



## Analysis of Learning Implementation Plan (LIP) of Explanation Text In Class XI Senior High School For Curriculum 2013

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### Abstract

The aim of this study is to explain the suitability and discrepancy analysis of the Learning Implementation Plan (LIP) teaching materials on explanatory text teaching of Indonesian subjects in class XI Senior High School of curriculum 2013 revised with a syllabus. The method used by researchers is a descriptive qualitative method, with note-taking techniques. The researcher reads the theory from reference sources such as books, articles, or laws and regulations, while supporting data analysis is recorded from the object of research. The results of the analysis of the Learning Implementation Plan (LIP) are adjusted to the syllabus which emphasizes several components, including: (1) subject identity, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) learning resources, (6) learning media, (7) learning activities, and (8) assessment. In the analysis conducted by researchers, five components of the lesson plan were found to be in accordance with the syllabus, among others, (1) subject identity, (2) teaching material, (3) learning resources, (5) learning activities, and (5) assessment. In addition, there are three components that are not in accordance with the syllabus found by the researchers in the three LIP, including (1) indicators of competency achievement, (2) learning objectives, and (3) learning media.

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## INTRODUCTION

Educators need to plan learning to be carried out. The plan includes the preparation of a Learning Implementation Plan (LIP). Learning Implementation Plan (LIP) is a plan of face-to-face learning activities for one or more meetings. The LIP was developed from the syllabus to direct learners' learning activities in an effort to achieve Basic Competence (Permendikbud, 2016). The learning implementation plan serves as a reference for carrying out the teaching and learning process in the classroom to be more effective and efficient (Usman, 2005). In formal learning activities, educators are required to prepare lesson plans as administrative requirements. Every educator in the education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place interactively, inspiratively, fun, efficiently, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

Preparation of Learning Implementation Plan (LIP) can be adjusted to the syllabus which focuses on several components, including: (1) subject identity, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) learning resources, (6) learning media, (7) learning activities, and (8) assessment. The Principles for the Compilation of the LIP are contained in Minister of Education and Culture Regulation No. 22 of 2016 concerning Basic and Secondary Education Standards. Educators can examine these vital components in order to facilitate the design of learning. However, there are still many draft LIPs carried out by village educators who do not meet the standards. An analysis of the LIP of Indonesian subjects was conducted by Wikanengsih, et al, (2015) with the title *Analisis Rencana Pelaksanaan Pembelajaran (RPP) Mata Pelajaran Bahasa Indonesia (Studi terhadap RPP yang Disusun Guru Bahasa Indonesia Tingkat SMP di Kota Cimahi)* which explains that the lesson plans prepared by respondents contain many inconsistencies with the contents of Permendiknas number 41 of 2007 in the components of the formulation of learning objectives; presentation of teaching materials and their organizations; clarity

and detail of learning scenarios; technical suitability/learning methods, and completeness of assessment instruments. Furthermore, in a study conducted by Bangun (2017) by title *Analisis Kesesuaian antara Komponen RPP Bahasa Indonesia Kelas VII Di SMP Negeri 14 Langsa dan Kurikulum 2013* shows that there is a discrepancy between the Indonesian language lesson plans that were compiled by four teachers in SMP Negeri 14 Langsa with Permendikbud Number 81 A 2013 in the component formulation of competency achievement indicators; accuracy in using operational verbs; presentation of teaching materials and their organizations; suitability between learning resources and the character of the 2013 curriculum; clarity and detail of learning scenarios; and suitability of learning techniques/methods; and completeness of assessment instruments. This shows that there are still some educators who are not yet competent in designing lesson plans properly.

In Indonesian Language learning, the 2013 curriculum is text based learning. Various types of texts are taught in learning activities. One of them is the explanatory text which becomes the teaching material in Indonesian curriculum 2013 subjects. Kosasih (2014) explains the explanatory text is the text that explains the relationship of events or the process of something happening (in full). Explanation text is text that describes a phenomenon that contains identification, cause and effect, and the interpretation or response of the author. Phenomena in explanatory texts can be natural phenomena, social phenomena, and culture. The study of texts on the expansion of natural events includes landslides, floods, volcanic eruptions, and earthquakes. Then the text study explores social phenomena, such as unemployment, poverty, garbage, and corruption. Furthermore, the study of explanatory texts about culture includes cultural developments, regional arts, and so on.

