

Enhancing Teachers' Competence in Developing Lesson Plans through Continuous Guidance: A School Action Research

Muslimin, MAN 2 Bone, Indonesia*

Abstract

Teachers are required to be able to develop lesson plans as a guide or reference for conducting learning activities. However, many teachers encounter difficulties in developing lesson plans due to various factors. Therefore, this study aims to investigate how the implementation of continuous guidance can enhance the competence of high school teachers in developing lesson implementation plans. This school action research (SAR) involved 60 teachers from MAN 2 Bone, South Sulawesi, as participants. The SAR was conducted in two cycles, with four meetings in each cycle. Data were collected through observation, questionnaires, and interviews. The findings of this SAR reveal that continuous guidance can greatly enhance teachers' ability in developing the one-page lesson plan *Merdeka Belajar*. The teachers' abilities in formulating learning objectives, designing learning activities, and creating assessments – the main components of the lesson plan – improved from cycle 1 to cycle 2. Furthermore, continuous guidance also improved the alignment of instructional implementation with the lesson plan. In the first cycle, 45% of the teachers showed good and very good performance. However, after receiving guidance, their performance in the second cycle significantly improved, with around 92% of the teachers achieving good and very good performance.

Keywords: Continuous guidance, Lesson plan, School action research, Teacher competence

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Citation: Muslimi, M., (2023). Enhancing teachers' competence in developing lesson plans through continuous guidance: a school action research. *DIDAKTIKA: Jurnal Kependidikan*, 17(1), 83 – 98.
<https://doi.org/10.30863/didaktika.v17i1.5099>

The article is published with Open Access at: <https://jurnal.iain-bone.ac.id/index.php/didaktika/>



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INTRODUCTION

In the 21st-century education landscape, the role of teachers has evolved beyond traditional knowledge transfer. Today, they are expected to be facilitators of active, creative, enjoyable and meaningful learning experiences that have a profound impact on students' development (Fidhyallah et al., 2021; Meri & Mustika, 2022). As education moves towards fostering essential 21st-century skills, such as critical thinking, creativity, collaboration, and problem-solving, teachers must step into the role of creative learning designers. To meet the demands of modern education, teachers are encouraged to design learning activities that not only impart knowledge but also ignite curiosity and passion for learning in their students. Teachers are required to assume the roles of designers, implementers, and evaluators of learning activities.

Teachers hold the utmost significance in achieving successful learning outcomes. The ability to design effective learning experiences is crucial for teachers to achieve learning goals successfully in schools (Sutrisno & Yulia, 2022). It plays a determining role in the success of learning objectives. The direct and indirect teaching quality of educators significantly impacts the overall effectiveness of the learning process. Teachers, therefore, are highly expected to have a wide array of competencies, enabling them to design well-structured and engaging lesson implementation plans tailored to the needs of diverse learners. Such plans integrate innovative teaching strategies, technology, and active learning techniques, promoting meaningful and holistic student development.

Lesson planning is a crucial step before implementing teaching. Thoughtful planning is necessary to ensure the effective execution of the learning process. Lesson planning, also known as RPP (*Rencana Pelaksanaan Pembelajaran*), includes learning competencies (KD), indicators to be achieved, the subject matter to be covered, teaching methods, learning steps, instructional media, learning resources, and assessment components (Prastowo, 2015). Effective lesson planning plays a pivotal role in achieving the desired learning outcomes. A well-crafted lesson implementation plan serves as a roadmap for teachers, guiding them through the instructional process and ensuring the inclusion of various learning styles and abilities. These plans also provide teachers with the flexibility to adjust their teaching strategies based on real-time feedback, allowing for a personalized approach to learning.

However, in reality, developing effective learning designs and lesson plans is not an easy task for all teachers. Many teachers still encounter difficulties in designing captivating lesson plans that incorporate learning activities capable of stimulating meaningful student engagement (Fibra & Indrawadi, 2021; Hindriana et al., 2021; Marbun et al., 2022; Sukardjo et al., 2021). Creating lesson plans that foster active and meaningful learning experiences remains a challenge for some educators. The process requires careful consideration of students' diverse learning styles, abilities, and interests, as well as the integration of innovative teaching methodologies and technology to enhance the overall learning process. Despite the importance of well-crafted lesson plans in facilitating successful learning outcomes, it is evident that many teachers continue to grapple with the complexity of this task. Some challenges encountered by most teachers in designing learning activities and developing effective lesson plans due to factors like limited knowledge, limited access to professional development opportunities, time constraints, and inadequate support from the school administration (Adha et al., 2021; Alhikmah et al., 2021).

