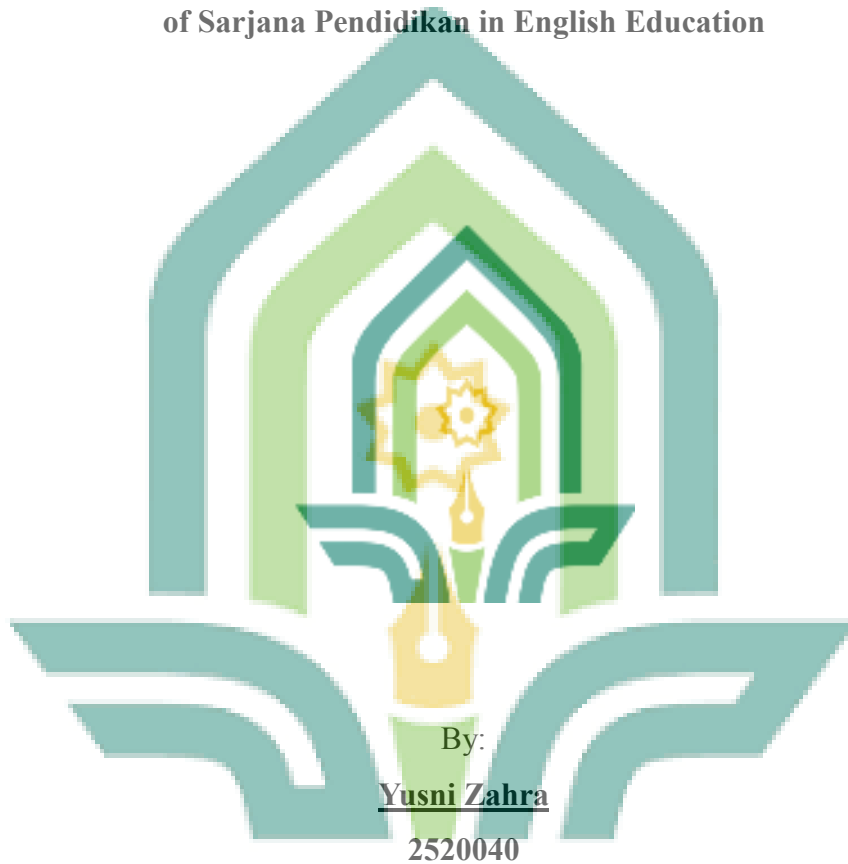


**PRE-SERVICE TEACHERS' PROBLEMS IN DESIGNING
A LESSON PLAN DURING TEACHING PRACTICUM**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English Education**



By:

Yusni Zahra

2520040

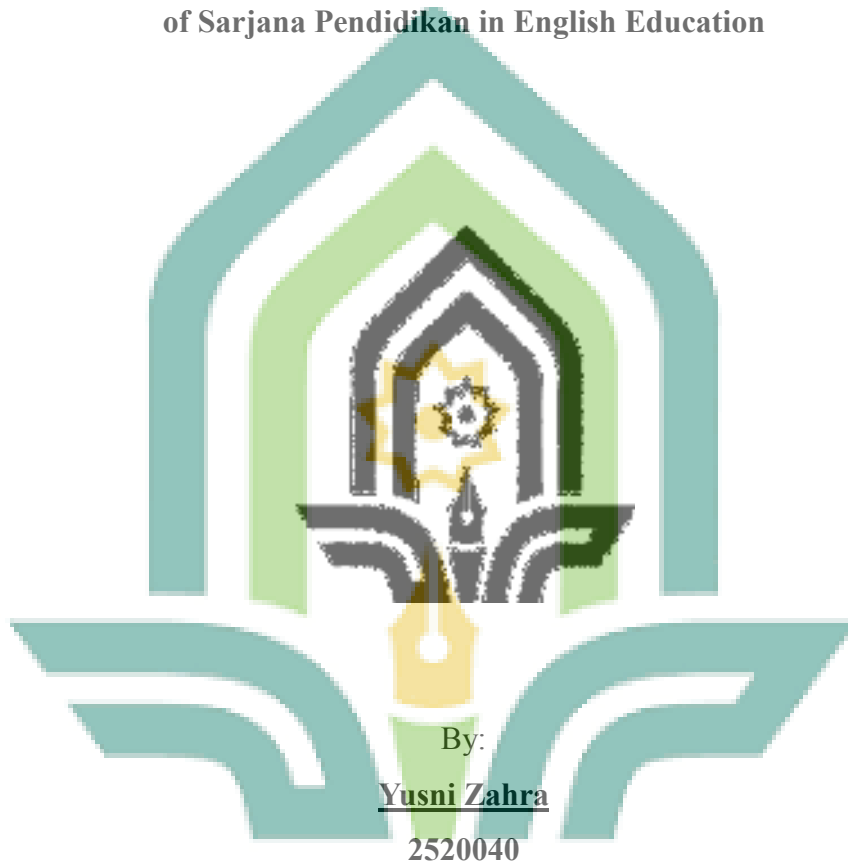
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2024