The LIP design of explanatory text teaching materials can be adapted to the syllabus which focuses on several related components. Foresight educators in understanding these components can affect the success of learning activities. Each component shows an overview of the learning activities to be carried out. Although there is

improvisation in its implementation, educators can refer to the LIP in organizing learning activities. A good lesson plan design and in accordance with the standards is expected to achieve learning objectives. Therefore, the researcher tries to analyze some LIP regarding the suitability and incompatibility with the standard to be used as a reference for educators in understanding the components in the LIP.

Based on the aforementioned problems, this research needs to be carried out in order to explain (a) the contents of the Learning Implementation Plan (LIP) of explanatory text, (b) the suitability of the Learning Implementation Plan (LIP) of explanatory text teaching material with the syllabus, and (c) the discrepancy of the Learning Implementation Plan (LIP) LIP) explanatory text teaching material with syllabus. So that with reference to the research data can be a reflection for educators to develop their professionalism and increase their understanding of the components in the lesson plan.

## **METHODS**

This type of research is a qualitative research using descriptive methods. Qualitative research is research that intends to understand the phenomena experienced by research subjects. That phenomenon can be in the form of behavior, perspective, motivation, action and others holistically. The phenomenon is written by describing in the form of words and language by utilizing various natural methods (Moleong, 2012). Meanwhile, a descriptive approach is a research method aimed at describing existing phenomena that are taking place at present or in the past by not manipulation or change in independent variables, but rather describing the conditions as they are (Sukmadinata, 2013).

Data collection techniques are ways or strategies to obtain the data needed to answer questions (Moleong, 2012). Researchers determine the value held by the object of research through these measurements. The technique used is note taking. Theoretical data is read from reference sources in the form of books and scientific articles, while data that supports analysis are recorded from the research object.

According to Silalahi (2010) data is the result of empirical observations and measurements that reveal facts about the characteristics of a particular symptom. The data in this study are components in the lesson plan consisting of (1) subject identity, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) learning resources, (6) learning media, (7) learning activities, and (8) assessment. The data source in this research is the Learning Implementation Plan (LIP) of explanatory text material for Indonesian subjects in class XI revised high school curriculum 2013 from three schools, among others, SMA Negeri 2 Boyolali, SMA Negeri 1 Magelang, and SMA Negeri 9 Semarang. In this case, the analysis was conducted by the researcher identifying each component in the lesson plan. Next, the researcher writes the results of the analysis and presents it in the article.

Data analysis is an effort to organize, sort out, search and find patterns, and synthesize data as a whole so that it is easy to understand (Moleong, 2012). Presentation of the results of data analysis in this study using non-formal methods. Researchers use ordinary words in describing the results of data analysis. Of course, by using non-formal methods, the explanation of the rules will seem detailed and decompose (Sudaryanto, 2015).

## **RESULTS AND DISCUSSION**

### **Presentation of the Contents of the Implementation Text Learning Plan (LIP)**

Analysis of Learning Implementation Plan (LIP) needs to be adjusted to the syllabus which emphasizes several components, including: (1) subject identity, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) learning resources, (6) learning media, (7) learning activities, and (8) assessment. Following is an analysis of the components of the Learning Implementation Plan (LIP) adjusted to the 2013 Curriculum Syllabus. Following is the presentation of the contents of the Learning Implementation Plan (LIP) of explanatory texts that refer to the revised 2013 syllabus curriculum.

**Table 1.** Results of LIP Analysis in SMA Negeri 2 Boyolali

No	Analyzed Components	Analysis Results
1	Completeness of Subject Identity	The identity of the subjects is written in full, accompanied by school, class/semester data, subject identity, subject matter, and time allocation.
2	Indicators of Competence Achievement	<ul style="list-style-type: none"> <li>a) Indicators of competency achievement in accordance with CC.</li> <li>b) BC in the lesson plan is not in accordance with the subject matter.</li> <li>c) There are two indicators that are not in accordance with operational verbs.</li> </ul>
3	Learning objectives	<ul style="list-style-type: none"> <li>a) Learning objectives are in accordance with CC.</li> <li>b) The learning objectives are in accordance with BC.</li> <li>c) The learning objectives are in accordance with operational verbs.</li> <li>d) The formulation of learning objectives is very clear (does not cause multiple interpretations).</li> </ul>
4	Teaching Material	<ul style="list-style-type: none"> <li>a) The teaching material is in accordance with the objectives and characteristics of students.</li> <li>b) Organizing instructional materials looks tangible, as well as systematic material and suitability with the allocation of time.</li> </ul>
5	Learning Resources	<ul style="list-style-type: none"> <li>a) Learning resources in accordance with CC and BC.</li> <li>b) Learning resources in accordance with the Scientific approach.</li> <li>c) Learning resources are in accordance with the character of the 2013 curriculum.</li> </ul>

