

PRE-SERVICE ENGLISH TEACHERS' PROBLEMS AND STRATEGIES IN DESIGNING LESSON PLAN BASED ON 2013 CURRICULUM (K-13)

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ABSTRAK

Pre-Service Teacher adalah siswa yang diakui pada perguruan tinggi atau Fakultas Keguruan dan Ilmu Pendidikan bersertifikat yang dipersiapkan untuk menjadi guru profesional untuk belajar tentang kompleksitas praktik kelas saat ini, yang berkontribusi untuk meningkatkan motivasi, sikap, dan komitmen Pre-Service Teacher untuk mengajar secara profesional. Namun, Pre-Service Teacher mengalami berbagai masalah, salah satunya adalah merancang Rencana Pelaksanaan Pembelajaran (RPP). Makalah ini mengupas masalah, penyebab dan strategi yang dihadapi oleh guru prajabatan dalam menyusun RPP selama praktik mengajar (Program Latihan Profesi/PLP). Peneliti menggunakan penelitian kualitatif studi kasus dan menggunakan kuesioner, serta diskusi kelompok terfokus (Focus Group Discussion/FGD) sebagai instrumen untuk mendapatkan informasi langsung dari Pre-Service Teacher yang telah mengikuti Program Latihan Profesi (PLP) dan mengikuti mata pelajaran RPP. Temuan menemukan skor yang lebih tinggi (skala Likert 9 poin) menunjukkan Kompetensi Inti (KI) sebagai masalah dalam merancang rencana pembelajaran (rata-rata 5,5/komponen 7). Kemudian, Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (rata-rata 5,25/komponen 8), dan Metode Pembelajaran (rata-rata 5,25/komponen 10). Selanjutnya ditemukan juga bahwa penentuan media, langkah pembelajaran dan perangkat pembelajaran menjadi sulit bagi guru prajabatan dalam menyusun RPP. Ketidakesesuaian kondisi kelas dengan acuan RPP, kurangnya fasilitas juga menjadi penyebab kesulitan dalam penyusunan RPP. Oleh karena itu, berdiskusi dengan teman dan tutor lain, berbagi dan mencari referensi pembelajaran dari berbagai sumber, serta menjadikan portofolio sebagai pedoman bagi mereka yang kekurangan fasilitas juga dapat menjadi strategi dalam proses penyusunan RPP.

Kata kunci: Rencana Pelaksanaan Pembelajaran/RPP, Kurikulum 2013, Masalah penyusunan RPP, penyebab kesulitan menyusun RPP, Strategi penyusunan RPP.

ABSTRACT

Pre-Service Teacher is an understudy acknowledged into a certify college or Faculty of Training and Education who is prepared to be a professional teacher to learn about the complexity of current classroom practice, which contributes to enhancing the motivation, attitudes, and commitment of Pre-Service Teachers to teaching professional. However, Pre-service teachers experience various problems, one of them is designing Lesson Plans or Rencana Pelaksanaan Pembelajaran (RPP). This paper explores the problems, causes and strategies faced by pre-service teachers in preparing lesson plans during teaching practice (Program Latihan Profesi/PLP). The researcher uses qualitative-case study research and applies questionnaire, and focus group discussion as an instrument to obtain information directly from pre-service teacher that has been following teaching practice program (Program Latihan Profesi/PLP) and done following Lesson Plan subject. The findings found the higher score (9-point Likert scale) showed Core Competencies (Kompetensi Inti/KI) as problems in designing lesson plan (mean 5.5/components 7). Then, Basic Competencies (Kompetensi Dasar/KD) and Indicators of Competency Achievement (mean 5.25/components 8), and Learning Methods (mean 5.25/components 10). Furthermore, it was also found that determining the media, learning steps and learning tools became difficult for pre-service teachers in preparing lesson plans. Incompatibility of class conditions with lesson plan references, lack of facilities is also the cause of difficulties in preparing lesson plans. Therefore, discussing with other friends and tutors, sharing and looking for learning references from various sources, and making portfolios as guidelines for those who lack facilities can also be a strategy in the lesson plan preparation process.