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“PRE-SERVICE TEACHERS’ PROBLEMS IN DESIGNING A LESSON PLAN DURING TEACHING PRACTICUM”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti di temukan pelanggaran terhadap etik keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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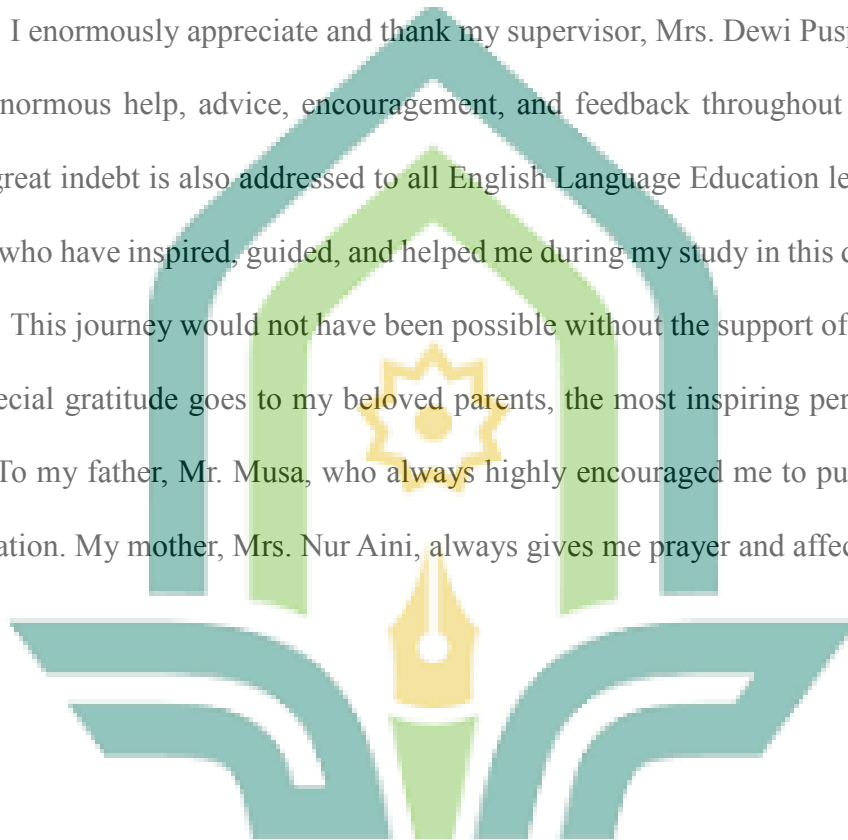
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MOTTO

“Be Strong and Be Brave”