6	Learning Media	<ul style="list-style-type: none"> <li>a) Learning media is not appropriate with BC.</li> <li>b) Learning media is not in accordance with the learning objectives.</li> <li>c) Learning media is not appropriate with the Scientific approach.</li> </ul>
7	Learning Activities	<ul style="list-style-type: none"> <li>a) In learning activities include preliminary activities.</li> <li>b) In learning activities include Scientific activities in the core activities.</li> <li>c) In learning to include closing activities.</li> <li>d) Learning scenarios are presented in detail and clearly (each step is reflected in the strategy/method and time allocation at each stage).</li> </ul>
8	Assessment	<ul style="list-style-type: none"> <li>a) Assessment in accordance with indicators of competency achievement.</li> <li>b) Complete assessment instruments, there are questions, questions grid, assessment rubrics, and scoring guidelines.</li> </ul>

The next analysis is the LIP of SMA Negeri 1 Magelang which can be presented in the following table.

**Table 2.** Results of LIP Analysis of SMA Negeri 1 Magelang

No	Analyzed Components	Analysis Results
1	Completeness of Subject Identity	The identity of the subjects is written in full, accompanied by school, class/semester data, subject identity, subject matter, and time allocation.
2	Indicators of Competence Achievement	<ul style="list-style-type: none"> <li>a) Indicators of competency achievement in accordance with CC.</li> </ul>

	b) Indicator in accordance with BC.		activities in the core activities.
	c) There are two indicators that are not in accordance with operational verbs.		c) In learning to include closing activities.
			d) Learning scenarios are presented in detail and clearly (each step is reflected in the strategy / method and time allocation at each stage).
3 Learning objectives	a) Learning objectives are in accordance with CC.		
	b) The learning objectives are in accordance with BC.		
	c) The learning objectives are in accordance with operational verbs.		
	d) The formulation of learning objectives is very clear (does not cause multiple interpretations).		
4 Teaching Material	a) The teaching material is in accordance with the objectives and characteristics of students.		
	b) Organizing instructional materials looks tangible, as well as systematic material and suitability with the allocation of time.		
5 Learning Resources	a) Learning resources in accordance with CC and BC.		
	b) Learning resources in accordance with the Scientific approach.		
	c) Learning resources are in accordance with the character of the 2013 curriculum.		
	d) The need for additional textbooks to enrich learning resources.		
6 Learning Media	a) Learning media is not appropriate with BC.		b) Indicator in accordance with BC.
	b) Learning media is not in accordance with the learning objectives.		c) Indicators in accordance with operational verbs.
	c) Learning media is not appropriate with the Scientific approach.		
7 Learning Activities	a) In learning activities include preliminary activities.		a) Learning objectives are in accordance with CC.
	b) In learning activities include Scientific		b) Learning objectives are not in accordance with BC.
			c) Learning objectives are not in accordance with operational verbs.
		8 Assessment	a) Assessment in accordance with indicators of competency achievement.
			b) Complete assessment instruments, there are questions, questions grid, assessment rubrics, and scoring guidelines.

In the next analysis, the researcher found several components that were not in accordance with the 2013 curriculum. Following were the explanation of these components.

**Table 3.** Results of LIP Analysis of SMA Negeri 9 Semarang

No	Analyzed Components	Analysis Results
1	Completeness of Subject Identity	The identity of the subjects is written in full, accompanied by school, class/semester data, subject identity, subject matter, and time allocation.
2	Indicators of Competence Achievement	a) Indicators of competency achievement in accordance with CC. b) Indicator in accordance with BC. c) Indicators in accordance with operational verbs.
3	Learning objectives	a) Learning objectives are in accordance with CC. b) Learning objectives are not in accordance with BC. c) Learning objectives are not in accordance with operational verbs.

		d) Learning objectives need to be mapped again to be more specific.		b) Complete assessment instruments, there are questions, questions grid, assessment rubrics, and scoring guidelines.
4	Teaching Material	a) The teaching material is in accordance with the objectives and characteristics of students. b) The organization of teaching materials is very fragile, so is the systematic material and its suitability with the allocation of time.		
5	Learning Resources	a) Learning resources in accordance with CC and BC. b) Learning resources in accordance with the Problem Based Learning Model. c) Learning resources are in accordance with the character of the 2013 curriculum. d) The need for additional textbooks to enrich learning resources.		
6	Learning Media	a) Learning media in accordance with BC. b) Learning media in accordance with learning objectives. c) Learning media in accordance with the Problem Based Learning Model.		
7	Learning Activities	a) In learning activities include preliminary activities. b) In learning activities include Problem Based Learning activities in the core activities. c) In learning to include closing activities. d) Learning scenarios are presented less detailed and clear (there is no time allocation at each stage).		
8	Assessment	a) Assessment in accordance with indicators of competency achievement.		

