggests there is. Plan to implement a learning schedule that guides student learning activities to achieve the Core Competencies (KDs).

c. The type lesson plan in curriculum 2013

There are two types of lesson plans in the 2013 curriculum, as we

know the general lesson plan and the first is the lesson plan which is accompanied by 13 components that the teacher must write down in the lesson plan. Next is the lesson plan used today by most teachers, which is a single sheet lesson plan. The government and the education office make this one sheet lesson plan aimed at reducing the work of teachers and reducing administrative work which has been a bit time-consuming for teachers in making their lesson plans. There are some differences between the previous lesson plan and the current recommended 1 sheet lesson plan.

The Implementation lesson plan has also undergone a revision of learning continuously until it becomes more perfect according to the times with some Important points in the revision objectives include:

- 1). Character strengthening. In strengthening character integrates four important aspects, namely liver processing, taste/intention processing, thinking processing, and processing physical.
- 2). Competence includes three important aspects namely: attitude competence, knowledge competence, and skill competence.
- 3). In cultivating literacy awareness Therefore, five aspects are needed, namely: basic literacy, library literacy, literacy media, technology literacy and visual literacy.

There are fewer components of 1 sheet lesson plan because it prioritizes application rather than content. the page is mainly for planning Learning applications because preparing lesson plans are one of the obligations of teachers in addition to carrying out, assessing, and arranging follow-up learning activities. The existence of new regulations regarding the making of lesson plans will immediately cancel the budget for preparing more complex learning application plans to simpler lesson plans. as regulated in Permendikbud The birth of this policy, besides aiming to ease the burden on teachers, also provides freedom and independence for teachers to innovate in learning, because even though teachers have planned their learning application plans in more detail, the application in the field is different. Therefore, the previous lesson plans

can change at any time according to class conditions. Below are the differences between the old version of the lesson plan and the existing 1 sheet lesson plan.

Components of the lesson plan according to the Regulation of the Minister of Education and Culture No 22 of 2016 concerning Primary and Secondary Education Process Standards consisting of:

- 1). School identity, namely the name of the education unit
- 2). Identity of subjects or themes/sub themes.
- 3). Class/semester.
- 4). Subject matter.
- 5). Time allocation is based on the need to achieve KD and learning load, considering the number of teaching hours available in the curriculum and the KD to be achieved. Learning objectives are observable, measurable, and formulated on her KD using the language of operational work, including attitudes, knowledge, and skills.
- 6). Basic competencies and indicators of competence attainment.
- 7). Learning materials containing relevant facts, concepts, principles and procedures written in point form according to the formulation of indicators of competence achievement.
- 8). The learning methods used by educators to create learning atmospheres and processes to achieve the KD that is unique to the student and the KD that should be achieved.
- 9). Learning media in the form of learning processes help convey learning content.
- 10). Learning resources can take the form of books, printed and electronic media, natural environments, or other related learning resources.
- 11). The learning step runs through preliminary, core and final phases.
M. Assessment of Learning Outcomes.

Based on the Circular of the Ministry of Education and Culture Number 14 2019 concerning Simplification of Learning Implementation Plans is

stated that, Following up on the Regulation of the Minister of Education and Culture related to implementation of the curriculum 2013, it is stated:

1. The preparation of the Learning Implementation Plan (RPP) is carried out with the principles of efficient, effective, and student oriented.
2. That of the 13 (thirteen) RPP components that have been directed within the Ecclesiastical Control Instruction and Culture Number 22 of 2016 concerning Measures for the Instruction Handle Basic and Auxiliary, the center components of which are learning goals, learning steps (exercises), and learning appraisal (evaluation) that must be carried out by the instructor, whereas the other components are complementary.
3. Schools, bunches of instructors of comparative subjects in schools, Working Bunches Teacher/Subject Educator Gatherings (KKG/MGMP), and person instructors free to select, make, utilize, and create lesson plans freely for most extreme understudy learning victory.
4. The lesson Plan that has been made can still be used and can also be adjusted with the provisions as referred to in numbers 1, 2, and 3.

Thus it is clear that in the policy of the Minister of Education and The current culture states that the lesson plan recognizes the core components of the lesson plan, namely: (1) learning objectives, (2) learning steps (activities), and, (3) assessment learning (assessment), while the other 10 components are called components support. However, a policy will of course have adjustments from time to time to time.

d. Definition of 1 sheet lesson plan

The basic consideration for simplifying the Lesson Plan (RPP) is that teachers are often directed to write very detailed lesson plans. Due to this unrest, the Minister of Education and Culture of Indonesia made a

new regulation regarding lesson plan, namely one sheet lesson plan. With this lesson plan simplification policy, the Learning Implementation lesson plan could only be made up of one page, because the simplification of lesson plan does not require a requirement of the number of pages.

