DEVELOPING CHARACTER BASED LESSON PLANS FOR THE TENTH GRADE STUDENTS OF VOCATIONAL SCHOOL (SMK).

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ABSTRACT

This study was a Research and Development study (R&D) used Sugiyono's model which aimed at identifying problem and the needs of the lesson plans in SMK Triatma Jaya Singaraja, determining the suitable design and developing character based lesson plan in SMK Triatma Jaya, measuring the effectiveness and the quality of the lesson plan developed. The data of the present study were analyzed descriptively and quantitatively. This result showed that the existing lesson plans did not clearly state the values of nation character and the assessment and it was not explicitly stated on the learning activity. The learning activity seemed monotone. There seemed to be materials repetition. The materials must be suitable with the students' department. The lesson plans developed were designed based on technical guideline of lesson plan development proposed by Board Directors of Senior High School Development (2010) with character assessment as an addition. The lesson plans were developed in form of integrated lesson plan. The lesson plans developed were effective and the quality is excellent.

Key words: lesson plan, the values of nation character

INTRODUCTION

Education is defined as a conscious planned action to create learning atmosphere and learning process in which the students develop their potency actively to get religious spiritual competence, self control, character, intelligence, fine moral, and skill needed by themselves, society, country and the nation (Act 20 2003). Ideally if the education process is conducted properly, the quality of human resources and society will develop significantly into promising positive perspective.

However, the social cultural situation of society is referring to the negative direction. There are miserable phenomena of education which harassing the human itself. Many embarrassing cases blown up such as the degradation of moral values, unfairness action, degradation of solidarity, juvenile delinquency and the rapid development of corruption even within the education system itself.

This condition should be reduced by providing character education. Especially for Indonesia, since 2003 the character education has been started. It is the education reform aimed at developing the values of the nation character so that students will well behave.

The implementation of education character is not in separate subject. It is incorporated in every subject. Meaning that, character education is not done explicitly rather developed trough the teaching of other subjects, such as math, science, and English.

Especially for English, the incorporation of character education is highly required. It is because language learning has central role in students' intellectual, social, and emotional development and becomes key element of success in learning other disciplines. Language learning is expected to help learners to understand themselves, their culture and the others culture.

More importantly for SMK which major in tourism, English should be inserted with character education. By inserting the character education, students will be able to develop their good conduct. Moreover, character education will help students to identify their aptitude and interest, obstacle in work field, and ability to provide strategy to solve problem in work field. So that students will then become competent workers.

Character education is started in 2 phases. They are theoretical phase and practical phase. Theoretical phase is started by listing the values on the school syllabus. It is not yet ready to use. The practical phase of the character education will be in the form of lesson plan. It is the implementation of character education in the classroom, guided by the use of lesson plan.

However, character based lesson plan is not available at SMK Pariwisata Triatma Jaya Singaraja. The Lesson plan used is the ordinary one, without the implementation of character education. It is not suitable with the spirit of character education. On the lesson plan used, there was no implicit activity for character education. Therefore, considering the problem faced, there was an urgent need to develop lesson plan which include the development of the values of nation character.

The development of the lesson plans was done trough R & D research. The present research is aimed at: (1) identifying the problems in the existing Lesson Plans used by English teacher at SMK Triatma Jaya Singaraja, (2) identifying the needs of the Lesson plan for teaching English at SMK Triatma Jaya Singaraja, (3) determining the suitable design of Character Based Lesson Plan for teaching English at SMK Triatma Jaya Singaraja, (4) developing Character Based Lesson Plan for teaching English at SMK Triatma Jaya Singaraja, (5) determining the quality of the Lesson Plan developed, and (6) measuring the effectiveness of the lesson plan developed.

CURRICULUM

Curriculum is an indispensable part of any formal education, and plays vital part in it. The term curriculum, however, means different things to different people, the followings are some opinions regarding the term curriculum. The National Education Standardization Board (BSNP) defines curriculum as a set of plans and arrangements about aim, contents, and subject matter material and the technique of implementation, which is used as a guideline of education implementation to achieve certain educational goals (BSNP, 2006).