Keywords: Lesson Plan, Curriculum 2013, Problems of Lesson Plan, causes of lesson plan problem, Strategies of Lesson Plan.

INTRODUCTION

Pre-Service Teacher is an understudy acknowledged into a certify college or Faculty of Training and Education to turn into an educator. (Sunderman, 2015, p.8). Pre-Service English Teacher is an active student who is educating in the Faculty of Teaching and Education or Fakultas Keguruan dan Ilmu Pendidikan (FKIP) and took English Education Program who is prepared to be a professional teacher. Pre-service teachers not only learn about theory, but they also have to apply what they have learned during class through various programs organized by the University. One of the programs held by the university for Pre-Service teachers is the Teaching Practice Program or Professional Training Program (*Program Latihan Profesi/PLP*), which offers Pre-Service Teachers as English teachers, which lasts about 3 months and conducted in semester 7.

Pre-Service Teachers need teaching practice to enter the classroom because teaching practice enables Pre-Service Teachers to be exposed to the real world of teaching English to students of other languages and to learn about the complexity of current classroom practice, which contributes to enhancing the motivation, attitudes, and commitment of Pre-Service Teachers to teaching professional. (Castaneda, 2017).

In the implementation of Teaching Practice (*Program Latihan Profesi/PLP*), Pre-service teachers experience various problems because they do not yet know the exact condition of the school where the practice is and how it is applied. The problems that are usually experienced by Pre-service teachers are the difficulty of controlling so many students with various characteristics and different backgrounds, and also the difficulties experienced by pre-service teachers when tutors give assignments to design Lesson Plans or Rencana Pelaksanaan Pembelajaran (RPP) in this case used 2013 Curriculum (K-13) (Wati, 2015). The Lesson plan K-13 is a very important tool in the learning process in all levels of education. Learning tools are everything that the teacher prepares before carrying out the learning process activities. The lesson plan is very important for teachers and Pre-Service Teacher before they go teaching. K-13 Lesson Plan is a plan that describes how the teacher teaches, such as methods, media, approaches, steps of activities and assessment so that learning activities are directed. In the lesson plan, there must be a connection between KI-KD and so on (Suprihatingrum, 2013)

Pre-service teachers have difficulty in designing Lesson Plans (RPP), especially in determining learning methods. That is because Pre-service teachers are not yet familiar with the characteristics of their students so they have not been able to determine the right and effective method for students. Therefore, Pre-service teachers must be able to be creative in designing Lesson Plans for each learning material to support good and effective learning and also for Pre-service teachers to be trained, and accustomed when they become teachers in the real life of education. There has been a study on Pre-Service Teachers and were conducted by Dian Rahayuningsih (2016) found that in Vocational Schools, Pre-service teachers' also had challenges in developing teaching materials during Teaching Practice (*Program Latihan Profesi/PLP*). In her study (Rahayuningsih, 2016) said that teaching practice is very important for pre-service teachers to develop what they have learned at university, one of which is in developing student teaching materials. This is a problem as well as a challenge for pre-service teachers to communicate further with fellow teachers and students, understand student knowledge, and choose appropriate media.

Many researchers examined various problems faced by Pre-service teachers, but very few studies have examined about Lesson Plan during Teaching Practice. Therefore, in contrast with previous research, this study focuses on the Lesson Plan which is a difficulties and a problem for Pre-service English Teachers.

RESEARCH METODOLOGY

This research used qualitative research which is a case study to investigate the problems and strategies faced by Pre-Service English Teacher in designing Lesson Plan K-13.

Instrument is a tool for collecting the data in order to answer the problem; hence, questionnaire, focus group discussion and document are used in this research.