In the field, a significant issue persists among teachers in both public and private schools, where some are unable to present well-prepared lesson plans. For those who do have lesson plans, some still lack essential components such as learning objectives and assessments

(questions, scores, and answer keys), while their teaching methods remain superficial. The coherence of assessment components (scoring and answer keys) is also a concern, as most teachers claim to have them in their minds and do not complete them on paper. Based on the findings during academic supervision visits (classroom observation) to partner schools, researcher found that a significant portion of private school teachers has not received lesson plan development training. Limited opportunities for professional development hinder their understanding of lesson plan development. Some teachers opt to adopt others' lesson plans, which the researcher observed during academic supervision visits to partner schools. These challenges significantly impact the teaching and learning process.

Based on these issues, one alternative solution to enhance teacher competence in developing lesson plan is through continuous guidance. School administrators should prioritize providing opportunities for teachers to attend workshops, seminars, and training sessions. Training for teachers is a series of activities provided to enhance their skills and knowledge, enabling them to meet professional responsibilities in line with existing demands and standards (Yufita et al., 2021). Teacher training is an integral part of educational resource management, aiming to develop teachers' knowledge and skills as educational resources, thereby giving them a competitive advantage to deliver quality education (Sela et al., 2018). By investing in the growth and development of their teaching staff, schools can ensure the overall improvement of education quality.

School principals play a pivotal role as a educator, manager, supervisor, leader, innovator, and motivator to increase teachers' professionalism (Huriaty et al., 2022; Lazwardi, 2016). They hold the key to creating an environment that encourages and supports teachers' professional growth. Principals can initiate regular training sessions, workshops, and peer collaborations to empower teachers in developing their lesson implementation plans. By allocating resources and time for professional development, principals demonstrate their commitment to elevating teacher competencies and, consequently, student success. School principals can ensure that teachers have access to up-to-date educational resources, research materials, and technological tools to enrich their lesson planning process.

In late 2021, Indonesian Minister of Education and Culture, Nadiem Makarim, introduced an education policy related to *Merdeka Belajar* (Freedom to Learn) as a new curriculum, which involves the simplification of lesson plan (Wierna Aulia, 2021). Based on the Ministry of Education and Culture Regulation Number 22 of 2016 concerning the Basic and Secondary Education Process Standards, lesson plan is a plan for face-to-face learning activities for one or more sessions. It is developed from the syllabus to guide students' learning activities in achieving the Basic Competencies (KD). This simplification initiative aims to ease the administrative burden on teachers. Previously consisting of several components, lesson plan is now condensed into three core components that can be prepared in just one page. These concise yet high-quality lesson plans aim to streamline the administrative tasks for teachers.

Given the current situation, as a school mentor, the researcher endeavors to offer ongoing guidance to teachers in crafting comprehensive lesson plans that align with the process and assessment standards, integral components of the national education standards. This commitment aligns with the researcher's role as a school supervisor, as outlined in the Ministry of National Education Regulation No. 12 of 2007, where academic supervision, including mentoring teachers, is an essential aspect. As the Head of the Madrasah, the researcher promptly follows up on Circular Letter Number 14 of 2019 regarding the simplification of lesson plan through continuous guidance as an effort to enhance teacher competence and alleviate their workload.

The significance of enhancing teacher competencies in developing lesson implementation plans cannot be understated. By addressing the research gap between the ideal condition and the reality faced by teachers, we can foster an environment that empowers teachers to excel in their roles. School principals play a crucial role in this process by providing access to resources, promoting collaborative learning, and cultivating a supportive feedback culture, ultimately leading to improved teaching practices and enhanced student learning outcomes.

Several previous studies have investigated the provision of training or guidance on developing one-page lesson plan *Merdeka Belajar*, such as training on lesson plan development for teachers in West Manggarai Regency (Ndiung & Menggo, 2021), training for teachers at Muhammadiyah Kramat Madrasah Ibtidaiyah (Pamujo, 2023), and the technical guidance on the development of 21st-century skills-based learning packages in the implementation of *Merdeka Belajar* program (Sari et al., 2020). However, research specifically focusing on providing continuous guidance for high school teachers in the form of school action research remains limited. This study, therefore, aims to investigate how the implementation of continuous guidance can enhance the competence of high school teachers in developing lesson implementation plans within the context of a school action research.

METHODS

Research Design

This is a school action research (SAR) that examines how the implementation of continuous guidance can enhance teacher competence in developing lesson plans. The school action research illustrates the impact of providing continuous guidance to teachers and the school principal's support in improving teachers' ability to create lesson plans.

School action research is usually conducted by the school principal or school supervisor. The focus of the SAR is related to clinical supervision aspects, aims to enhance teacher professional development and the quality of education by enabling them to investigate and make evidence-based changes within their school environment (Calhoun, 2002). The implementation of school action research is similar to classroom action research, starting with academic issues within the scope of clinical supervision that require immediate solutions. In this research, the context of the problem is the challenges faced by teachers in preparing lesson plans. The alternative solution offered by the researcher, as the school principal, is through continuous guidance.

