



**Evaluation of the RPPH System at RA Arafat
Reksoniten 2022**

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Abstrak

RPPH merupakan sebuah sistem, sehingga setiap komponen RPPH harus berkaitan secara fungsional. Tujuan penelitian ini adalah untuk mengevaluasi keterkaitan unsur-unsur yang ada di RPPH. Penelitian ini merupakan penelitian deskriptif kualitatif. Metode dalam pengumpulan data menggunakan dokumen RPPH, dan analisis data menggunakan analisis konten. Penelitian ini dilaksanakan di RA Arafat Reksoniten surakarta. Hasil penelitian menunjukkan bahwa belum semuanya RPPH yang disusun oleh guru memiliki keterkaitan secara fungsional.

Abstract

RPPH is a system, so each RPPH component must be functionally related. This research aimed to evaluate the interrelationships of the elements in the RPPH. This research is a qualitative descriptive study. The method of collecting data used RPPH documents, and data analysis used content analysis. This research was conducted at RA Arafat Reksoniten Surakarta. The results showed that not all of the RPPH prepared by the teacher were functionally related.



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INTRODUCTION

The Daily Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran Harian*) hereinafter abbreviated as RPPH is a reference for managing play activities in one day. RPPH is prepared and implemented by the teacher. The RPPH format does not have to be standard but contains predetermined components. The components of the learning implementation plan

consist of (1) program identity, (2) materials, (3) tools and materials, (4) opening activities, (5) core activities, (6) closing activities, and (7) evaluation planning (Nurul Arifyanti, 2020). Meanwhile, according to the Directorate of Early Childhood Education Development, the daily learning implementation plan is a planning unit that will guide activities for one day.

However, the preparation of RPPH is essential because compiling it is evidence of activities that will be carried out by the teacher in class and must be prepared by the teacher, as well as a teacher's guide in carrying out daily activities so that the teacher does not feel confused about adjusting the time used. The teacher must also be thirsty for knowledge by following debriefings on RPPH so that the teacher understands development and is more varied in carrying classroom activities.

By compiling the RPPH daily, the teacher also feels free of the hassle of preparing the tools to be carried out in class. The teacher can prepare the tools to be used from the start so the teacher also does not feel the hassle of preparing them. Because the success of a program of activities carried out by a person is largely determined by how much the quality of the planning he makes.

As a result of the absence of RPPH in a lesson, the class becomes disorganized and needs to know the purpose of learning. RPPH will only be useful if it is only memorized or read in class when teaching with being understood. Memorization will make the teacher focus on memorizing activities and not teaching. Understanding RPPH makes teachers appear confident and bring up teaching skills. RPPH is a plan made to achieve learning goals for children, not to force activities on children. Planning can change according to the child's circumstances by modifying the lesson plans that have been made (Afifah, 2019). It is a big mistake if the teacher walks into the classroom empty-handed without a lesson plan. It is the wrong action because the teacher carries out the learning process must be based on a plan that has been adapted to the conditions of the students. Without planning, the teacher cannot carry out learning properly. The teacher needs an idea of the goals to be achieved. Teachers also need help in determining the direction and methods used in achieving learning objectives. In a learning activity, if it is not planned clearly, the goals are not formulated, then

learning in the classroom will be wrong. Therefore, the Daily Learning Implementation Plan must be prepared clearly and systematically (Hamidah, 2021).

There is much research on RPPH, for example from Muhammad Reza (2022), Anastasia Weti (2019), Nurianna (2019), Hasmalena et al. (2017), Pulheria (2021), Hartatik (2017), Fitria (2019), Misbahul et al. (2017). Of the 8 studies that discussed RPPH planning, none examined RPPH systems's evaluation.

RA Arafat Reksoniten is a kindergarten with 4 teachers. In learning using the 2013 curriculum, teachers at RA Arafat Reksoniten make lesson plans in lesson plans every day to create systematic and directed learning. The purpose of conducting research at RA Arafat Reksoniten was to find out the relevance between the elements in the lesson plan elements, including the relationship between objectives and learning activities, as well as the relationship between objectives and learning evaluation.