ABSTRAK

Merancang rencana pembelajaran merupakan salah satu hal yang penting dalam mengikuti suatu praktikum pengajaran. Rencana pembelajaran memuat serangkaian kegiatan yang akan dilaksanakan saat jam pelajaran berlangsung. Namun beberapa penelitian mengungkapkan bahwa guru prajabatan mengalami kendala dalam merancang rencana pembelajaran. Berdasarkan fenomena tersebut, peneliti tertarik untuk mengeksplorasi permasalahan guru prajabatan dalam merancang rencana pembelajaran pada saat praktikum mengajar. Selama program praktikum mengajar yang dilaksanakan oleh mahasiswa, seharusnya mahasiswa sudah mampu menyusun rencana pembelajaran dengan baik, namun merancang sebuah rencana pembelajaran masih menjadi kendala terbesar mereka. Hasil penelitian ini memaparkan permasalahan guru prajabatan dalam merancang rencana pembelajaran dan solusi yang digunakan guru prajabatan untuk mengatasi permasalahan pada saat merancang rencana pembelajaran. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data pada penelitian ini dilakukan melalui photovoice. Penelitian ini melibatkan tiga orang mahasiswa sebagai partisipan. Peneliti menggunakan tematik analisis untuk menganalisis data penelitian ini. Peneliti melibatkan tiga orang siswa sebagai partisipan dalam penelitian ini. Hasil penelitian menunjukkan bahwa calon guru menghadapi empat kendala dalam merancang rencana pembelajaran: menentukan metode pembelajaran, kesulitan memilih media pembelajaran, mengatur alokasi waktu, dan menentukan penilaian akhir pembelajaran. Solusi yang dilakukan untuk mengatasi permasalahan tersebut berdasarkan hasil penelitian antara lain: berdiskusi dengan teman dan berdiskusi dengan guru pamong.

Keywords: *Rencana pembelajaran, Guru prajabatan, Praktikum mengajar, Permasalahan dan Solusi*

ABSTRACT

Designing a lesson plan is one of the essential things when participating in a teaching practicum. The lesson plan contains a series of activities that will be carried out during class hours. However, several studies reveal that pre-service teachers experience problems designing lesson plans. Based on this phenomenon, the researcher is interested in exploring pre-service teachers' problems designing lesson plans during teaching practicum. During the teaching practicum program conducted by pre-service teachers, they should have been able to compile lesson plans well, but designing lesson plans is still their biggest problem. This research exposed the pre-service teachers' problems in designing a lesson plan and the solutions pre-service teachers use to overcome problems when designing a lesson plan. This research used a qualitative approach. Data collection in this study was conducted through the photovoice. This study involved three students as participants. The researcher used thematic analysis to analyze the data obtained in the study. The researcher involved three students as participants in this study. The results showed that pre-service teachers faced four problems in designing a lesson plan: determining learning methods, difficulties choosing learning media, managing time allocation, and determining final learning assessment. The solutions carried out to overcome these problems are based on the results of research, among others: discussing with friends and discussing with the supervisor teacher.

Keywords: *Lesson plans, Pre-service teacher, Teaching practicum, Problems and Solutions*



PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me health, and patience to write my thesis, "**Pre-Service Teachers' Problems in Designing a Lesson Plan During Teaching Practicum.**" There is a lot of support from many people. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