This school action research uses the action research model by Kemmis and Taggart, known as the reflective self-reflection spiral system. According to (Kemmis et al., 2014) in their book 'The Action Research Planner: Doing Critical Participatory Action Research', the reflective spiral system moves from one cycle to the next. Each cycle consists of four activities: planning, action, observing, and reflection. The steps in the next cycle are revised planning, action, observation, and reflection. The series of cycles in the school action research model by Kemmis and Taggart is depicted in Figure 1.

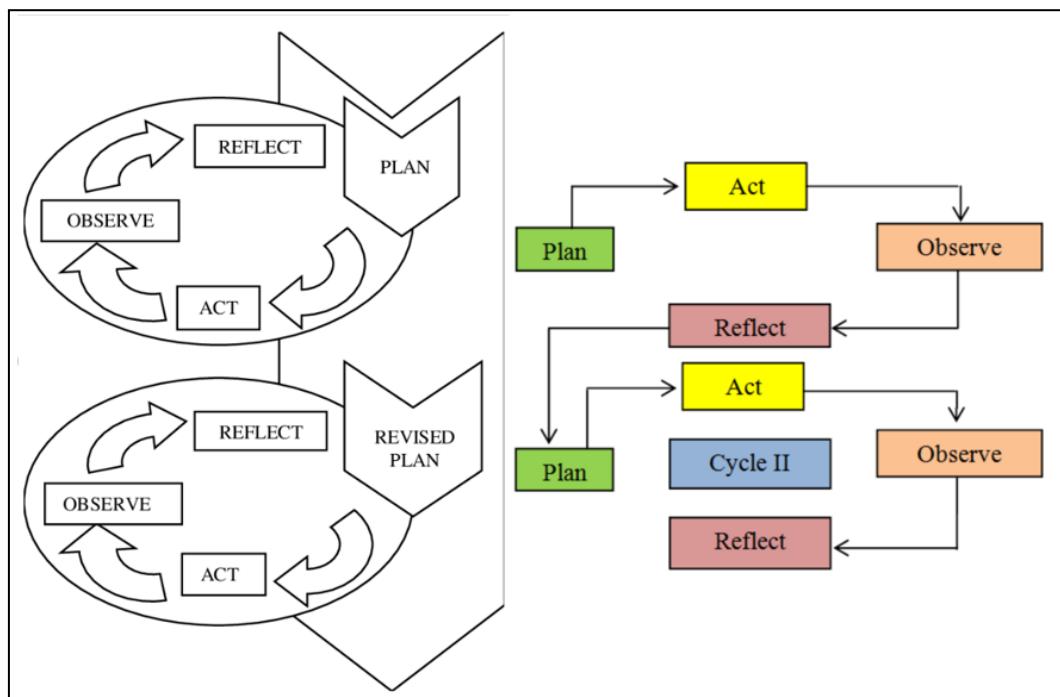


Figure 1. Research design of classroom/school action research model Kemmis and Mc. Taggart

Procedures

This school action research includes four steps: planning, implementation, observation, and reflection, as follows. The detailed explanation is presented as follows.

Planning

In the planning phase, the researcher prepares everything needed for the implementation of continuous guidance in Cycle 1. Several activities are carried out, such as developing materials on the technical format of guidance, preparing scenarios for continuous guidance, preparing research instruments, determining the schedule for continuous guidance activities, and developing guidelines for analyzing data from observations and continuous guidance results.

Implementation

The researcher's effort to enhance teachers' competency in developing comprehensive lesson plan involves providing continuous guidance to the participating teachers.

Observation

The researcher observes the RKH (Rencana Kegiatan Harian) that has been created to assess the extent of the teachers' ability in composing complete lesson plan, the outcomes or impact of the actions taken by the teachers in achieving their objectives. Additionally, the researcher takes notes on the happenings during meetings and interviews. The recorded data from the meetings and interviews will be used for later analysis and comments.

Reflection

The researcher examines, observes, and considers the results or impact of the actions taken. Based on the reflection, the researcher, together with the teachers, implements revisions or improvements to the RKH that has been prepared to align it with the initial plan, which might still be achievable based on the researcher's goals.

Time and Locus

The research was conducted in July 2021 and took place at MAN 2 Bone, Bone Regency. The research subjects were the teachers of MAN 2 Bone located at Jl. Yos Sudarso, Watampone, Bone Regency, during the second semester of the academic year 2020/2021. The total number of teachers was 60, comprising 44 civil servant teachers, 4 teachers of government contract employee (P3K), and 12 temporary teachers.

Data Collection

Data collection in this school action research involves several methods, including questionnaires, observation, and interviews. Questionnaires are used as a tool to gather data in the form of written responses from participating teachers. The questionnaires used contain structured questions designed to collect quantitative information about perceptions, knowledge, and experiences related to the development of lesson plan *Merdeka Belajar*.