The stage before preparing the RPP was compiling a semester program, then developing it to prepare a weekly learning implementation plan (RPPM). Finally, the smallest component was preparing the RPP.

Learning Implementation Plans (*Rencana Pelaksanaan Pembelajaran*) hereinafter abbreviated as RPP are one of the important things that must be considered by educators, especially early childhood educators. In providing a good learning activity to students, lesson plans must be made. This RPP has various important roles in a learning activity, one of which is that it can facilitate the implementation of learning activities because the RPP contains objectives, methods, and media that will be used when learning activities occur. In addition, lesson plans can also be used as a reference in conducting learning evaluations so that educators can continue to innovate in creating meaningful learning activities for students. (Wahyudi Nadar et al. 2021)

The purpose of learning in PAUD is to help children reach the stage of development that refers to STTPA, so it needs to be planned so that the goals can be achieved effectively and efficiently (Puspitasari: 2012). An example of learning objectives is that children can recognize the concept of making patterns.

Learning material is one of the three important components that need each other and are needed in the learning process. The three components are students, educators, and learning materials (Bararah, 2022). An example of learning material is sorting patterns of geometric shapes.

Learning activities in early childhood are essentially the development of a concrete curriculum in the form of a set of plans containing a number of learning experiences through play given to early childhood based on their potential and developmental tasks that must be mastered to achieve the competencies that children must have (Sujiono, 2011). An example of learning activities is sorting patterns of geometric shapes from triangle-block-circle patterns and triangle-block-circle patterns.

Media is a tool that can be used as an intermediary in stimulating all aspects of development in early childhood, both moral aspects and religious values, physical-motor aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects. In stimulating aspects of early childhood development, it must be adjusted to the age and stage of development because every child, even though they are the same age, sometimes has different stages of development (Zaini, H., & Dewi, K., 2017). An example of learning media is sorting geometric shapes from red triangles, yellow blocks, and green circles.

Evaluation is a systematic process to determine or make decisions to what extent teaching objectives have been achieved by students. The importance of evaluation in learning, results in a teacher having good preparation and competence, both in terms of lesson planning, as well as the teacher's ability to develop the learning process and mastery of teaching material, and it is also not enough for the teacher's ability to master the class, without being matched by the ability evaluate planning student competencies which are very decisive in the context of subsequent planning. An example of learning evaluation is Aisyah was able to make patterns from geometric shapes with triangle-block-circle patterns in the same order.

LITERATURE REVIEWS

Learning, assessment, PAUD, observation, learning evaluation

As a result, after analyzing the Daily Learning Implementation Plan (RPPH) with the evaluation sheet that had been made by the teacher, it turned out that it was not appropriate. Data collection techniques used were observation and document analysis. Observations were made by observing children's development using evaluation instruments such as anecdotal records, running notes, checklists, time sampling, and event sampling.

Document analysis was carried out by analyzing RPPH, and learning evaluation results. This study found that observational assessment in PAUD has several ways of observing the strengths and weaknesses of each.

Providing services and treatment to stimulate early childhood development is part of a process called the learning program in PAUD. In addition to the developmental tasks in the PAUD curriculum, children must achieve predetermined basic competencies. Evaluation of quality learning will help improve the learning process to improve the quality of education. This is to measure the results of the learning process in accordance with the plan that has been written in the RPPH.

Teachers need to be able to choose the right evaluation instrument in accordance with the RPPH made. Observational assessment can be carried out in other formats adapted to the field's needs to find out the advantages and disadvantages of each observation method for each learning evaluation. Observations were made using anecdotal record evaluation instruments, running records, checklists, time sampling, and event sampling to assess children's development and basic competencies. Interviews were conducted with PG PAUD students who carried out the evaluation.

Document analysis used was the Daily Learning Implementation Plan (RPPH), and the evaluation results document. Assessment in the context of learning in Early Childhood Education (*Pendidikan Anak Usia Dini*) hereinafter abbreviated as PAUD is an effort to collect, analyze, and interpret various information about the performance and progress of various aspects of development that can be achieved by children after participating in habituation activities within a certain period of time. In PAUD, it is necessary to use a special approach in conducting assessments. This is because early childhood has different developmental characteristics from children of primary and secondary school age. Therefore, teachers need to adjust to the observation method in

each learning evaluation with the Daily Learning Implementation Plan (RPPH) that will be used. Notes are narrative and objective in accordance with the facts that occur.