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2. My supervisor, Mrs. Dewi Puspitasari, M.Pd., has given me suggestions, guidance, and time to write this thesis.
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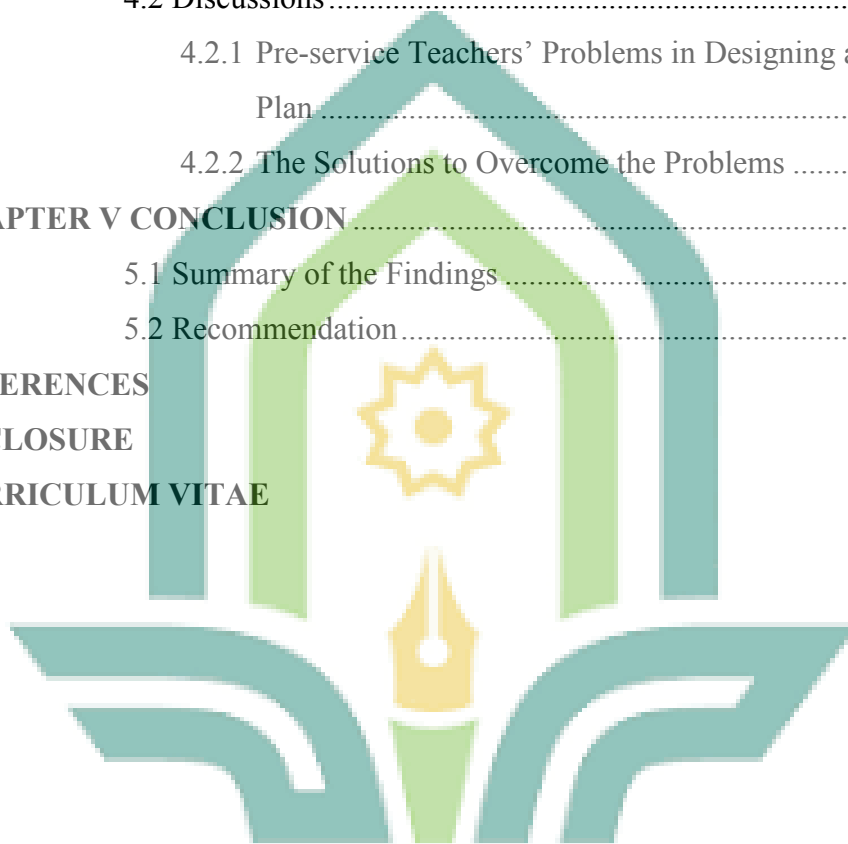
Pekalongan, March 10th 2024

The Writer

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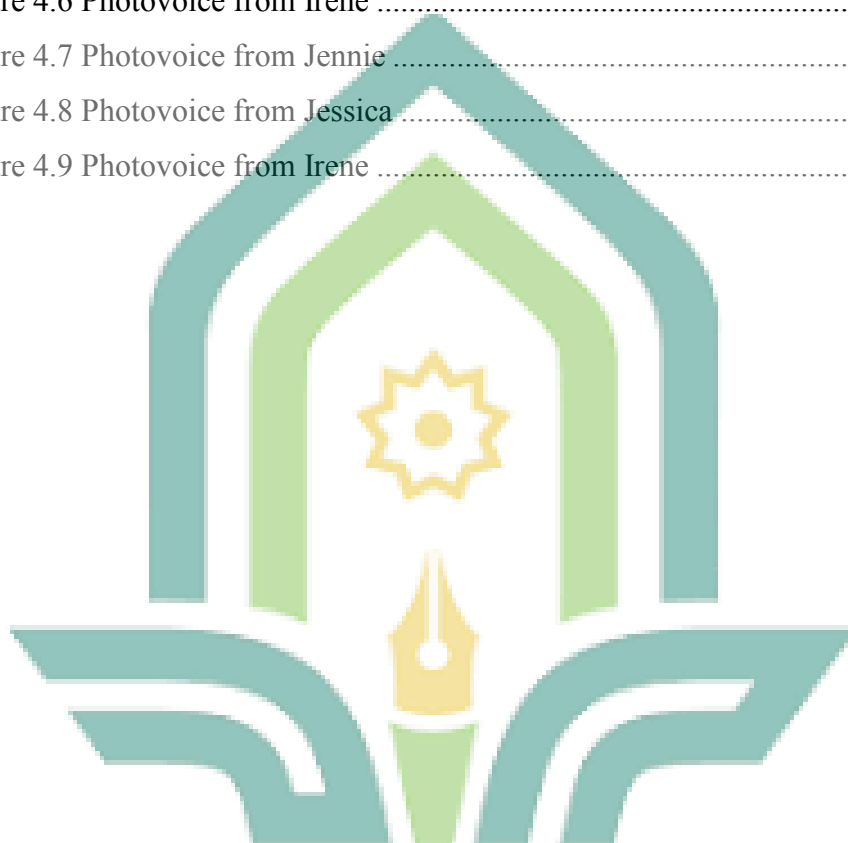
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching practicum is one of the essential educational programs for pre-service teachers to follow. According to Nofiyanti & Ali (2022), the teaching practicum is an academic activity that blends comprehensive, methodical education with actual teaching. Teaching practicum provides student-teachers changes to apply the theoretical knowledge they have gained into action (Rahayuningsih, 2016). Additionally, Hamaidi et al. (2014) argue that the teaching practicum offers the student an authentic chance to encounter the natural settings of the teaching process, together with its intricacies and obstacles that could hinder the execution of the school curriculum.