Observation is conducted directly by the researcher to observe and record behaviors, interactions, or activities that occur during the continuous guidance activities. In the context of this research, the researcher observes the process of developing lesson plans (RPPs) and Daily Activity Plans (RKH) by the teachers. In addition, the researcher also utilizes interviews as a method of data collection to explore more in-depth qualitative information from the participating teachers. Through interviews, the researcher can ask open-ended and in-depth questions to understand perspectives and experiences, including difficulties or challenges experienced in relation to developing lesson plan *Merdeka Belajar*.

Data Analysis

The data analysis in this school action research utilizes qualitative descriptive analysis techniques to depict the state or factual information obtained during the observation. The method employed in this research is descriptive, using percentage techniques to observe improvements that occur from cycle to cycle. The data obtained in this school action research will be compared in each cycle to obtain an overview of the improvements that occur after implementing the actions in each cycle. In the qualitative descriptive analysis, the researcher will interpret and describe the data obtained from observations, interviews, and questionnaires to understand the teachers' competencies in developing lesson plan *Merdeka Belajar*. The analysis will focus on identifying patterns, themes, and trends that emerge from the data, providing valuable insights into the effectiveness of the interventions.

On the other hand, the percentage technique will be used to quantify the improvements and changes observed in each cycle. By comparing the data from each cycle, the researchers can identify the progress made in the development of lesson plans and the impact of the continuous guidance activities on the teachers' competencies. The percentage analysis will help provide a clear and quantitative picture of the improvements achieved over the course of the school action research.

FINDINGS AND DISCUSSION

Findings

Description of Findings in Cycle 1

Planning

In the planning phase (Cycle 1), the researcher has successfully completed the following activities: 1) Development of materials on the technical format of continuous guidance implementation. The researcher prepared materials containing the technical format of continuous guidance and training to assist teachers in developing lesson plans comprehensively. These materials were designed to align with the curriculum needs and provide clear guidelines for the lesson plan preparation process. 2) Determination of scenarios and steps for continuous guidance. The researcher established concrete scenarios and step-by-step guidance for continuous support and mentoring for the teachers. This continuous support was an interactive process aimed at providing guidance and direction to teachers in overcoming challenges and improving the quality of their lesson plan. 3) Preparation of observation instruments for school principals' observations of teachers. The researcher prepared observation instruments to be used by the school principal in observing teachers' performance during the implementation of lesson plan in the classroom. Additionally, other relevant instruments were also developed to support data collection required for this action research. 4) Establishment of the schedule for continuous guidance activities. The researcher determined the schedule for continuous guidance activities for teachers. This scheduling was done to ensure that the mentoring and guidance process ran regularly and systematically, allowing teachers to effectively develop their skills in developing lesson plan. 5) Development of guidelines for analyzing data from observations and continuous guidance results. The researcher formulated guidelines for data analysis, which would be used to analyze the outcomes of teacher performance observations regarding lesson plan preparation and the results of continuous guidance. These analysis guidelines served as a framework for interpreting data and the outcomes of the mentoring process, providing a basis for identifying changes needed in the subsequent cycles.

By undertaking these activities, the researcher adequately prepared for the planning phase of cycle 1 to enhance teacher competence in developing lesson plan through continuous guidance. The next step is to implement the plan and conduct observations to evaluate the results of the actions taken in cycle 1.

Implementation

The implementation phase is the execution of the plan established in the previous planning phase (cycle 1). In this phase, as the head of the Madrasah, the researcher assumes the role of a supervisor in conducting continuous guidance in the form of *Musyawarah Guru Mata Pelajaran* (MGMP) activities. The main purpose of these activities is to guide and support teachers in developing their lesson plans with the *Merdeka Belajar* approach, while also facilitating an environment for teachers to share their experiences and knowledge. The researcher acts as a facilitator during the MGMP sessions, encouraging teachers to exchange best practices, discuss challenges, and implement successful strategies in lesson plan development. Through this collaborative effort, the teaching community enhances their professional growth and competence in creating effective lesson plans, ultimately improving the overall teaching and learning process.

In implementation phase, the researcher carried out several activities such as doing interviews with teachers, having discussions in a pleasant atmosphere, and providing guidance

in developing complete lesson plans of *Merdeka Belajar*. The researcher provided guidance to the participating teachers in four meetings. Each meeting was designed to offer guidance and support in developing the lesson plan according to the *Merdeka Belajar* approach. The repeated meetings provided opportunities for the teachers to receive comprehensive guidance and gradually enhance their competencies in preparing lesson plan. Furthermore, during the guidance sessions, the researcher provided training to the teachers on the essential elements of lesson plan *Merdeka Belajar*. These elements consist of three core components, namely learning objectives, learning activities, and assessment. The training aimed to help teachers understand and effectively implement the *Merdeka Belajar* approach in their lesson plan.