Kwartolo (2002) as cited in Meiyana (2010) defines curriculum as a plan or program for all of the experiences which the learner encounters under the direction of the school (organization or institution). In practice, the curriculum consists of a number of plans, in a written form and of varying scope, which delineate the desired learning experiences. The curriculum, therefore, may be a unit, a course, a sequence of courses, and the school's (organization or institution) entire program of studies - and may take place outside of the classroom or school.

In line with the above definitions, the Indonesian National Education System Act No. 20 year 2003 defined curriculum as a set of arrangements and settings about objectives, content, and learning material, and the means which is used as the guidelines of implementing learning activities in achieving certain objectives.

From the definitions of curriculum above, we can further recognize that curriculum is a central education planning which involves the participant of all school components comprising decision makers, educators, students, educational experts, and societies including school committee; stake holder; entrepreneurs; and government. Curriculum contains learning materials and sources organized systematically regarding the levels of students' achievement and their degrees. A curriculum may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education. For example, an elementary school might discuss how its

curriculum, or its entire sum of lessons and teachings is designed to improve national testing scores or help students learn the basics. An individual teacher might also refer to his or her curriculum, meaning all the subjects that will be taught during a school year.

Curriculum started with the objectives as the aim which must be achieved. The objectives will determine the learning materials used, and the learning materials used will determine the kind of teaching learning activities conducted which finally will result in a certain form of assessment. However, one thing must keep in mind that the development and events happening in the assessment may cause changes to the teaching learning activities, which may also lead to changes in learning materials and so on. Therefore a curriculum may undergo changes as it is implemented as a result of problems, obstacles and deficiency found within the implementation.

SYLLABUS

Syllabus is a planning of teaching learning in a and/or group of subject/theme which includes competence standard, basic competence, learning indicator, learning objective, learning material, time allocation, teaching method, teaching learning activities, teaching evaluation, and learning source (Arrangement Guidance of School Based Curriculum published by Educational National Standard Agency, Chapter III, Item A) The syllabus serves many purposes for the students and the teacher such as ensuring a fair and impartial understanding between the instructor and students such that there is minimal confusion on policies relating to the course, setting clear expectations of material to be learned, behavior in the classroom, and effort on student's behalf to be put into the course, providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students, and providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive.

Moreover, syllabus is a document that a teacher writes and distributes to provide students with an overview of a course. It is usually distributed on the first day class. It contains several parts, namely the course title and the meeting times, the name of the teacher and his / her contact information, expectations and attendance policies, topics and chapters covered, test dates, other relevant dates, grading policy and required texts and other supplies. It can be said as our key to success. It is because a syllabus has important role as a time management tool and put every important date in our planner right away. The aim of syllabus development is to enable teachers to elaborate the basic competence from the standard content and state indicators of the basic competence, to map the materials into appropriate scope and sequence of materials, to elaborate the evaluation into types and kinds of evaluation, and learning process into learning experiences (Muhaimin, et al. 2008, 112-113)

LESSON PLAN

Lesson plan is a plan to picture procedure and organization of teaching to achieve a basic competence (material of School Based Curriculum Technical Guidance 2009). Lesson plan is described from syllabus to direct students' learning activities in achieving basic competence (Attachment of Regulation of National Education Minister No 41 2007, II Item B). Lesson plan contains subject matter, competence standard, basic competence, learning indicator, learning objective, learning material, time allocation, teaching method, teaching learning activities, teaching evaluation, and learning source.

RESEARCH METHOD

This present study was research and development. The model of the development is the one proposed by Sugiyono. However due to time limitation, the Sugiyono model was simplified. The steps involved in this study were; Problems Identification, Data Collection, Product Design, Design Validation, Design Revision, Product Testing, Product Revision and Final Product.

Problems Identification was done through the process of document analysis.

The documents analyzed were English syllabus and existing lesson plan. The data was collected trough conducting library research, and interview. The data were used in product design process. The design of the product was done through the process of document analysis. It was based on the data collected previously. The product had to be able to cover the problem found and match with the theoretical requirement of a lesson plan. Design Validation was a process of validating the product theoretically by the assistance of expert judgments. This process was done trough document analysis. Judges determined whether or not the lesson plan meets the theoretical requirement of a lesson plan by looking at the product and rubric. It was important to ensure the quality of the product developed in term of theoretical ground. Design Revision process was done trough document analysis. The documents were the comment from the Judges. The researcher revised the design based on the comments given by the judges. Product Testing was done trough the series of tests. The tests were pre-test and post-test. The result of the pre-test and post-test were then compared to determine how effective the lesson plan was. Product Revision was done trough document analysis. The document was the comment given by teacher. Final Product is the product which is ready to release.