METHODS

This study used a qualitative-descriptive approach where the results obtained are then described and or described in written form. According to Nana Syaodih Sukmadinata (2011), qualitative descriptive research is aimed at describing the existing phenomena, both natural phenomena and human engineering, which pays more attention to characteristics, quality, interrelationships between activities, namely research that aims to understand phenomena that occur in research subjects, behaviors, motivations, actions, etc. thoroughly and by means of descriptions. The time and place of the research was conducted in December 2022 at RA Arafateksoniten, which is located at Jl Mahesosuro II Rt 03 Rw 07, Gajahan, Pasar Kliwon, Surakarta city. This research was conducted to determine whether RA Arafat Reksoniten's teacher systematically prepared lesson plans. This research was descriptive-qualitative with the research object of RA Arafat Reksoniten's RPPH document. Data collection techniques used are observation, interviews, and documentation.

RESULTS AND DISCUSSION

The RPPH quality can be measured from each of its components. RPPH that is complete and in accordance with its components can be said that the RPPH is of high quality. Conversely, if the RPPH component does not match each component, then it can be said that the RPPH is not of good quality. The following is a description of the conformity of the RPPH components. The suitability of the lesson plan document prepared by the teacher can measure the quality of the lesson plan so that researchers see the suitability of the RPPH component of (1) learning objectives, (2) learning materials, (3) learning activities, (4) learning media, and (5) learning evaluation. The following is a table of RPPH observations.

Table 1.1 Observation Table

No.	RPPH Component	Total	Observation Column	
			Matching with STTPA	Not Matching with STTPA
1.	Learning Objective	36	25	15
2.	Learning Materials	24	9	15
3.	Learning Activities	35	27	8
4.	Learning Media	32	20	12
5.	Learning Evaluation	15	7	8

The quality of lesson plans can be measured from each of its components. This study took 5 lesson plans in one theme prepared by the teacher for the 2022/2023 Academic Year.

Of the 36 learning objectives that are in accordance with STTPA, 25 learning objectives are in accordance with the learning objectives to be achieved according to STTPA. From the learning objectives that were not in accordance with the STTPA 15 learning objectives, 25% of teachers were appropriate in making the RPP goals to achieve STTP for children aged 4-5 years.

Learning materials that were not in accordance with the STTP were made in the RPPH, 15 learning materials were not in accordance with the STTPA, and 9 learning materials in the RPPH were in accordance with the STTP. It can be concluded that out of 24 learning materials, teachers were only able to 9% in compiling learning materials suitable for children aged 4-5 years.

Learning activities made by the teacher, out of 35 learning activities 27 activities were in accordance with STTPA and 8 learning activities were not in accordance with STTPA. Thus, teachers of RA Arafat were 27% appropriate in making learning activities in accordance with STTPA.

Of the 32 learning media created by teachers, 20 learning media were in accordance with STTPA, and 12 learning media were not in accordance with STTPA. It can be concluded that teachers making learning media 12% were not in accordance with STTPA for children aged 4-5 years.

From the learning evaluations made by the teachers, of the 15 learning

evaluations that were in accordance with STTPA, only 7 learning evaluations were appropriate and 8 learning evaluations were still not in accordance with the STTPA made by teachers to achieve STTPA in children aged 4-5 years, and therefore 7 % of teachers were only able to make learning evaluations in accordance with STTPA.

CONCLUSION

Based on the results of research and discussion on lesson plans at RA Arafat Reksoniten for the 2022/2023 Academic Year, the researchers concluded that in making lesson plans that comply with STTPA for children aged 4-5 years, teachers were only able to make 60% of lesson plans that comply with STTPA. Therefore, the teachers must learn more and improve their competence in compiling a complete lesson plan and in making it refers to the standard level of achievement of students so that what is to be achieved is in accordance with the learning objectives. Not all lesson plans prepared by the teacher have a functional relationship between components. Each element in learning must be functionally related to each component.

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