During the guidance implementation, the researcher emphasized the significance of the three core components in lesson plan *Merdeka Belajar*: 1) Learning Objectives: Teachers were encouraged to formulate clear, specific, and measurable learning objectives to achieve the desired learning outcomes outlined in the curriculum. 2) Learning Activities: Teachers were provided with guidelines to develop diverse, interactive, and student-centered learning activities that align with the characteristics of the learners to achieve the learning objectives. 3) Assessment: The researcher assisted teachers in planning appropriate assessment strategies to evaluate the students' learning outcomes and support continuous learning processes. Subsequently, the observation phase will be carried out to evaluate the outcomes of the Cycle 1 implementation.

Observation

In the observation phase of cycle 1, the researcher conducts observations and assessments of the lesson plan (RPP) and Daily Activity Plans (RKH) prepared by the teachers. The primary objective of this observation is to directly assess the teachers' ability in developing effective lesson plans. The completeness and quality of the lesson plans are the main focus of the observation.

During the observation phase of cycle 1, the researcher collects data on the extent to which the RPPs prepared by the teachers adhere to the guidelines and technical aspects of *Merdeka Belajar*, as well as how the RKH used reflects the designated learning plan within the RPP. The researcher also notes how the RPPs and RKHs support the achievement of the predetermined learning objectives.

Additionally, the researcher observes the interaction between teachers and students during the teaching process. This observation includes the teaching style of the teachers, student engagement in the learning activities, and students' responses to the learning materials and methods used. This assists the researcher in understanding how effective the RPPs and RKHs are in creating a participative learning environment that meets the students' learning needs.

The results of this observation will be used to analyze and evaluate the implementation of cycle 1. The gathered data will help the researcher identify successes, challenges, and areas for improvement that can be applied in subsequent phases. Thus, observation phase of cycle 1 plays a vital role in strengthening actions and enhancing the quality of learning through the *Merdeka Belajar* approach in this research.

The following Table 1 and Figure 2 presents the data obtained from the observation of teachers' competence in developing lesson plans during continuous guidance in cycle 1.

Table 1. Teachers' competence in developing lesson plans in cycle 1

No	Component of Lesson Plan	Response Categories									
		1	%	2	%	3	%	4	%	5	%
1	Learning objectives	8	13.33	11	18.33	20	33.33	14	23.33	7	11.67
2	Learning activities	3	5.00	17	28.33	21	35.00	13	21.67	6	10.00
3	Assessment	5	8.33	13	21.67	18	30.00	16	26.67	8	13.33

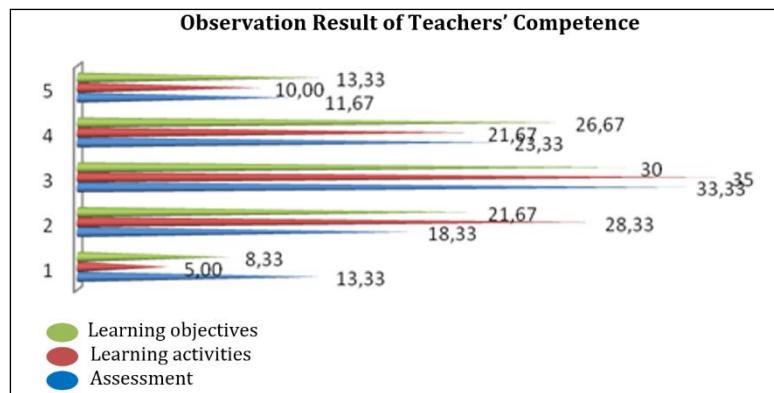


Figure 2. Teachers' competence in developing lesson plans in cycle 1

Reflection

After completing the observation phase of cycle 1, the next step is the Reflection Phase. In this stage, both the researcher and the teachers as participants engage in the process of reflecting on the results of the previous observation. Some activities carried out as reflections in cycle I include providing guidance and re-introduction on the three components found in the one-page lesson plan of *Merdeka Belajar*. The facilitator explains the material in more detail and provides greater motivation to the teachers, especially to the tutors, to guide their peers who are facing difficulties in completing the three components in the one-page lesson plan.

The purpose of reflection is to thoroughly examine the data and information gathered during the observation. Together, the researcher and the teachers evaluate the completeness and quality of the lesson plan *Merdeka Belajar* that have been developed. During the reflection sessions, teachers have the opportunity to share their perspectives and experiences regarding the process of developing the RPP and Daily Activity Plans (RKH) and to express their insights on the successes and challenges faced during the teaching process. These discussions provide a platform for the researcher and the teachers to gain deeper insights into the strengths and weaknesses of the implemented approach and teaching strategies.