Data Collection and Data Analysis

The data was collected using a closed-ended questionnaire with a Likert scale of 1-9. The respondents are given a scale of possible responses ranging from the attitude measure 'Easiest' to the attitude measure 'Most Difficult.' The Google Form was used to collect the questionnaire. The data is presented in the form of a distribution responses table and analyzed using a number average Likert scale. The questionnaire

consists fourteen questions with answer response options range from 1-9 of each item. The nine points Likert's scale is ranged from "Easiest", "Easier", "Easy", "Little bit Easy", "Neutral", "Little bit Difficult", "Difficult", "More Difficult", "Most Difficult".

Furthermore, the data was validated through a Focus Group Discussion with open-ended questions. Focus Group Discussions are implemented using room chat so the researcher can easily record the discussion for data description. The researchers conducted Online-Focus Group Discussions through WhatsApp group. The researcher here as an observer and the researcher took one person who lead the discussion or as a moderator. The data is analyzed by classifying the keywords used by the respondents as a main theme, then analyzed discourse from the group discussion.

FINDINGS AND DISCUSSION

The Researchers began taking the data with a Questionnaire, then continued an Online Focus Discussion (FGD) and was equipped with a Lesson Plan document. The researcher gave directions to participants to fill out a questionnaire that had been provided on Google Form. Focus Group Discussion (FGD) on November 3rd, 2020 for 120 minutes via WhatsApp group. The researcher provides one other student as a moderator for the FGD. Meanwhile, the researcher acted as observer of FGD activities. Before conducting the FGD, the researcher asked for a copied-file of the Lesson Plan (*Rencana Pelaksanaan Pembelajaran* or RPP) that was made and used by each participant when teaching during the PLP. The RPP document instrument will be observed as evidence of the results of the FGD. This is to find out whether the answers given by participants are in accordance with their lesson plan.

The Problems Faced by the Pre-Service Teacher in Designing Lesson Plan

Based on the results of the data below, it can be seen that the formulation of RPP components is the most difficult to the easiest experienced by the Pre-Service Teacher; difficulty in formulating Core Competencies (*Kompetensi Inti/KI*), formulating Basic Competencies (*Kompetensi Dasar/KD*) and Indicators of competency Achievement, determining Learning Methods, Learning Objectives, formulating Learning Steps (Preliminary, Core, and Closing Stages), Learning Methods, Learning Materials, Time Allocation, Subject Matter, Assessment of Learning Outcomes, Learning Resources, Subject or Theme

/ Sub-Theme Identity, Class / Semester, School Identity, Namely the Name of the Educational Unit.

Table 1. The Result of Questionnaire

No.	Components of Lesson Plan (RPP)	Scale
1.	School Identity, Namely the Name of the Educational Unit	3,25
2.	Subject or Theme / Sub-Theme Identity	3,75
3.	Class / Semester	3,75
4.	Subject Matter	4,5
5.	Time Allocation	4,75
6.	Learning Objectives	5,25
7.	Core Competencies (<i>Kompetensi Inti/KI</i>)	5,5
8.	Basic Competencies (<i>Kompetensi Dasar/KD</i>) and Indicators of Competency Achievement	5,25
9.	Learning Materials	4,75
10.	Learning Method	5,25
11.	Learning Media	4,75
12.	Learning Resources	4
13.	Learning Steps (Preliminary, Core, and Closing Stages)	5
14.	Assessment of Learning Outcomes	4,25

The questionnaire results showed that the component of the Lesson Plan Core Competencies received the highest score (mean 5.5/components 7). Where this indicates that the Pre-Service Teacher has difficulty in formulating the Core Competencies (*Kompetensi Inti/KI*). Participants 1, 2 and 3 give points 5 out of 9 on the Likert scale which means they are still neutral. Meanwhile, participant 3 gave 7 points out of 9 on the Likert scale, which means that it is difficult to compile the RPP component. Formulating the components of Basic Competencies (*Kompetensi Dasar/KD*) and Indicators of Competency Achievement is the second most difficult component in preparing RPP (mean 5.25/components 8) Participants 1 and 2 give 5 points which indicates neutrality. Participant 3 gives points 7 out of 9 which means it is difficult to arrange this component. And participant 4 with 4 points which means little bit easy. Followed by the Learning Method which also got a score of (mean 5,25/components 10) on the difficulty scale in preparing the lesson plans. In this component, participants 1,2 and 4 declare that the difficulty level is 5 out of 9 which means neutral. Meanwhile, participant 3 states 6 out of 9,

which means it is a little bit difficult to arrange the components. After getting the questionnaire, the researcher held a Focus Group Discussion (FGD) to get more variety of results.

