Planning Instructions in Class

Samdani

UIN Antasari Banjarmasin, Indonesia

h.samdani1969@gmail.com

Keywords	**Abstract**
Planning; Instruction; Class.	Learning planning is a plan that occurs in the classroom, so without careful planning it can also cause the teaching and learning process to not be as optimal as possible. In this case, the teacher plays an important role so that there is the term competent teacher who is not an expert in teaching but is an expert in all fields of learning.

INTRODUCTION

Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education often takes place under the guidance of others, but it is also possible to be self-taught (Aslan, 2018; Hifza and Aslan, 2019; John Dewey, 1944). Any experience that has a formative effect on the way people think, feel, or act can be considered educational. Education is generally divided into stages such as preschool, elementary school, middle school and then college, university.

Education has goals, objectives, and the main task of teaching. While teaching is to know what is being taught to turn the most general goals into goals and tasks for specific students. Much clarification and specification of objectives must occur before the instruction cycle actually begins, but the benefits of planning occur throughout all stages of teaching. If students know exactly what they are supposed to learn, they can focus their attention and effort more effectively. If teachers know exactly what students are supposed to learn, then teachers can make better use of class time and choose and assess their learning designs that are more fair and valid in the long run for the benefit of everyone.

This article discusses lesson planning, the systematic selection of educational goals and objectives and their design for use in the classroom. The discussion includes the problem of choosing a general purpose for teaching; where can teachers find these, and

what do they see? The second is a matter of turning goals into specific goals, or statements that are concrete enough to guide day-to-day activities in the classroom; what would students actually do or say in order to learn what the teacher wanted them to learn? The third is a matter of balancing and relating goals and objectives to one another; Since we may want students to learn multiple objectives, how can we combine or integrate them so that the overall class program does not become fragmented or biased? Fourth is the challenge of relating instructional goals to students' prior experience and knowledge.

METHODS

The study of this research uses a literature review where the literature is taken in accordance with the subject matter and analyzed in depth so that conclusions and findings can be drawn in the study. Literature taken from books, journal articles both nationally and internationally and other literature (Phillippi and Lauderdale, 2018); (Marshall et al., 2013; Bengtsson, 2016; Aslan, 2019).

RESULTS AND DISCUSSIONS
Lesson Planning

According to the Big Indonesian Dictionary that planning is a process, method, act of planning (designing), while learning is a process, method, act of making people or living things learn (A. Aslan, 2018; Aslan and Suhari, 2018). Meanwhile, Herbert Simon defines planning as a problem-solving process, which aims to have a solution in a choice. Bintoro Cokroamijoyo said that planning is the process of systematically preparing activities to be carried out to achieve certain goals. Meanwhile, Hamzah B. Uno explained planning as a satisfactory way to make activities run well, accompanied by various anticipatory steps in order to minimize the gaps that occur so that these activities achieve the goals that have been set. Meanwhile, according to Terry's assumptions quoted by Abdul Majid (2006), it is stated that 'planning is determining the work that must be carried out by the group to be able to achieve the goals that have been outlined.' Planning includes decision-making activities. For that we need the ability to visualize and look ahead in order to formulate a pattern of action for the future.

From some of the definitions above, it can be concluded that learning planning as a collaborative process does not only focus on teacher activities or student activities, but teachers and students jointly strive to achieve predetermined learning objectives. While the purpose of learning is a change in student behavior in the cognitive, affective, and psychomotor fields.

From this understanding, it can be seen that learning planning has the following characteristics: 1) Learning planning is the result of a thinking process, meaning that a learning plan is not arranged arbitrarily but by considering all aspects that may be

influential, and all available resources that can support the success of the learning process. 2) Learning planning is structured to change student behavior in accordance with the objectives to be achieved. So that the achievement of goals is the main focus in learning planning. 3) Learning planning contains a series of activities that must be carried out to achieve the objectives. Learning planning can serve as a guide in designing learning according to needs.

Choose general learning objectives

At the most general or abstract level, educational goals include important philosophical ideas such as: 1) Developing individuals to their fullest potential; b) Prepare students to become productive members of society. W. James Popham and Eva L. Baker (2005) suggest two criteria that must be met in selecting learning objectives, namely: 1) The teacher's value preferences are the teacher's perspective and beliefs about what is important and should be taught to students and how to teach it; 2) Behavioral taxonomy analysis as stated by Bloom above. By analyzing this behavioral taxonomy, the teacher will be able to determine and focus on the form and type of learning that will be developed, whether a teacher wants to focus on cognitive, affective or psychomotor learning.