This study was conducted in SMK Pariwisata Triatma Jaya Singaraja. The subjects of this study were the tenth year students and English teacher of Vocational School of *SMK Triatma Jaya Singaraja* in the academic year 2013/2014. The object of the study was Character-Based Lesson Plan.

The processes of collecting the data in this study were conducted through: (1) document analysis, (2) interview, (3) rubric, (4) questioner, and (5) test. The instruments for collecting data were (1) interview guide, (2) document analysis worksheet, (3) questionnaire, (4) rubric, and (5) test.

DISSCUSSION

The Problems Found on the Existing Lesson Plans Used at SMK Triatma Jaya Singaraja.

There were six problems identified on the existing lesson plan used in SMK Triatma Jaya for teaching English. Those problems are discussed in turn below:

1. The lesson plan did not state clearly what value of nation character to develop. Besides, the absent of the value of nation character on the lesson plan brought another problem, that was the absent of the assessment of the value of the nation character.

2. This current problem was still intertwined with the problem discussed previously. The value of nation character was not explicitly stated on the learning activity.

3. The absent of the assessment for the value of nation character was actually caused by the absent of the value of nation character on the lesson plan. It clearly indicated carelessness of teaching and learning process which includes preparation, implementation, and evaluation.

4. The learning activity tended to be monotonous. It indicated that there was no variation on the teaching and learning activity. Teacher practiced the same learning activity for whole of her teaching and learning process

5. There were points excluded from teacher's lesson plan. Practically, teacher's lesson plan was good for its own purpose. However, the omission of certain points might not be accepted as the points omitted are important. The points left were (1) there was no apperception section on the lesson plan and (2) there was no section to introduce the objective of the learning process. Both sections seemed trivial but they are important in leaching and learning process. They were used to prepare students for teaching and learning process. As stated on Regulation of National

Education Minister No 41 2007 about Process Standard it is beneficial for arising students' motivation and focus their attention to follow the teaching learning process.

6. There was material redundancy on the used lesson plan. The materials redundancy was because of the approach used. Teacher used skill based on her teaching and learning process. It meant that in every meeting teacher teaches the same materials for different language skills

The Need of the Lesson Plans for Teaching English at SMK Triatma Jaya Singaraja.

Developed lesson plan had to represent both teachers' and students' need as well as the need of the school syllabus. Teacher and students were actually the user of the developed lesson plan. Therefore, the need of the developed lesson plan was the compilation of the teacher's and students' need. Those needs were collected trough conducting interview to teacher and students. The need of the school syllabus was in the form of the competence standard, basic competence, indicators and the materials. The needs were presented as follows:

1. Teacher wanted to have the English learning divided into skills. Every meeting would have the same materials but differed in focus in term of language skills.
2. Learning materials had to conform to students' department. It means that the materials are within hotel accommodation materials such as housekeeping, porter, receptionist, and public area. The materials specification was important here to motivate students to learn. Most of the students were eager to be tourism practitioner so introducing tourism materials students would stimulate their learning.
3. The conversation presented had to be authentic. It indicated that the conversations were the ones which

were usually done in tourism industry.
4. Teacher wanted to have unstressful learning situation. Stressful meant that a situation which hinder someone to achieve their will. Psychical and psychological depressed students were not good in learning since they achieve lower than their classmate who were not depressed by the classroom situation.

Students' needs are presented below:

1. Stress was mostly caused by the feeling of empty-handed and afraid of left by the member of the class. Therefore, to lessen the condition, the lesson plan would be equipped with fun activities to motivate students as well as group students in every learning process.
2. Like the need of the teacher, students also demanded the same thing. Students wanted to have materials which introduce tourism industry to them.