Furthermore, the researcher found and summarized the problems below in accordance with the opinions of each participant in the Focus Group Discussion (FGD) activity and analyzed through the Lesson Plan (*Rencana Pelaksanaan Pembelajaran/RPP*) that the participants made during the PLP. First, an analyzed of the RPPs document that has been attached proves that participant 1 used video media obtained from Youtube. Participant 4 gave ice breaking first to the students, then taught using power point media. In this case, the pre-service teacher experienced difficulties in making the media and the steps for learning activities.

Participant 1 said, *“The difficulties I experienced was determined the learning media and steps of learning activities.”*

Participant 4 added, *“Sometimes I am confused about how to arrange the lesson, how to make the learning interesting.”*

Second, pre-service teachers also have problems with learning tools.

Participant 3 said, *“I am confused in arranging steps of learning activities. And the core problem is in the learning tools.”*

The Causes of the Problems Faced by Pre-Service Teacher in Designing Lesson Plan

There are several causes faced by the difficulty of pre-service teachers in making RPP. The causes that have been found and summarized by this author are the causes of the problems in the previous points. The cause of the pre-service teacher problems in preparing the lesson plans was found in the online FGD activity and analyzed with the lesson plans document that each participant made during the lesson plans.

First, the causes of difficulties or problems in making media and steps of learning activities.

Participants 1 said, *“Because sometimes the lesson plans that I got in the previous lesson plans didn't match what I wanted to do in class. The steps for learning activities, the media are not the same as the lesson plan references. So, I was confused about determining the media and making learning activities.”*

In this finding, it was concluded that pre-service teachers had difficulties and did not yet have the ability to make new lesson plans. Pre-service teachers want to innovate in making lesson plans, but do not find references for pre-service teachers to compile their own lesson plans.

Participants 2 mention, *“I am confused about how my students can be active when studying, how to make them enthusiastic, how to make the class atmosphere excited. So it is difficult to make lesson plans what kind of activities, what ice breaking should be given to students, because each student is different, and among them there must be passive students.”*

Each student has different characteristics. There are students who are active and some are passive. Therefore, teachers need to make these learning steps affect students' interest in learning.

Second, problems in making lesson plans are also influenced by learning tools, where facilities play an important role in creating interesting and fun learning activities. Technology facilities can provide new and memorable learning experiences for students.

Participant 3 said, *“Sometimes, the steps of learning activities that I have made are not appropriate when I teach. Another cause is limited facilities. When I was PLP, the tools I used were not very supportive, for example I couldn't use technology such as laptops because the power often went out, so I taught as usual without a laptop.”*

The Strategies or Solutions to the Problems When Designing a Lesson Plan

The strategies or solutions below are those that have been given from the pre-service teacher during the Online FGD. This strategic strategy is an answer to the difficulties experienced by pre-service teachers in making Lesson Plan. As has been shown in the previous points.

First, in the problems of making lesson plans faced by pre-service teachers, many of them choose to discuss it with friends who teach in the same class, and after that they discuss it with the tutor teacher. Discussing with friends can give pre-service teachers an understanding of the characteristics of each class, how the other class is doing, discussing with friends will also open up new ideas that will help them create a fun class without forgetting the main learning material. Meanwhile, discussing with teacher tutors is also much more helpful for pre-service teachers in preparing lesson plans, pre-service teachers can get good learning references according to their class.

Participants 2 said, *“Sometimes I like to discuss with P4, because we PLP in one school and teach 7th grade too. Sharing with each other and giving opinions about what their teaching activities are like. After that I discussed it again with the tutor teacher. If*

there is something missing in the preparation of the lesson plan, I will fix it again with the direction that the tutor teacher gave."