This is why the Ministry of Education and Culture's 2020. Decree is in force for the use of lesson plan by subject teachers. Lesson plans are created in detail from subjects related to a particular subject or curriculum, with an understanding of 1 sheet lesson plan. This 1 sheet lesson plan is an evolution of the curriculum that guides learning activities to achieve core competencies. There are three types of 1 sheet lesson plan (1) online lesson plan, offline lesson plan, and federated lesson plan (a combination of online and offline lesson plan). The following is an example of a stand one sheet lesson plan type.

e. The advantages and disadvantages of 1 sheet lesson plan

The advantage of 1 sheet lesson plan is leaner because contains only three components, while the revision Previously it still contained 13 finished components more pages especially for plans implementation of learning which considered a waste of paper. Because compiling the learning implementation plan is one of the teacher's obligations in addition to carrying out, assessing, and develop a follow-up program learning. Enforcement of the plan policy implementation of learning 1 sheet lesson plan no fiber immediately cancels the drafting rules lesson plan as regulated in Permendikbud Number 22 of 2016 concerning process Standards. The birth of this policy in addition to aiming to lighten the teacher's burden, also provide freedom and flexibility for teachers to innovate in learning, because even though the teacher have prepared a detailed lesson plan, but implementation in different fields. This matter caused by situations and conditions that occurred at the time of the teacher, plus mood, and psychological conditions teacher at the time of teaching. Hence the plan the implementation of detailed learning is possible change in the learning process. An excess of 1 lesson plan sheet

can free the teacher's load from administrative fetters that teachers have so far needed time to prepare. So that teachers have more time to maximize it in a more optimal form of implementation process in class. But the disadvantages of 1 lesson plan sheet are that it is feared that there are too many different lesson plans from one teacher to another because each teacher may have a different format. So that the principal or vice principal for the curriculum sector or perhaps others find it difficult to evaluate because of the different teacher's lesson plan formats.

4. Implementation

a. Definition of implementation

Implementation may be interpreted as "implementation" or application. Which means everything that is done and done, according to a curriculum that has been designed or designed to then run completely according to the established rules. In a broad sense of implementation is a process, an activity used to transfer ideas or ideas, programs or expectations that are put in the form of a design (written) curriculum to be implemented according to the design. So, the implementation of the curriculum is also required to fully apply what is already planned in the curriculum, problems that will arise if what is implemented deviate from what is designed, there will be futility between design and implementation. According to Hanifah, quoted by Harsono, expresses his opinion that the process is "a process." To carry activities into policy action from politics to administration." In the world of education, implementation may be regarded as advice made by educators, to look at and apply a preconceived lesson plan. The implementation of this lesson plan is intended to accomplish the learning purposes contained in the lesson plan.

Consistent with the above interpretation, Miller and Seller reveal, as quoted by Mulyasa, that "Implementation is also defined as the realization, the process of applying concepts, ideas, programs, or arrangements of activities act in learning practices or new activities so

that changes occur in a group of people who are expected to change.

From the above opinion, implementation as a process of implementing ideas and policies in a process in an educational activity. Based on the understanding and opinions expressed by the experts above, it can be concluded that concluded that the implementation is:

- 1). Is a process of implementing, implementing ideas, concepts, and policies, programs or order of activities into management practices within an organization as well as new activities.
- 2). Implementation is influenced by decisions in the form of laws and regulations as an implementation of activities and is expected to overcome a problem, the goals to be achieved and ways to solve it.
- 3). Implementation becomes a big mistake if what is implemented is not in accordance with the design, then the implementation does not run smoothly or in big trouble and can be said to fail.

Several opinions are regarding the meaning of implementation, that are :

1. Prof. Tachjan

Menurut Prof. Tachjan (2006) maksud dari implementasi adalah suatu tindakan atau juga aktivitas atau kegiatan yang dilakukan setelah adanya kebijakan.

2. Budi Winarno

Budi Winarno berpendapat bahwa pengertian implementasi adalah suatu tindakan yang harusnya itu dilakukan oleh sekelompok individu yang memiliki tujuan yang sama dalam penyelesaian sebuah masalah atau susunan yang sudah ditetapkan sebelumnya.