From the outcomes of this reflection, the researcher can identify aspects that need to be improved and further developed in the subsequent cycles. Additionally, reflection aids in determining more effective corrective actions and steps to enhance the quality of learning and achieve the intended learning objectives. The Reflection Phase in Cycle 1 plays a vital role in informing the planning and execution of the following cycles. By extracting lessons from the experience and gaining deeper insights, the research team and participating teachers can continuously improve the effectiveness of teaching strategies and contribute to the development of education in the Madrasah environment.

Description of Findings in Cycle 2

In cycle 2, the implementation was focused on building upon the findings and reflections from Cycle 1. The activities carried out during this phase involved providing additional guidance and reinforcement on the three components found in the one-page lesson plan of "*Merdeka Belajar*." The facilitator took the opportunity to explain the material in more detail and motivated the teachers, particularly the tutors, to support their peers who faced challenges in completing the three components in the one-page lesson plan.

During cycle 2, the teachers, as active participants, showed greater enthusiasm and concentration in following the guidance provided. The teachers' increased involvement and engagement with the guidance material had a positive impact on their performance results in developing lesson plans. This heightened commitment and enthusiasm demonstrated by the teachers suggested a positive shift in their understanding and implementation of the *Merdeka Belajar* approach.

In cycle 2, the research followed the same four stages as in cycle 1, which included planning, implementation, observation, and reflection. However, in cycle 2, significant improvements were made based on the findings and reflections from cycle 1. During the planning stage of cycle 2, the researchers carefully considered the insights gained from the reflections of cycle 1. They identified areas of weakness and strengths in the previous implementation and devised strategies to address the identified shortcomings and build upon the successful aspects.

In the implementation phase, the researchers incorporated the suggested improvements into the continuous guidance activities. The facilitators provided more comprehensive and targeted support to the teachers, focusing on the areas that required further enhancement. By refining the guidance material based on the feedback from cycle 1, the facilitators aimed to optimize the impact of the intervention in cycle 2.

In the observation stage, the researchers continued to observe and assess the teachers' performance in developing the lesson plans. They paid particular attention to the areas that had been addressed in the reflections from cycle 1, monitoring the teachers' progress in implementing the *Merdeka Belajar* approach.

The following Table 2 and Figure 3 presents the data obtained from the observation of teachers' competence in developing lesson plans during continuous guidance in cycle 2.

Table 2. Teachers' competence in developing lesson plans in cycle 2

No	Component of Lesson Plan	Response Categories									
		1	%	2	%	3	%	4	%	5	%
1	Learning objectives	0	0	0	0	15	25.00	25	41.67	20	33.33
2	Learning activities	0	0	0	0	13	21.67	26	43.33	21	35.00
3	Assessment	0	0	0	0	10	16.67	28	46.67	22	36.67

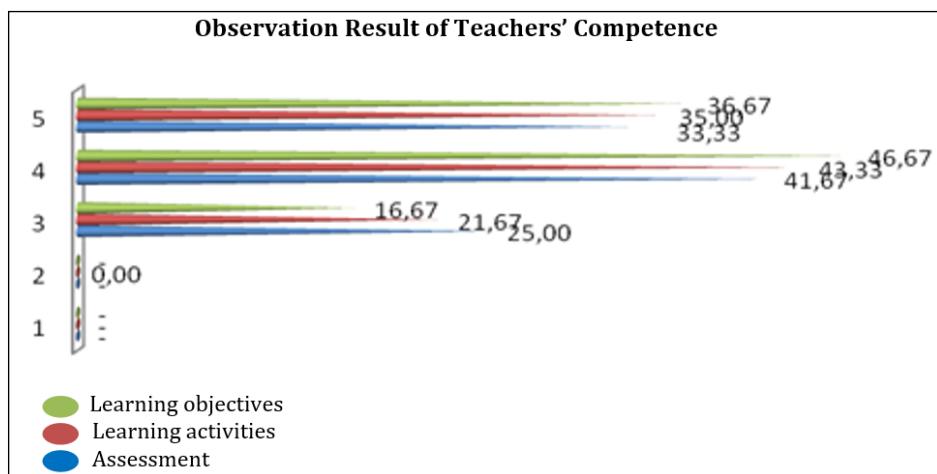


Figure 3. Teachers' competence in developing lesson plans in cycle 2

The last phase is reflection. In the reflection stage of cycle 2, the researchers and teachers engaged in in-depth discussions to assess the effectiveness of the adjustments made during the cycle. They evaluated the outcomes and experiences from the continuous guidance activities and identified further improvements for the subsequent cycles. At this stage, an analysis is conducted on the results obtained during the implementation of two continuous guidance cycles. The analysis is done by comparing the competence of teachers in developing lesson plans and the suitability of learning implementation with the lesson plans in both SAR cycles that were carried out. The results of the comparison of teacher competence in developing lesson plans and the suitability of learning implementation with the lesson plan in the first and second cycles are presented in Table 3 and Figure 4 below.

