

**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 CILONGOK  
DURING COVID-19 PANDEMIC**

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**Abstract**

Revised-2013 curriculum is the new curriculum created by the government to improve the previous curriculums: *Kurikulum Berbasis Kompetensi (KBK)*, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and 2013 curriculum. It is an answer to all the problems in some curriculum before that cannot be applied in some schools. It is applied by following the situation of the school. The implementation of lesson plan is usually done in the classrooms but it is different this semester. Because of Covid-19 pandemic learning activities in this semester are via online. The writer has an objective as guidance to answer research question: to describe lesson plan implementation in teaching English with revised-2013

curriculum at SMK Muhammadiyah 1 Ajibarang, SMK Muhammadiyah 2 Ajibarang, and SMK Ma'arif NU 1 Cilongok during Covid-19 pandemic. The writer uses descriptive qualitative through interview and documentation. Due to Covid-19 pandemic, the implementation must be done online. It is difficult to implement lesson plan according to the teacher's expectations, as the lesson plan is made before the begining of the new academic year and cannot be changed. Moreover, there are difficulties like some activities that require students to create groups and ask students to be active in learning process, in which not all students always have stable internet connection or get good network from home.

**Keywords:** Implementation of Lessonn Plan, Revised-2013 Curriculum, Covid-19 Pandemic

## **A. Introduction**

Lesson plan is a guide for the teachers in learning activities, made by the teachers to help themselves teach based on the competency standards and basic competence on that day. This is very important for the teacher to plan all the materials that will be given to all students so that the learning process in learning activty can run smoothly. Every teacher should make lesson plan according to the characteristics of students and in accordance with competencies in their schools but not all English teachers implement lesson plan in teaching English with revised-2013 curriculum.

Revised-2013 curriculum is a curriculum change that is adjusted to *Standar Nasional Pendidikan (SNP)*, *Standar Kompetensi Lulusan (SKL)*, *Standar Isi (SI)*, *Standar Proses (SP)* and *Standar Penilaian Pendidikan (SPP)*. The result of

this curriculum is named *Kurikulum Nasional (KURNAS)*, but finally it has name revised-2013 curriculum. Revised-2013 curriculum implementation is according to government in terms of *Badan Standar Nasional Pendidikan (BSNP)*, curriculum center, curriculum directorate, along with research education and development to carry out direct and periodic monitoring of the action revised-2013 curriculum.

SMK Muhammadiyah 1 Ajibarang established on January 1969 has four majors which are *Otomatisasi Tata Kelola Perkantoran (OTKP)*, *Perbankan Syariah (PS)*, *Akuntansi Keuangan Lembaga (AKL)* and *Teknik Komputer Jaringan (TKJ)*. SMK Muhammadiyah 1 Ajibarang always follows competitions especially in English like English song, debate, and speech.

SMK Muhammadiyah 2 Ajibarang was established on May 25<sup>th</sup> 1992 . This is the best vocational high school in Ajibarang, Banyumas, Central Java. This school has three majors which are *Teknik Kendaraan Ringan (TKR)*, *Teknik Bisnis Sepeda Motor (TBSM)*, and *Teknik Pemesinan (TP)*. The students in this school are very competitive in the recruitment of employees in good industries, especially this school workswith Honda, *Lembaga Pelatihan Kerja (LPK)* to Japan.

SMK Ma'arif NU 1 Cilongok was established on July 17<sup>th</sup> 1988. This is the best vocational high school in Cilongok, Banyumas, Central Java. This schoolhas same major with SMK Muhammadiyah 1 Ajibarang and SMK Muahhamadiyah 2 Ajibarang. However, has four majors which are *Tekhnik dan Bisnis Sepeda Motor (TBSM)*, *Otomatisasi dan Tata Kelola Perkantoran (OTKP)*, *Akuntansi Keuangan Lembaga (AKL)* and *Komputer dan Multimedia (MM)*. This school has complete majors more than

SMK Muhammadiyah 1 Ajibarang and SMK Muhammadiyah 2 Ajibarang.

## **B. Literature Review**

A lesson plan, based on Mulyasa (2019: 107-108), describes learning procedures and management to achieve one or more of the basic competences that have been established. The most important task of teachers related to the revised-2013 curriculum is to describe the syllabus into lesson plan that is more operational and detail. The teachers must be ready to be guidelines or scenarios in learning proces.

According to Mulyasa (2019: 6-7), revised-2013 curriculum has more emphasis on the formation of character and competence of students, especially to prepare graduates are productive, creative, innovative, and have good character. Besides, curriculum must be responded positively by reviewing and understanding development. Therefore, schools as education especially for teachers and head master can directly choose curriculum that students abilities.