The need of the syllabus was in the form of competence standard, basic competence, indicators, and materials. The lesson plan developed had to be based on the syllabus used at SMK Triatma Jaya Singaraja. In short, the lesson plans were derived from the school syllabus used.

The Suitable Design of the Character Based Lesson Plans for Teaching English at SMK Triatma Jaya Singaraja.

The lesson plan should be designed in proper manner in order to have good lesson plans. The designing of the lesson plans was done trough document analysis. The design of the lesson plans should consider related aspects. The aspects were the structure and the content of the lesson plans.

The structure aspect was fulfilled by following the technical guideline of lesson plan development proposed by Board Directors of Senior High School Development (2010) for KTSP (school based curriculum). Based on the guideline, there were components that should be included in the lesson plan. Lesson plan

should contains subject matter, competence standard, basic competence, learning indicator, learning objective, learning material, time allocation, teaching method, teaching learning activities, teaching evaluation, and learning source. There will be an additional component added without changing the actual structure. The component was the assessment of the values of nation character. The content of the lesson plan should, therefore, represent the need of teacher, students and the school syllabus used.

By considering the above aspects, the lesson plan developed would be appropriate. Meaning that, it satisfies the user of the lesson plan.

The Development of the Character Based Lesson Plans for Teaching English at SMK Triatma Jaya Singaraja.

The development of the new lesson plan cannot be done instantly. The new lesson plan must be theoretically and practically satisfying. The processes of the development were discussed in turn.

1. The first process of the development was conducted to find out the problem of the existing lesson plan. The problems were identified through conducting the document analysis. The basis for deciding the problem was the existence of the value of the nation character and the guideline for developing lesson plan issued by Board Directors of Senior High School Development (2010) for KTSP (school based curriculum). The problems identification was vital here as it could direct the development of the lesson plan. The new lesson plan, at least, had to be able to cover the problem of the existing lesson plan. If not, the development was useless.

2. Data collection or need analysis
The data obtained here were the need of the syllabus, teacher and students. For the first semester syllabus of *SMK Triatma Jaya Singaraja*, there are four basic competences in which they comes

under the same competence standard.

3. Designing the suitable lesson plans for teaching English at SMK. The design followed the technical guideline of lesson plan development proposed by Board Directors of Senior High School Development (2010) with character assessment as an addition.

4. Draft development. In this phase, there were three processes which have to be followed. They were (1) identifying the competency standard, basic competency, indicator, materials and the values of the nation character on the syllabus, (2) finding out the method for language teaching and (3) finding out the suitable assessment for the values of nation character. For the assessment of the values of nation character, the one used for the lesson plan was the assessment developed by Saputra (2013). This assessment was newly developed for assessing the value of nation character. The researcher used this assessment because of the following considerations (a) the values in this assessment are the ones which are developed in the lesson plan; (b) this assessment is for SMK students.

5. Expert judgment was done while the product is under development. It belongs to formative test of the lesson plans (Gall & Gall, 2012: 570). It is done to support the validity of the lesson plans. The finding of the expert judgment might lead to a decision to aboard or continue the development, so that the resources were not wasted uselessly. The expert judgment was done by giving the lesson plans to the expert to be examined (Sugiyono, 2010: 302). Gall & Gall (2012; 572) call this process as trying out the lesson plans one-on-one. The experts tested the validity of the lesson plans. It was to test the accurateness of the lesson plans.

The validity of the lesson plans was in form of construct and content. The content validity related to the compatibility of the new lesson plans (Azwar, 2001: 175). The new lesson plans must be compatible with the syllabus and the department of the students. The construct validity refers to correctness of the knowledge given (Nurgiyantoro, 2010: 156). It concerned on whether or not the new lesson plans were theoretically correct. For instance, if syllabus demanded the discussion of 'expression used in describing process' then the lesson plans must theoretically give the right concept of describing process. The comments from the experts were the valuable input for the revision of the lesson plan before field testing. Of the fours comments from the expert, the comments no.1 is the most difficult one to revise as it required changing the format of the lesson plan.

The Quality of the Character Based Lesson Plan Developed for Teaching English at SMK Triatma Jaya Singaraja.