Table 3. Teachers' performance in cycle 1 and 2

Category	Cycle 1		Cycle 1	
	Frequency	%	Frequency	%
Very good	8	13.33	22	36.67
Good	19	31.67	34	56.00
Satisfactory	21	35.00	4	6.67
Poor	12	20.00	0	0.00
Very poor	0	0.00	0	0.00
	60	100	60	100

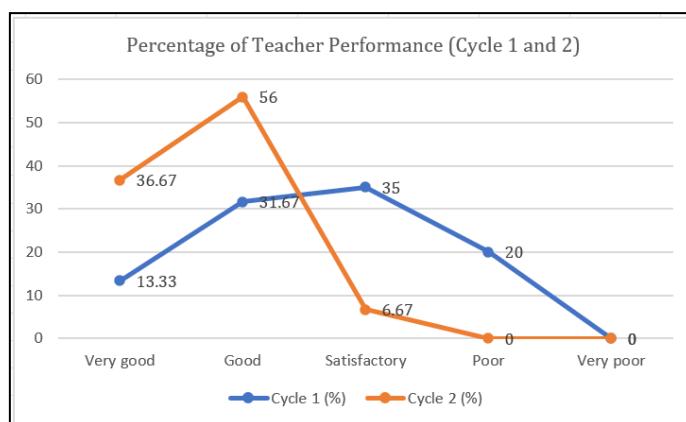


Figure 4. The comparison of teachers' performance in cycle 1 and 2

The improvement in teachers' performance and the suitability of learning implementation, as well as the developed lesson plans (RPP), showed significant progress in the "good" and "very good" categories, with increases of 24.33% and 23.33%, respectively. However, the other three categories, "satisfactory" and "poor," experienced a significant decline of 29.33%.

Discussion

This school action research was conducted in two cycles, with each cycle consisting of four phases: planning, implementation, observation, and reflection. From the results of Cycle 1, the research findings showed that during interviews with several teachers, it was revealed that all teachers lacked knowledge about the framework for developing a one-page lesson plan. Most teachers were unfamiliar with the complete components of the lesson plan. Additionally, it was noted that only the school administration possessed a standardized document outlining the process, and no teacher had received training related to developing the lesson plan *Merdeka Belajar*.

In fact, teachers merely adopted and adapted lesson plans, and most of them did not have a comprehensive understanding of creating a complete lesson plan. These findings are consistent with previous studies that many teachers still lack a proper understanding of how to develop *Merdeka Belajar* lesson plans. Previously, teachers were still using conventional lesson plan or the 13-component lesson plans. They merely copied and pasted lesson plan *Merdeka Belajar* from the internet without considering the actual teaching process in their classrooms (Fibra & Indrawadi, 2021). Moreover, the various one-page lesson plan formats available online have caused confusion among teachers in choosing the correct format (Sari et al., 2020). However, all participants in the guidance sessions agreed that teachers should use lesson plans as a reference/guideline in the teaching process to optimize the learning process. Furthermore, one limitation identified in cycle 1 was the constraint of time. The research involved 60 teachers, divided into several groups based on subject areas. Due to time constraints, the activities were reported in group settings, and individual teachers were not provided with ample opportunities for participation in certain activities.

The results of the first cycle serve as input for the implementation of the second cycle, which consists of repeating the four steps from the first cycle. This occurs because, after going through the first cycle, the researcher may identify new problems or unresolved issues that need to be addressed in the next cycle. For example, the issue of time constraints was addressed in the second cycle by adding more time and implementing peer teaching. Each teacher was given the opportunity to explore their ability to create lesson plan through individual activities. This aimed to ensure that all teachers in the guidance actively participated and engaged in the activities, despite the limited time available.

The iterative and reflective nature of the research allowed for a more refined and effective intervention in cycle 2. The implementation of targeted improvements based on the findings from the first cycle demonstrated the researcher's commitment to enhancing the quality of the lesson plan *Merdeka Belajar* and maximizing the benefits for the teachers' professional development. The positive response and active participation of the teachers in cycle 2 indicated the continuous growth and improvement in their competencies in creating comprehensive lesson plans and aligning instructional practices with the *Merdeka Belajar* approach. The data collected from cycle 2 provided valuable insights that shaped the ongoing

development of the school action research, leading to a more robust and impactful educational program in the school setting.

The observation results of the competency of teachers at MAN 2 Bone in developing lesson plans during the guidance process showed that the average percentage of teacher performance increased in the implementation of cycle 2. The improvement was evident in the preparation of the three components of the *Merdeka Belajar* Lesson Implementation Plan: learning objectives, learning activities, and assessment. Based on the analysis of the observation results, the competency of teachers at MAN 2 Bone in developing the lesson plan during the continuous guidance process indicated that the two components that were rated as not good and the three components that were rated as less good in Cycle I improved to be rated as good enough in cycle 2. The three aspects that were rated as good enough increased to be rated as good and very good, resulting in no participants in the guidance process receiving ratings of not good and less good in cycle 2.