## **C. Method of Investigation**

The writer uses descriptive qualitative design. Creswell (2009: 3) states that research design is plans and the procedures for the research that span the decisions from board assumptions to detailed methods of data collection and analysis scientific the data. Qualitative is relating to the nature or standard of something, rather than to its quality, that is the whole difference between quantitative and qualitative research. This study describes the implementation of lesson plan in teaching English with revised-2013 curriculum.

According to Nassaji (2015:1), qualitative and descriptive research methods have been very common

procedures for conducting research including education. The writers apply descriptive qualitative to describe implementation lesson plan not in classroom but via online because now the world especially Indonesia is affected by Covid-19 virus.

#### **D. Findings and Discussion**

Covid-19 or Corona Virus diseases-19 from Wuhan city, Hubei Province, China, attacks almost everywhere in the world, and even tens of thousands have died. Covid-19 has impact on the implementation of lesson plans in all schools in Indonesia. Learning activity usually by face to face must be shifted by online which is through Zoom, WhatsApp, and other applications which can support the learning process. Minister of education and culture, Nadiem Makarim, emphasizes that the disaster of the SARS-COV2 corona virus pandemic (Covid-19) in the country makes teaching and learning activities in the classroom forced to be abolished, although it does not mean teaching and learning activities (*KBM*) are 100 percent carried out online.

The existence of Covid-19 national disaster make students learn from home. The teachers and students must be able to adapt teaching and learning process using the online system. On the one hand, learning from home does not mean 100 percent is implemented by using an online system, but it can be through the collection of tasks or *KBM* can be done in other ways, which can use the way delivered, picked up, sent, or essay sent via email at internet cafes (*warnet*). Learning models applied during this pandemic will affect the lesson plan that has been created by the teachers, so the writer analyses the lesson plans of English teachers and makes some interviews with the English teachers from those

schools to find out the difficulty faced in 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 Cilongok. The content analysis on the syllabus of three schools covers the identity of syllabus, duration, standard content, basic competencies, indicator, subject, part time allocation, learning activities, and scores.

The English teacher in SMK Muhammadiyah 1 Ajibarang uses basic competencies 3.10 until 3.13 and 4.10 until 4.13 in second semester. However, in SMK Muhammadiyah 2 Ajibarang. The English teacher uses *KD (Kompetensi Dasar)* 3.8 until 3.10 and 4.8 and 4.10 in second semester. The last school is SMK Ma'arif NU 1 Cilongok where the English teacher uses *KD (Kompetensi Dasar)* 3.7 until 3.10 and 4.7 until 4.13 in second semester. Therefore, the writer does analysis in basic competencies 3.10 and 4.10 in three schools. Totally time allocation in SMK Muhammadiyah 1 Ajibarang in second semester is 33 hours (9 hours +9 hours +9 hours +6 hours) for four materials. Totally time allocation in SMK Muhammadiyah 2 Ajibarang in second semester is 30 hours (9 hours +12 hours +9 hours). Totally time allocation in SMK Ma'arif NU 1 Cilongok in second semester is 57 hours (9 hours +12 hours +9 hours +9 hours +9 hours +6 hours). Although they have the same majors, but time allocation in the three schools varies.

Generally, 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 Cilongok was usually done in class, but due to Covid-19 pandemic the implementation must be done online.

Furthermore, these three schools use WhatsApp for their learning activities, because not all students can download Zoom to make learning activities run well.

Lesson plans which are made before the beginning of the new academic year are asking students to be active in the classroom. Covid-19 pandemic forces the teachers to be more creative in the implementation of lesson plan even though the English teachers do not re-create lesson plans that have been made before. Without lesson plan English teachers do not guide the role activities, so teachers must prepare before teaching the materials to the students in every meeting.

The writer applies descriptive qualitative in this research. The object of this research is the implementation of lesson plan with revised-2013 curriculum from three English teachers at the same grade but different schools: at grade ten of SMK Muhammadiyah 1 Ajibarang, SMK Muhammadiyah 2 Ajibarang, and SMK Ma'arif NU 1 Cilongok during Covid-19 pandemic.

## **E. Conclusion**

The techniques of data collection in research use documentation and interview. Because of Covid-19 pandemic, the writer takes some documentation and interview from online. The result of the implementation of lesson plan in teaching English revised-2013 curriculum at SMK Muhammadiyah 1 Ajibarang, SMK Muhammadiyah 2 Ajibarang, and SMK Ma'arif NU 1 Cilongok during Covid-19 pandemic is good quality. Nevertheless, there are some weaknesses in the implementation of lesson plans due to Covid-19 pandemic, especially related to online learning activities. It is difficult for the teachers to provide full learning material. While online

learning activities, not all students always have internet connection or get good network from home.

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