

Teachers' Lesson Plans: A Comparison of Linear Educational Background and Non-Linear Educational Background Teachers

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Abstract. The linearity of education is predicted to have an impact on the pedagogical competence of teachers, including those of planning, implementation and evaluation. Data show that most of the teachers of SLB Etnik Kreatif Nusantara teaching at a school needing special skills different from those got from their previous education disciplines. It is predicted to make them have obstacles in developing lesson plans. This research aims to look at the comparison of lesson plans developed by teachers who have a linear educational background with their field of work with non-linear teachers. The type of research is comparative study using qualitative approaches. Lesson plans developed by teachers are the sources of data in this study. The instrument used is this study was assesment checklist. Based on the results of research, the teachers who are not linear often get obstacles in developing lesson plan. Teachers of linear education are more competent in writing lesson plans compared to teachers who are not linear.

Keywords: Lesson Plan; teacher; education linirity; educational background; special need students

1 Introduction

The scientific background of a teacher is one of the most important factors that affect teachers' performance which includes the planning, implementation, assessment and evaluation processes, and can be seen through curriculum implementation, starting from designing learning tools, implementing the learning process up to the process of assessing and evaluating the learning achievement of students [1]. Related to planning, at schools, teachers are expected to be able to write good lesson plans as a determining factor in achieving educational goals. All teachers required to be able to develop lesson plans with reference to syllabus. To avoid teachers' carelessness in designing lesson plans then a teacher is required to understand every element, aspect, and function and procedures in the development of lesson plans [2]. Yet, problems arise when teachers education is not in line with their students' needs since their their academic qualifications- basic abilities, general and special abilities- different. The linearity of education is also a requirement that must be met by the teachers. The linearity referred to in the world of education is the compatibility between diploma/department with the subjects taught [3].

This research is conducted to compare the lesson plans developed by the teachers with the linear education according to their field of work with non-linear teachers at a school for

students with special need. As we know that in special education, teachers have an important role in the education of children with special needs, especially their the level of development [8]. Thus, the teachers must be able to develop all their potential creatively in providing needs that are in accordance with the type of disability and mental level possessed by students. Building self-confidence, independence, career preparation, social interaction are tasks excellent school teachers. Becoming teachers for the students with special needs is not an easy thing because there a series of tasks to be done which need hard work and full commitment. There are seven dimensions that must be possessed by teachers at a school for students with special needs which include: awareness, morals, knowledge, organization, planning, social and pedagogic competencies [9].

Based on the results of the initial observations that researchers conducted at the SLB Etnik Kreatif Nusantara, several problems were found. First, there are 5 teachers who have been recorded with different educational qualifications. Second, out of 5 teachers, four of them have educational qualifications of S1 and one people with D-III educational qualifications. Third, with the existing educational qualifications only one teacher who has linear educational background (special education), four of them with majors English education, law and psychotherapy. Based on the results of interviews that researchers do it with non-linear teachers, the results show that non-linear teachers experience difficulties in developing learning tools for students with special needs specifically because the learning tools at the schools are different from schools for normal students. In addition, teachers carry out two different tasks at the same time. Based on these problems, researchers are interested in conducting an in-depth study of lesson plans developed by teachers with linear educational backgrounds and those written by non-linear teachers at the SLB Etnik Kreatif Nusantara.

2 Method

Method used in this research is a comparative study, that is a study carried out by conducting comparison of two or more groups or certain variables[10]; to find things that underlie the occurrence of cause-and-effect relationships and the factors that cause of a phenomenon [11]. This research involved 5 teachers at the SLB Etnik Kreatif Nusantara consisting 1 teacher from Islamic Education background, 1 teacher from English Education background, 1 teacher from Psychotherapy ackground, 1 teacher from Special Education background and 1 teacher from Law background. The instrument used in this research is documents [12] in the form of a record or past events, in the form of writing, pictures, or someone's monumental work [13], which can be in the form of notes, transcripts, books, newspapers, magazines and others, and an effort that is carried out to find data about certain circumstances or variables [14].

Data of the study were lesson plans written by the subjects. To analyze the data, 8 lesson plan assessment indicators were used that serve as guidelines in providing an assessment. Besides, a checklists table was also used. In other words, a content analysis, i.e. a technique that aims to provide an interpretation of the content of a text through the process of systematic classification, coding, and identification of themes or patterns[15] was used. It is a qualitative technique in an attempt to identify core consistency and meaning [16]. It is one of the data analysis techniques used in appropriate research used to systematically manipulate large

amounts of textual information through a process identification and certain characteristics or properties [17].

3 Finding and Discussions

Table.1 The Compatibility of Lesson Plan Content of Linear Teacher

No	Rating Indicators	Category
1	Lesson Plan Identity	Valid
2	Core Competencies	Valid
3	Basic Competencies	Valid
4	Achievement Indicators Competence	Enough
5	Media and Learning Resources	Valid
6	Learning Materials	Valid
7	Steps of Learning	Valid
8	Learning Outcome Assesment	Enough

The table 1 above shows the suitability of the lesson plans developed by teachers from linear educationis meet 75% of assessment indicators. It means that the teachers have good ability in writing the lessons plans. On the othe hand, the non-linear education teacher sho different competencies as shown in table 2 below:

Table.2 The Compatibility of Lesson Plan Content of Non-Linear Teacher

No	Rating Indicators	Category
1	Lesson Plan Identity	Valid
2	Core Competencies	Valid
3	Basic Competencies	Valid
4	Achievement Indicators Compeence	Not Enough
5	Media and Learning Resources	Enough
6	Learning Materials	Enough
7	Steps of Learning	Valid
8	Learning Outcome Assesment	Enough

The data in table 2 show that non-linear education teachers have less much lower ability in writing goog lesson plans for the students with special needs. In addition, the researchers also found that the teachers who were not linear only 50% met the assesment indicators. These three indicators include (LESSON PLANS identity, core competencies, basic competencies learning steps). The teachers are also still lacking in describing indicators achievement of student competence. It is in line with Djamarah [18] pointing out that different backgrounds of education will affect teacher activities in carrying out learning activities; and, the linearity of education with different positions being taught has a major influence on the success of students [19]. In fact, the learning process which includes at the planning stage, implementation and evaluation requires teachers who have pedagogical, social, personality and professionalism [9], [20]. The data also show that non-linear teachers are still low in preparing interactive media and learning resources for students. They just included textbooks and pictures as the media in their lesson plans. Unfortunately, the school teach students with mental retardation which causes difficulties in academic, communication and social tasks [21].

In addition to the indicators of learning materials, it can be said that the learning materials were in accordance with basic competencies combined in one thematic learning concept. However, there were still some subjects that should be thematic but not included by the teachers in the learning materials. Next, for the other indicator of assessment, they are also said to have low ability categorized as "enough". This is because most of the lesson plans developed by the teachers do not appear to have a spiritual attitude assessment instrument as a support for the achievement of basic competency indicators in core competence. It is in line with statement that the assessment rules in the 2013 lesson plans were considered complicated by some classroom teachers, so that teachers feel difficult and burdened. The same problem was also expressed by Nawawi [22] who stated that the basic difficulties experienced by the teacher is when compiling indicators and assessments on the spiritual aspects of participants educated. In addition to the assessment format, the teacher also designs remedial and enrichment activities.

Besides, there are interesting things here, the researchers also tried to compare the lesson plans teachers who are not linear but are still in the educational clump (English Education and Islamic Education) with teachers which is not linear from majors outside of education (Psyotherapy and Law). Based on the results it was found that teachers who were not linear but still in education clumps have better competence compared to non-linear teachers from non educational majors. Teachers who are not linear in the education family, 70% are said to be already able to develop lesson plans well, even though they still need training in developing lesson plans for children with special needs which are certainly different from regular lesson plans. However, in general, non-linear teachers who come from education already have basic knowledge and understanding in the development of lesson plans compared to non-linear teachers from non-educational families.

The results of the study illustrate that, there is a comparison of lesson plans developed by linear teachers with non-linear teachers with a ratio of 80%: 50 %. Thus, it can be seen that the linearity of education will affect professionalism a teacher. Different educational backgrounds will affect each process learning[18]. Something will bring good results if it is done by the expert. If the teaching profession is replaced by someone who is not an expert from a scientific discipline different, this will affect the learning process. This is very clearly stated in Article 7 Indonesian Government Regulation No 2008[3] regarding teachers and lecturers. In this mandate, it is stated that teachers and lecturers are professions whose implementation is carried out by someone who has expertise based on several principles, one of which is educational qualification and linearity education in accordance with the field of science. This principle need to be applied in practice. This is in line with research explaining that one aspect that affects teacher performance is qualifications education, teaching experience, and scientific linearity [5]. It is also strengthened by another research stating that an expert will understand the ins and outs of the knowledge that s(he) has [6]. Linear educational background teachers are more competent in carrying out their duties and functions compared to non-linear teachers [7]. Based on the results of his research, it was found that there is a significant influence between the linearity of teacher education and teacher pedagogic competence. The better the linearity and the teacher's teaching experience, the better the pedagogic mastery they have. So it's very clear that the professionalism of a teacher is influenced by the qualifications and the linearity of the education s(he) has. The success of a professional teacher can be seen through the implementation of tasks and functions that are in accordance with the scientific field s(he) has.

4 Conclusion and Recommendations

Linearity of education affects the competence of teachers in the development of lesson plans. 80% of the teachers at the school have met national standards. 75% of the teachers whose educational background was specifically for disabled persons can develop a good educational plan, and 70% those from other educational backgrounds (English Education and Islamic Religious Education) can develop lesson plans well. On the other hand, teachers with non-linear educational backgrounds (non-educational) still have a fairly low ability in developing lesson plans.

In response to this and to limited human resources common in education can be handled by providing special training to the teachers whose discipline is not education. With adequate training, it is hoped that teacher competence will also increase. Increasing teacher competence will also affect student learning achievement. In addition, it is also expected that the Principal of the school to carefully plan in terms of recruitment of educators and appropriate position placement with their field of competence. Through the recruitment of good teachers, it will produce competent teachers in their fields. Special attention from the government authorities in addressing the limitations of human resources is also very necessary. One effort that can be done is through equal distribution of educators, an equalization basis education for teachers who do not have the appropriate educational qualifications and equalizing the linearity of teacher education with the workload and assignments given. So that all schools, can make a better contribution in improving the quality of education to achieve the goals of national education.

The researcher realizes that this research has limitations, which only focuses on the comparison of lesson plans developed by linear teachers and non-linear teachers. Thus, the next researcher is expected to examine the problems of the teachers deriving non-education backgrounds in developing lesson plans. Moreover, whether their educational backgrounds their professionalism in creating students' learning achievement.

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