Participants 3 stated, *"I overcame my difficulties by always discussed with my tutor teacher because she understood better the character of her students and the tutor teacher would definitely provide solutions when there were problems."*

The strategies is also to search for many references on the internet such as Google and Youtube to find learning media can be a strategy in making good and interesting Lesson Plan.

Participant 1 said, *"Looking for interesting learning media according to the learning material on the internet (google & YouTube). During the PLP activity, I discussed it with the tutor teacher and discussed it with a friend who taught in the same class in grade 9 at the school where the PLP was."*

Second, the strategy for pre-service teachers who have difficulty in preparing lesson plans due to limited facilities is by exploring how the teachers in the PLP places teach their students. Looking for other strategies that are right and appropriate, one of them is by using a portfolio. Where this portfolio is the work or assignments of students analyzed by the pre-service teacher during PLP.

Participant 3 said, *"For me, because there is no laptop media for teaching, the way I handle it is by exploring more about how the teachers teach there, and used the media portfolios that the teacher suggested. Portfolios are student assignments that I analyze."*

DISCUSSION

The Problems Faced by the Pre-Service Teacher in Designing Lesson Plan

As the results of the questionnaire described above, the highest difficulties experienced by Pre-Service Teachers in designing Lesson Plans (*Rencana Pelaksanaan Pembelajaran/RPP*) are formulating Core Competencies (*Kompetensi Inti/KI*), formulating Basic Competencies (*Kompetensi Dasar/KD*) and Indicators of competency Achievement, and determining Learning Methods. Teachers' initial challenge in constructing lesson plans, according to Dar (2018a), was describing Basic Competencies into Indicators, which was caused by the teacher's lack of concern for learning tools. Wikanengsih et al (2015) also discovered that teachers are unable to develop indicators that are aligned with the

competencies to be assessed. Therefore, teachers are expected to strive to develop insights related to understanding operational verbs in developing learning indicators. Learning indicators serve as, (a) guidelines in developing learning materials, (b) guidelines in completing learning activities, (c) guidelines in developing teaching materials; and (d) guidelines in designing and implementing learning outcome assessments. (Ernawati et al (2017).

In her research, Dar (2018b) discovered that determining the approach was the third challenge. This is due to a lack of understanding of different learning approaches. If the strategy is followed, any teaching material presented to students will be incredibly entertaining and effective. It is normal for the methods utilized to be relatively monotonous and less variety, causing pupils to become bored with their learning. As a result, before deciding which learning method to employ in each class, the teacher must first comprehend the subject to be presented in order to select an appropriate delivery technique (Ayuniyanti et al., 2015)

Furthermore, based on the result of Focus Group Discussion (FGD) the first difficulty is in making media and learning activity steps. This is the biggest problem experienced by participants when making lesson plans. As the importance of using media in the learning process has been stated by many experts. Rusman (2013: 93-94) argues that the use of media in learning serves as a driving force for student motivation, clarifies and facilitates abstract concepts, and increases absorption. Furthermore, one of the difficulties of students in preparing effective operational words for lesson plans, developing material in teaching materials and the media (props) used. (Noviarni, 2016). Many pre-service teachers are trapped by examples of school mathematics learning tools on the internet and from the schools they surveyed, so that students are lazy to think about innovating more in designing learning tools. Students are not careful in developing material in teaching materials, and students are not accustomed to using teaching materials (teaching aids) in the learning process in order to strengthen the concept of the material.

For the second difficulty, the lack of instructional media or facilities as in the findings of Nur, (2015) found obstacles for biology teachers, namely the absence of supporting facilities that can support completeness, as well as a lack of supporting facilities for the teaching and learning process (unavailability of laboratories). Lack of necessary facilities and infrastructure causes the time allocation that has been

determined to experience frequent changes. Based on the findings, the difficulties above were caused by several factors from the school, students, or from the teachers themselves.