**Analysis of the Compliance of the Learning Implementation Plan (LIP) for Expansion Text and Syllabus**

The suitability of the three Learning Implementation Plans (LIPs) of explanatory texts with the syllabus analyzed can be conveyed as follows:

- (1) In the complete component of subject identity complete with school, class/semester data, subject identity, subject matter, and time allocation in the three lesson plans.
- (2) Components of competency achievement indicators in accordance with KD or KI which contain operational verbs at each point. Each indicator refers to the relevant BC which is broken down into several points.
- (3) Learning objectives are in accordance with related Indicators, BC, and KI. Learning objectives include operational verbs that are referred to in the indicator referred to. The formulation of learning objectives is very clear (does not cause multiple interpretations). In table 3, the learning objectives are generally conveyed including the components of the indicators referred to.
- (4) Teaching materials are in accordance with the objectives and characteristics of students. The organization of teaching materials is seen as tangled, as well as the systematic aspects of the material and its suitability with the allocation of time.
- (5) In table 1, learning resources are in accordance with KI, KD, Scientific approaches, and 2013 curriculum characters. In the second LIP, learning resources are in accordance with KI, KD, Scientific approaches, and 2013 curriculum characters. The textbooks used are Textbooks 2013 curriculum provided by the Government. In the third lesson plan, learning resources are in accordance with KI, KD, Model Problem Based Learning, as well as the character of the 2013 curriculum. Related to the manual used is the 2013 Curriculum Textbook provided by the Government.

- (6) Learning media In the first lesson plan using worksheet media, white board/LCD board. Not much different, in the second lesson plan, learning media used include worksheets, white boards/LCD boards. Furthermore, in the third lesson plan, learning resources are in accordance with KI, KD, Model Problem Based Learning, and the character of the 2013 curriculum.
- (7) Learning activities in the first lesson plan include preliminary activities, scientific activities in the core activities, and closing activities. Learning scenarios are presented in detail and clearly (each step is reflected in the strategy/method and time allocation at each stage). In the second lesson plan, learning activities include preliminary activities, scientific activities in the core activities, and closing activities. Learning scenarios are presented in detail and clearly (each step is reflected in the strategy/method and time allocation at each stage). In the third lesson plan, learning activities include preliminary activities, Problem Based Learning activities in the core activities, and closing activities. Learning scenarios are presented in detail and clearly (each step is reflected in the strategy/method and time allocation at each stage).
- (8) Rating of the three LIP is in accordance with indicators of competency achievement. Complete assessment instruments, there are questions, questions grid, assessment rubrics, and scoring guidelines.

### **Analysis of Incompatibility of Learning Implementation Plan (LIP) Expansion Text with Syllabus**

Based on the results of the LIP analysis in table 1, the discrepancies between components compiled with the 2013 curriculum can be identified. The discrepancies can be described as follows:

- (1) In the indicator component, there are two components which are not suitable, among others: (a) BC which is not in accordance with the material being taught. The learning plan in the lesson plan discusses explanatory texts, but in the lesson plan includes the exposition text KD, (b) there are two indicators that are less appropriate to operational verbs in the basic competency. In this case, the indicators of

knowledge target learners until the discovering stage, while the operational verbs in KD have a higher level of competence than the indicator, which is to identify. Then, in basic competency skills targeting students are able to develop explanatory text content, the word is less synchronous with the verb in the indicator developed, which presents results.

- (2) Learning media are not suitable with BC, learning objectives, and scientific approach. In the learning design using whiteboard/white board media, LCD which incidentally is a learning aid. Worksheets are the only learning media used. The use of various learning media certainly needs to be done so that learning is more varied and enjoyable.

It can be seen that the results of the LIP analysis in table 2, there are two components that are not in accordance with the 2013 curriculum. The two components can be described as follows.