Internship programs (*Praktik Pengenalan Lapangan/PPL*) are usually organized by the Faculty of Teacher Training and Education of higher education institutions in Indonesia and require students to participate (Metboki, 2018). According to Nababan & Amalia (2021), EFL Pre-service Teachers need a teaching practice to create instructors who can think critically and reflect on their practice. Since it enhances instructors' abilities and increases knowledge of effective teaching methods, the practicum is helpful as an introduction to the field. Additionally, teaching training allows prospective teachers to recognize themselves as teachers in the future, increase their creativity as teachers, and help them in the future (Kulkarni & Hanley-Maxwell, 2015).

Pratiwia et al. (2020) argue that the internship program is essential for student teachers in professional courses. In addition, when they run the teaching practicum program, EFL pre-service teachers can encounter the actual classroom circumstances and implement the theories, methods, and procedures in teaching that they have learned through the courses taught in their department (Nababan & Amalia, 2021). Teaching in the classroom will directly reflect on students as pre-service teachers by reflecting on their various activities during teaching to improve their teaching skills.

Pre-service teachers must teach in the classroom like professional teachers during the practicum. Therefore, they need to master classroom management and also prepare a lesson plan. Alanazi (2019) states that for a pre-service teacher with little experience in teaching, it is crucial to learn how to design a lesson plan. Mustika (2023) states that not only do teachers have to design a lesson plan, but pre-service teachers must also design a lesson plan for sufficient teaching to aid them in their classroom teaching practice. Emiliasari (2019) argues that student-teachers usually prepare their lesson plans in an internship program.

Additionally, when implementing a teaching practicum program, pre-service teachers must develop a lesson plan before they start teaching in class (Mustika, 2023). Alanazi (2019) argues that planning helps pre-service teachers to consider what they teach, how they teach, and how to evaluate their teaching. Hence, according to Nofiyanti & Ali (2022), a lesson plan will help a pre-service teacher in the teaching practicum period so that the learning to be

carried out runs effectively because all activities have been appropriately arranged. Rolanda (2019) argues that the lesson plan helps student-teachers convey the learning materials and organize the teaching movements systematically, and the teaching will run effectively. Therefore, pre-service teachers must be capable of compiling a suitable lesson plan.

The lesson plan is essential to effective learning. According to Anggrella et al. (2023), a lesson plan is vital to successful teaching because excellent planning is required for effective teaching. Choy et al. (2013) stated that lesson plans reflect teachers' understanding of the subject and how they adopt instructional materials. In addition, a lesson plan assists an educator manage time in each series of learning activities in class so that a teacher can carry out teaching activities efficiently (Bin-Hady & Abdulsafi, 2018). Moreover, Meador (2018) argues that teachers should create all lesson plans initially because preparation and planning are essential components of sufficient teaching.

According to Ferrer (2021), the lesson plan illustrates how students will achieve explicit purposes. A series of learning preparations that have been well arranged in a lesson plan will make students easily accept learning in the classroom. However, if learning is done without preparation, it will make learning ineffective for students (Lestari, 2022). According to Nwike & Catherine (2013), students who received teaching utilizing instructional materials outperformed students who received instruction without it. The

quality of learning will improve if a teacher develops a well-structured learning plan (Hamid et al. (2018).

Designing a lesson plan is one of essential things when participating in a teaching practicum. Despite it turns out that many students need help with creating it. Ferrer (2021) argues that the answer given by pre-service teachers when asked about the difficulties faced when teaching practicum is "making a lesson plan." According to Sulandari (2019), pre-service teachers have problems deciding learning methods, not knowing the classroom situation, developing learning materials, and managing the time allocation when preparing a lesson plan. In addition, Andani (2018) states that who explored student-teacher difficulties in designing lesson plans, the participants involved in her research had difficulty constructing the indicator of standard competence achievement, constructing the teaching activity, constructing the assessment, selecting media, and constructing the instruction.