The quality of the lesson plan was determined by experts and teacher. Both parties gave comments over the lesson plan which letter was used as input for the revision of the lesson plan. The data gathered here was used to measure the quality of the structure of the lesson plan and the content of the lesson plan.

The data gathered from the experts said that the lesson plan was structurally valid as from the calculation by using Gregory formula. It meant that all of the aspects of the lesson plan have already been stated. None of the aspect was missing. Though, it did not mean that the lesson plan was perfect. There were some important contents which needed to be revised. Those contents were stated on the comments of the experts. Considering all the comments, the writer used all of them as an input for the revision of the materials.

The data from the teacher was also important for the revision of the lesson plan. However, unlike the expert judgment, it was used in the final revision, a revision before the lesson plan is relished. Like the data gathered from the expert, intended to measure the quality of the lesson plan in term of structure and content, the data gathered from the teacher was also has the same purpose.

The data gathered from the teacher showed that there was problem found on the structure of the developed lesson plan. It is indicated by the percentage of the score 'relevant'. All of the aspects of the lesson plan had got score 'relevant' by looking this score it could be concluded that, structurally the lesson was excellent. There was no aspect was missing. For the content of the lesson plans, there were some valuable inputs given.

Not all inputs given by the teacher were used for the revision of the lesson plan. It was because some of the inputs are just grievance of the teacher. Take examples of the comment which said that the assessment of the values of nation character was difficult to be implemented and some of the learning activity was not suitable for the classroom implementation. The difficulty of the implementation of the assessment and the learning activity was not merely due to the assessment and the learning activity themselves but it could come from the ability of the teacher in using them. Thus, the writer would not use them in the final revision because it is not clear yet whether the problem was on the lesson or on the teacher herself

The Effectiveness of the Character Based Lesson Plans Developed for Teaching English at SMK Triatma Jaya Singaraja.

1. The Result of Pre-test and Post-test
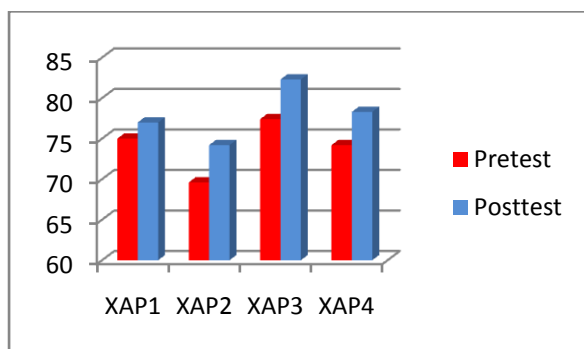
The above chart shows that the average result of the test was increasing. The average scores of XAP1 increased. Before the implementation, the average mean score was 75. After the implementation it increased to 77. It was also happened to XAP2. Before implementing the developed lesson plan, the average scores for three lesson plan was 69.6. After implementing three of developed lesson plan, the average scores raised to 74.2. XAP3 and XAP4 also experienced similar changes with their average scores. The average of their pretest scores rose from 77.4 and 74.2 to 82.3 and 78.3. All those scores increased in different range. It happened because different class got different group of lesson plan with different materials. It was obvious that different materials had different level of complexity. The class also consisted with various characteristics of students. Therefore, those differences produced different result in pretest and posttest. The result of fourteen developed lesson plans indicated that the developed lesson plans were accepted. Students accepted the materials, the methods and strategies, and the test by showing the positive results. In this case, the positive result was their improvement in scores' test.

2. The Result of Assessment for Character Education
    a. The Result of Assessment in XAP1
        In the process of implementing developed lesson plan, there were several findings obtained. In the beginning of implementation, the teacher always asks the students to pray. Some students did not take it seriously. They disturbed others. After implementing four developed lesson plan to XAP1, their religious character was developed. They started to pray seriously and did not disturb their friends. During the teaching process, there were two students who did not obey the teacher's instruction. For example, when the teacher asked to prepare themselves before learning, they did not obey the instruction. They also did not show their best. They did not work hard in doing the task. It happened until the fourth implementation. In relation to curiosity, creative and democratic, nearly 80 % of students did not demonstrate these characters until the fourth implementation. Obviously, the students in XAP1 needed more activities to push their curiosity, creativity and democratic character. In addition, there were also two students needed more attention.