The Causes of the Problems Faced by Pre-Service Teacher in Designing Lesson Plan

As Pramita (2009a) found that there is a lack of time in making learning media, as well as insufficient lesson hours when using learning media. In addition, it is also caused by the condition of students who do not have a high desire to learn. Likewise with Lita, it was found that teachers had difficulty dividing time between schools and families so that they did not have time to make lesson plans and prepare learning media. Teachers also object to having to prepare learning media for each activity because they use their own costs.

In the preparation of learning steps, it is also the cause of obstacles in making Lesson Plans and influencing learning activities in class. In Wati (2016) it was also found that in the 2013 curriculum it was difficult to adjust the time allocation with preliminary activities, the core 5M (Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasikan, Mengkomunikasikan) and closing activities. In addition, the problem of preparing learning methods is also related to teaching materials. The cause of the difficulty in compiling the method is due to the incompatibility with the teaching material or the adjustment of the situation and condition of the students. In another case, stated that it was the preparation of IT-based learning media that became a lot of complaints from the teachers. Not clever in operating it so that the material presented becomes less effective. (Putri et al. 2019a) And as a result, many teachers choose to use printed media only as a medium of learning.

The Strategies or Solutions to the Problems When Designing a Lesson Plan

First, based on the difficulties of pre-service teachers in determining learning media, strategies can be given by paying attention to all aspects. As expressed by Sumantri (1999: 181) as cited in Putri (2019b) that there are five principles that must be considered in choosing learning media, namely: 1) in accordance with the objectives and teaching materials; 2) according to the teacher's ability; 3) according to the level of development of students; 4) according to the situation and conditions (place and time); and 5) understand the characteristics of the media used. With good planning, the implementation of learning will run smoothly, directed, and systematically. This can

be achieved because basic competencies, subject matter, indicators, learning experiences, time allocation, resources, learning steps, and assessment plans have been well formulated and clearly described (Wahyuni et al., 2012: 11-12). As in Pramita (2009b) in his findings it is suggested (1) for teachers to work well with all parties, especially schools, teachers, and students, (2) manage time, (3) and it is recommended for the campus to equip students with knowledge and skills in selecting, creating, and using instructional media.

In addition to strategies that can be carried out to support the success and suitability of the 2013 curriculum lesson plans for teachers, such as in Krisdiana et al. (2014), teachers must learn and read more about the implementation of the 2013 curriculum, teachers' abilities in the fields of technology, information and communication must be improved by attending training / workshop.

Second, the lack of adequate facilities has caused difficulties in preparing Lesson Plan RPPs show that there are many inhibiting factors faced by teachers in preparing KTSP lesson plans because all schools lack the supporting facilities for the preparation of lesson plans and supporting the learning process. Based on this research, the time allocation that has been determined often changes. (Nur, 2015b)

CONCLUSIONS

Related to the findings and discussions in Chapter IV, it can be concluded that the highest score of difficulties faced by pre-service teachers in preparing lesson plans are 1) difficulty in formulating Core Competencies (*Kompetensi Inti/KI*), 2) formulating Basic Competencies (*Kompetensi Dasar/KD*) and Indicators of competency Achievement, 3) determining Learning Methods. The next results regarding the problems in designing lesson plans are: 1) difficulties in making media and learning steps, 2) difficulties in determining learning tools.

The causes of these difficulties are: 1) the dissimilarity between the class situation and the lesson plan reference received by the pre-service teacher, because each student has different characteristics, the pre-service teacher must make fun learning steps, 2) due to inadequate facilities, some schools have not been able to use technology such as laptops.

The strategies obtained from the results of this study are: 1) mutual discussion between other pre-service teachers and also with tutor teachers. Diligently seek references from various sources. 2) Strategies for underprivileged facilities using portfolio media suggested by school agencies.

SUGGESTION

This research suggests to the people those who want to research on this field of study to find deeper and more data regarding the problems, causes and strategies in the preparation of an effective Lesson Plan according to the curriculum. As this is a guide for both pre-service teachers and teachers in making lesson plans in the future. An effective lesson plan will also create a good classroom atmosphere.

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