National and State Learning Standards

Standards are documented agreements which include, among other things, technical specifications or accurate criteria that are used as regulations, instructions, or certain definitions to guarantee an item, product, process, or service in accordance with which has been stated. A process is a sequence of actions or events that occur naturally or are designed, which may use time, space, expertise or other resources, that produce a result. In terms of implementation, a teacher plays an important role in the success of a student.

The teacher is literally "heavy", because he is a teacher of a science. In Indonesian, teachers generally refer to professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Putra et al., 2020; Syamsuri et al., 2021).

Teachers according to Law no. 14 of 2005 "is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education."

Teaching is the work of changing general goals such as teaching goals that are more appropriate and even more appropriate goals have been carried out by a broad US organization that represents educators and other experts on certain subjects or types of teaching (Riley, 2002).

National learning standards are summaries of what students can reasonably expect to learn at a given grade level and in a particular subject area. In the United States, in

addition, all state governments create state standards that serve much the same purpose: they reveal what students in the state must study at all grade levels and in all subjects.

As a rule of thumb, state standards tend to be more comprehensive than national standards, in both grade-level and subject-level coverage. The distinction reflects the broad responsibilities of the states in the United States for all aspects of public education; National organizations, on the other hand, are usually responsible only for certain topics or certain groups of students. Both types of standards provide the first step, however, toward transforming the grandest goals of schools (such as developing individuals or preparing for society) into practical classroom activities. But they provide the first step only. Most standard reports do not make much or detailed actual suggestions.

Curriculum Framework and Curriculum Guide

The curriculum requirements framework and curriculum guide are sometimes used almost interchangeably. The more common of the two is the curriculum framework, which is a document that describes how content standards can or should be held for a given topic and across different grade levels. Sometimes this information is referred to as the scope and sequence for the curriculum. A curriculum framework document is like a standard statement in that it usually doesn't provide much detailed advice for day-to-day teaching. It differs from standard statements, though, in that it analyzes each general standard in the curriculum into more specific skills that students need to learn, often a dozen or more per standard.

Curriculum framework and curriculum guide, through two approaches, namely the cognitive approach and behavioral approach. So it can be concluded, the cognitive approach moves from the general to the specific, and the behavioral approach vice versa. In terms of finding the best of these two approaches, by means of: When planning, think about long-term, general and short-term goals, plan what students do and consider setting goals and objectives using a systematic classification scheme of educational goals.

Students as Sources of Instructional Goals

Instructional planning has described goals and objectives as if they were chosen primarily by educators and teachers, and not by students themselves. The assumption may be correct in most cases, but there is a problem with that. One problem is that choosing goals and objectives for students, not by students, places a huge burden on everyone involved in education, curriculum, teachers, and students.

Curricula must ensure that they define the standards, goals, and objectives that are truly important for students to learn (what if it really doesn't matter, for example, do science students learn about the periodic table of elements?) (Aslan, 2017; Aslan, 2016; Aslan et al., 2020; Aslan, 2019b; Aslan and Wahyudin, 2020). The teacher must ensure that

students actually become motivated to learn the goals and objectives set, even if students are not motivated initially. Students must master predetermined goals and objectives even if they may not have chosen them personally. Some critics of education argue that such requirements can be serious barriers to learning (Kohn, 2004). The problem is broad and especially visible in the two forms of teaching. One is with the youngest students, who may be especially impatient with the educational agenda set by others (Kohn, 1999; Seitz, 2006). The other is with culturally diverse classrooms, where students and their families can hold a variety of issues, but unconventional expectations about what they should learn (J. Bank & C. Bank, 2005).

In response to concerns such as these, some educators advocate planning instruction around goals set or stated either by the students themselves or by the culture or society with which students identify their suggestions.

An emergent curriculum is one that is explicitly based on the interests expressed by students, not the goals set by the curriculum, curriculum documents, or teachers. Therefore, instructional planning for the emergent curriculum does not have the same meaning. Curriculum emerges by definition stretching spontaneously and flexibly, student interests may be predictable, but usually not too far in advance (Peterson, 2002).

CONCLUSION

Learning planning is a plan that occurs in the classroom, so without careful planning it can also cause the teaching and learning process to not be as optimal as possible. In this case, the teacher plays an important role so that there is the term competent teacher who is not an expert in teaching but is an expert in all fields of learning.

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