3. Harahap

To quote from Azwar 2019 as brought forth by harahap. The sense of analysis is to break down or describe something a unit into the

smallest unit. From the foregoing it can be drawn to the conclusion that analysis is an activity of thought to describe or break a division from the unit into the smallest unit.

b. Main activities of education implementation

In formulating implementation there are 3 things, namely :

- 1) Program Development Curriculum development includes the development of annual event (generic event for each subject), semester event that contains things to be delivered in that semester.
- 2) Learning Implementation In learning, the teacher's most important task is to condition the environment to support behavior change for students. In general, the implementation of KTSP-based learning as well as the 2013 curriculum includes three things, namely introduction, core activities and *closing*.
- 3) Evaluation of Learning Outcomes Learning evaluation can be carried out using a basic ability test class assessment, a final assessment of the education unit & the end of planning or a final semester assessment.

c. Implementation goals

Implementation goals such as previously written, implementation is a systematic activity or business made and bound by mechanisms to achieve specific goals. Referring to the implementation understanding outlined above, below are some of the implementation goals as follows:

- 1). The main purpose of implementation is to implement plan that has been or has been carefully worked out, whether by individuals or by groups.
- 2). To be able to test and document a procedure in application of plans or policies.

- 3). To be able to achieve goals in planning or also established or already established policies.

To be able to determine how people can implement a policy or a plan as expected. To be able to determine the success rate of existing policies or plans for improvement or improvement.

5. Perception

a. Definition of perception

Perception comes from the Latin word perceptio, which comes from the word percipere, meaning to accept or accept. Perception is the development of objects, events, or relationships, deriving information from them, and interpreting messages. Perception means giving meaning to sensory stimuli. Perception is the process that precedes perception, that is, the process by which an individual perceives through the senses, or is called the sensory process. But the process does not simply stop, the stimulation continues and the next process is called the perceptual process. This process involves perception after information has been received from the senses, processed, and interpreted into a complete perception. According to Drever 2010, perception is the process of using your senses to perceive or identify something. Awareness is at the core of communication. Awareness plays a very important role in successful communication. In other words, the accuracy of perception of sensory stimuli leads to successful communication. On the other hand, perceptions of stimuli can be misinterpreted (Suranto, 2011).

Perception is a process of human thinking on certain phenomena, this understanding raised by the walgito (2003:87). Perception begins with the senses, perception has a process that relates to both the transmission of messages and information through the human brain. In this process one performs human interaction through five senses. They are sight, hearing, taste, smell, and touch. Humans interact with the environment using these senses, so stimulation will be registered by the brain and sent to the nervous system. The process that follows is called

sensation, and sensation is part of perception. Coentjaningrat (2010:42) explains that perception is a recurrence of the human brain and seems to be a view of phenomena. In this process many factors such as feeling, need, motivation, educational background, experience, etc. Then the process is followed by a process that one's brain comes to a meaningful interpretation of stimulation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion was drawn based on the research question and categories of this research, as follows:

1. Based on the results of the researcher analysis of the one sheet lesson plans made by the teacher, it can be concluded that the teacher already understands the concept of one-sheet lesson plans, in this case to facilitate teacher performance and administration in making lesson plans. Especially in the making of indicators, the use of media and the assessment used. As well as the results of observations in class, the implementation of the one sheet lesson plan for the first teacher was in accordance with the lesson plan that had been made, but the second teacher did not implement the lesson plan properly, the second teacher only focused on traditional methods where the teacher was the center of the class. For the second teacher, lesson plans are only used as administrative requirements.
2. The results of the researcher interview with the English teacher regarding the teacher's perception of the one sheet lesson plan were that, in general, the two teachers concerned did not feel objected to and burdened by the policy regarding the one sheet lesson plan. On the contrary, according to the results of the teacher interviews, they felt a positive impact from this one sheet lesson plan where less time was spent on making lesson plans and also the use of paper and school administration was much less compared to the previous lesson plans.

In this conclusion, the researcher can conclude that not all teachers apply the lesson plans they have made in class. But some teachers already understand the purpose of lesson plans and can apply them well in class. With this the researcher draws the concludes of the lesson plan is not necessarily in line with the lesson plan that has been made, some teachers only rely on learning using traditional methods even though in the lesson plan that is made on core activities they are asked to be in groups and in fact ter only explains as usual. In contrast to the first teacher who succeeded in making and

implementing lesson plans well in the class. In short, the teacher will make a good lesson plan if he places the lesson plan components based on Kepmendiknas No. 103 (2014): subject identification, Core Competencies, Basic Competencies, Competency Achievement Indicators, teaching materials for the steps of learning activities, assessment, remedial, enrichment activities, learning media, learning tools and resources.

B. Suggestion

1. Teacher

Teachers can find a lot of information about lesson plans on the Internet or the website of the Ministry of Education and Culture of the Republic of Indonesia to increase their knowledge in making good lesson plans. Then they can use learning media from newspapers, story books, magazines and their surroundings. Finally, teachers must involve students in their own learning environment, not only from the teacher but also from other sources.

2. Students

Students should be more active in class. Take an English dictionary course. Students can find their own material through the internet or other media.

3. Future researchers

Researcher can then collect data through other methods, such as asking students about the teaching and learning process and interviewing teachers to determine whether they made their own lesson plans and other research-related information.

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