The overall analysis results show a significant improvement in teachers' competence during the continuous guidance in this school action research. The improvement is seen in the increased performance of teachers at MAN 2 Bone in developing lesson plans throughout the guidance process, from cycle 1 to cycle 2. This is evident as more teachers were able to successfully develop each component.

In cycle 1, the research findings indicate that there are still some teachers who are unable to create the components of lesson plan *Merdeka Belajar*. Based on the analysis of teachers' responses (refer to Table 1), it is clear that a considerable number of teachers had difficulty in formulating learning objectives, with 31.67% facing this challenge, 33.33% encountered issues in designing learning activities, and 40% indicated an inability to develop assessments in their lesson plans following the *Merdeka Belajar* guidelines. These percentages were relatively high, suggesting that teachers' overall competence in developing *Merdeka Belajar* lesson plans was still quite low. This finding supports some previous studies that teachers still encounter difficulties in developing lesson plan *Merdeka Belajar*, and one of the main challenges is that teachers are confused in determining the learning activities (Fibra & Indrawadi, 2021), formulating learning objectives from the existing learning outcomes (Rindayati et al., 2022; Zulaiha et al., 2022).

However, after receiving guidance, teachers' performance in developing lesson plans improved in the second cycle. This improvement is evident from the analysis of teachers' responses in cycle 2 (see Table 2), where all participants gave a minimum response category of 3 (satisfactory). This indicates that no more teachers encountered difficulties in formulating learning objectives, designing learning activities, or assessments. Although around 20% of teachers' competence was still rated as average (not yet excellent), their abilities showed a significant improvement compared to cycle 1.

Moreover, there was an improvement in teachers' performance at MAN 2 Bone in developing lesson plans and aligning the implementation of learning with the lesson plans between cycle 1 and cycle 2. This improvement occurred because teachers became familiar with and understood the three components of the one-page lesson plan, and the mistakes made by teachers in cycle 1 were corrected in cycle 2, as reflected upon in the feedback.

The increase in teachers' performance from cycle 1 to cycle 2 is evident in the data analysis (see Table 3). In cycle 1, 45 teachers had good and very good performance, while the remaining 55% had adequate and poor performance. However, after receiving guidance, their performance significantly improved in cycle 2, and no teachers were rated as having poor performance. Around 92% of teachers showed good and very good performance.

Based on the above data analysis, the results of this study demonstrate an improvement in the ability of teachers at MAN 2 Bone to develop one-page *Merdeka Belajar* lesson plans in accordance with the Circular Letter of the Minister of Education and Culture Number 14 of 2019. This result is consistent with previous studies, indicating that the training and guidance on developing *Merdeka Belajar* lesson plans have a positive impact on enhancing teachers' understanding about components of lesson plans and the step-by-step procedures for developing one-page lesson plans (Pamujo, 2023; Sari et al., 2020). Furthermore, the training/guidance program was greatly increase the teachers' understanding about *Merdeka Belajar* concept and their ability to create a one-page lesson plan *Merdeka Belajar* that empowers both students and teachers (Ndiung & Menggo, 2021). Additionally, continuous guidance provided a boost in the alignment of learning implementation with the Lesson Implementation Plan prepared by teachers at MAN 2 Bone.

CONCLUSION

Based on the learning activities conducted over two cycles with four face-to-face meetings, and through extensive discussions and analyses, it can be concluded that continuous guidance significantly boosts teachers' motivation in developing lesson plan. Teachers displayed greater dedication to understanding and developing lesson plan, particularly after receiving guidance from the researcher in the continuous guidance activities. Additionally, the competency of teachers at MAN 2 Bone in creating a one-page lesson plan *Merdeka Belajar*, following the guidelines of the Minister of Education and Culture's Circular Number 14 of 2019, showed improvement in the assessment criteria for each observed aspect from cycle 1 to cycle 2. Moreover, continuous guidance also enhanced the alignment of instructional implementation with the lesson plan. This was evident from the increase in alignment of lesson plans prepared by the teachers at MAN 2 Bone for each observed indicator from cycle 1 to cycle 2. In cycle 1, 45% of teachers had good and very good performance. However, after receiving guidance, their performance in cycle 2 significantly improved, with approximately 92% of teachers demonstrating good and very good performance. Thus, it can be concluded that continuous guidance activities are capable of significantly improving teachers' performance in developing the one-page lesson plan of *Merdeka Belajar*.

The activities conducted in the continuous guidance program of this SAR were limited to providing guidance in developing the one-page lesson plan *Merdeka Belajar*. There were no further activities involving the implementation of teaching using the developed lesson plans to assess the effectiveness of the lesson plans in creating an active, creative, enjoyable, and meaningful learning process in line with the demands of the curriculum of *Merdeka Belajar*. This limitation provides valuable input for future researchers to further investigate and explore.

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