    b. The Result of Assessment in XAP2
        In XAP2 class, there were three of developed lesson plans implemented. In general, those three developed lesson plans gave positive result in developing religious, discipline and hard work character. In the last implementation, the students started to pray seriously and did not disturb others. They also followed the teacher's instruction and paid attention to others performance. In completing the teacher's task, they showed their best and worked hard. However, the developed lesson plan failed to build up their curiosity, creativity and democratic character. Until the third implementation, the students could not demonstrate those three characters. They did not demonstrate action to know deeper about the teacher explanation. They were not creative and only copied the teacher's example. In expressing their opinion, they were still shy. They felt hesitate to speak loudly and clearly. They were still not confidence with themselves. This class needed more

implementation and more attention. For the lesson plan, it needed more development in its activities.

c. The Result of Assessment in XAP3

The implementation of developed lesson plans in XAP3 class also showed progress. There were four lesson plan implemented in this class namely; lesson plan number seven, eight, nine and ten. They were 32 students as participants. Until the last implementation, there was one student who gave negative feedback toward the activities in the lesson plan. He did not demonstrate his curiosity toward the lesson. He was indiscipline and not creative. He just copied others work. Moreover, he could not express his ideas clearly and could not demonstrate his best effort to complete the task. The rest of the students showed positive result. Even their character did not match with the indicators at the first meeting; they developed their characters in the next meetings. They prayed seriously before start learning. They followed the teacher's instruction and worked hard in completing the task. Their creativity and curiosity were developed during the lesson. Most of them also started to speak their ideas to the class. It can be seen that even there was students failed to develop his characters, all four implementation of developed lesson plan gave chances to the rest of students to build up their characters.

d. The Result of Assessment in XAP4

From the fourteen of developed lesson plan, XAP4 class got the last four of lesson plan. There were 32 students in this class. During the implementation of the developed lesson plan, 30 students gave positive respond toward the activities in the lesson plan. They developed the religious character by demonstrate a serious praying and did not disturbed others. They were also discipline in following the lesson. The students obeyed the teacher's instruction. They also tried to show their best in working the task. Those 30 students had tried to get deeper understanding toward the lesson, to make something different and to express their opinion to others. However, until the last implementation, the other 2 students still did not show their character development. They did not demonstrate all indicators. In summary, there was no major problems existed during the implementation in XAP4 except those two students who needed more guidance.

CONCLUSION

Based on the research questions, the objective of the study, data finding, and discussion of the study mentioned previously, it can be concluded that:

a) The problems found on the existing lesson plans are (1) the existing lesson plans used at SMK Triatma Jaya students did not clearly state the values of nation character, (2) the development of the value nation character was not explicitly stated on the learning activity, (3) the assessment of the development of the value of nation character was not provided yet, (4) the learning activity seemed monotone, (5) the learning activity missed some aspects of the appropriate learning activity, and (6) there seemed to be materials repetition.

b) The needs of the lesson plans for teaching English for SMK students were derived from the need of school syllabus, teacher, and students.

c) The appropriate design of the English materials for SMK students was the design which meets the need of school syllabus, teacher, and students and must follow the guideline of developing lesson plan issued by Board Directors of Senior High School Development (2010) for KTSP (school based

curriculum) with character assessment as an addition.

d) The development of the lesson plan was adopting Sugiyono's Model. The development of the lesson plan was conducted through the following process:

1) It begun with the problem identification process. It was intended to identify the problem of the existing lesson plan.

2) Then, the process proceeded to colleting the data needed. It included the needs of teacher and students, the competency standard, basic competency, indicator, the material coverage, the values of nation character, the assessment for assessing the value of nation character and the format of the lesson plan. This process also intended to find out the type teaching strategies normally used for language teaching.

3) The next process was designing the suitable design for the lesson plan for teaching English in SMK.

4) After designing the suitable design, the process proceeded to developing draft.

5) The drafts were then handed to the expert judgment to be revised.

e) The lesson plans developed were excellent based on the evaluation of the expert judgment.

f) The lesson plans were effective. It meant that the lesson plans developed could improve students' competence and could develop the values of nation character among students.

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