- (1) There are two indicator points that are not in accordance with operational verbs in BC. Similar to the analysis of the previous lesson plan, in the knowledge indicator of this lesson plan, students' achievement reaches the finding stage, while operational verbs in basic competency have a higher level of competence than the indicator, which is identifying. Then, in basic competency skills targeting students are able to develop explanatory text content, the word is less synchronous with the verb in the indicator developed, which presents results.
- (2) In the learning media component, it is indicated that it is not appropriate with BC, learning objectives, and scientific approach. In the learning design using whiteboard/white board media, LCD which is a learning aid. In the learning plan, what can be said as a learning media is a worksheet. There is a need for a variety of learning media to help educators increase student interest in learning.

From the analysis of table 3, it can be explained three components that are not in accordance with the 2013 curriculum. These components include, among others, indicators of competency achievement, learning objectives, and learning activities. Next is the presentation of the three component incompatibility.

- (1) The learning objectives in the LIP need to be adjusted according to related indicators, bearing in mind the strong link between the indicators

and learning objectives. The LIP does not mention or not fully cover all of the existing indicators. It is necessary to map learning objectives to be more specific, so that concrete achievements are clear.

## DISCUSSION

Learning Implementation Plan serves as a reference for implementing teaching and learning in the classroom to be more effective and efficient (Usman, 2005). Learning activities will be more organized with the Learning Implementation Plan. The formulation of the Learning Implementation Plan (LIP) needs to be adjusted to the syllabus which focuses on several components, including: (1) the identity of the subject, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) sources learning, (6) learning media, (7) learning activities, and (8) assessment. The formulation of the eight components is adjusted to the situation and condition of each school environment. Writing systematics refers to Permendikbud, but related to matters that are conditional in nature tailored to the relevant school environment. Nevertheless, there are still many mistakes or discrepancies in the writing of LIP in the field.

It can be seen, in the analysis conducted by the researcher on the LIP of the explanatory text teaching materials on Indonesian subjects, there are various components that are not in accordance with the standards. In this study there are five components that are in accordance with the standards in the three LIPs analyzed, (1) identity of subjects, (2) teaching materials, (3) learning resources, (5) learning activities, and (5) assessment. In the identity of subjects consisting of school identity, class / semester, subject matter, and time allocation, it is very rare to find discrepancies that occur. Mistyping is the biggest potential problem in the first component. Regarding the time allocation component, educators first prepare annual programs and semester programs so that the time division is more ideal. Need for educators foresight so that organizing time can be done well.

In addition, the components that are in accordance with the standards include, teaching materials, learning resources, learning activities, and assessment. In the three lesson plans analyzed by researchers on these components there needs to be

an educator's creativity to create an active and fun class. In this case, creativity is very supportive in improving the quality of learning. In the LIP analyzed by researchers, it is necessary to increase creativity in implementing learning components so that they can be adapted to technology-based millennial era learning patterns. Educator efforts need to be synchronized between several components in order to achieve learning objectives.

In addition, there are three components that are not in accordance with the standards found by researchers in some of these LIPs, including (1) indicators of competency achievement, (2) learning objectives, and (3) learning media. In the indicator component, a discrepancy is found that there is a text error learned and the formulation of the KD becomes an indicator that is less precise so that it affects the other components. In the learning objectives of the third lesson plan delivered globally, it is actually necessary to refer to each indicator point to synchronize the learning objectives and the indicators developed. Furthermore, the learning media used in the first and second lesson plans need variations that are adapted to KI, KD, models/approaches used, as well as the character of the 2013 curriculum.

## CONCLUSION

The Design of Learning Implementation Plan (LIP) is adjusted to the syllabus which emphasizes several components, including: (1) the identity of the subject, (2) indicators of competency achievement, (3) learning objectives, (4) teaching materials, (5) learning resources, (6) learning media, (7) learning activities, and (8) assessment. The formulation of the eight components is adjusted to the situation and condition of each school environment. Writing systematics refers to Permendikbud, but related to matters that are conditional in nature tailored to the relevant school environment. Nevertheless, there are still many mistakes or discrepancies in the writing of LIP in the field.

In this study there are five components that are in accordance with the standards in the three LIPs analyzed, (1) identity of subjects, (2) teaching materials, (3) learning resources, (5) learning activities, and (5) assessment. In addition, there are three components that are not in accordance with the standards found by researchers in some of these



LIPs, including (1) indicators of competency achievement, (2) learning objectives, and (3) learning media.

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