Therefore, based on the phenomenon, the researcher is interested in exploring pre-service teachers' problems in designing a lesson plan during teaching practicum. During the teaching practicum program conducted by pre-service teachers, they should have been able to compile lesson plans well, but designing lesson plans is still their biggest problem. The results of this research exposed the pre-service teachers' problems in designing a lesson plan during teaching practicum. In addition, this study also aims to explore the solutions pre-service teachers use to overcome the problems in designing a lesson plan.

1.2 Formulation of the Problems

The Problem to be discussed in this research are as follows:

1. What are the problems of pre-service teachers in designing a lesson plan during the teaching practicum program?
2. What solutions do pre-service teachers use to overcome the problems in designing a lesson plan?

1.3 Operational Definition

The researcher provides the following definitions of this study:

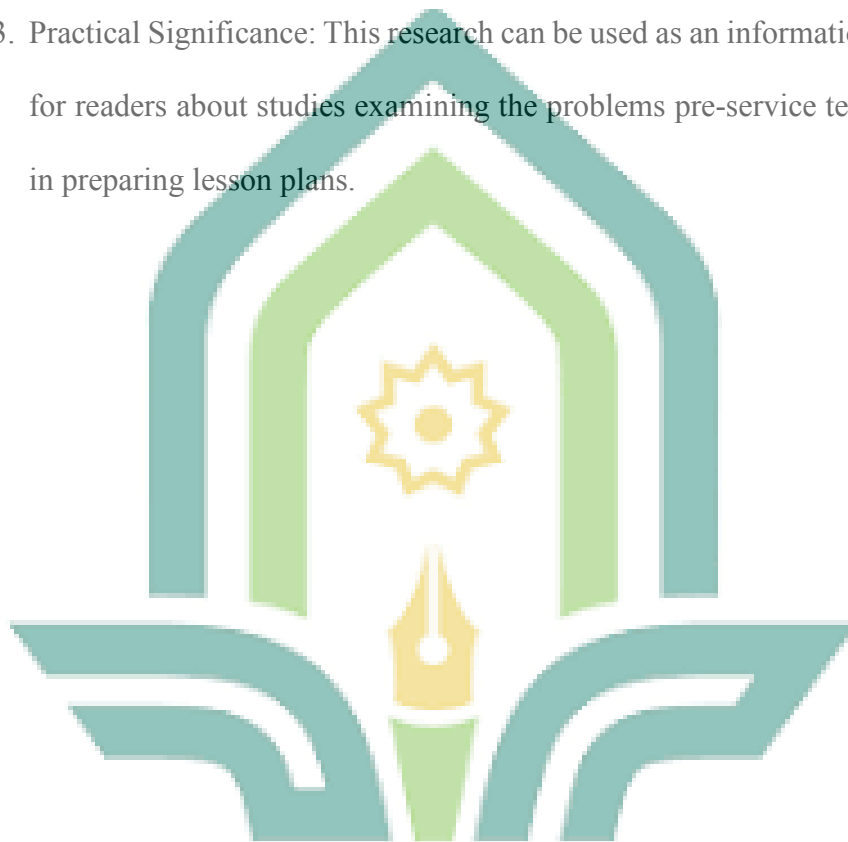
1. Lesson plan: Savage (2014) argues that a lesson plan determines how a lesson will be taught and how students will learn at a specific location at a given time.
2. Pre-service Teacher: Süral (2019) argues that a person registered in a teacher education program and working toward teacher certification is a pre-service teacher.
3. Teaching Practicum: Pratiwia et al. (2020) argue that a teaching practicum program allows pre-service teachers to explore and apply the knowledge they learned throughout their theoretical studies.

1.4 Aims of the Research

This study aims to identify the problems pre-service teachers face in designing a lesson plan during teaching practicum. In addition, this study also aims to explore the solutions pre-service teachers use to overcome the problems in designing a lesson plan.

1.5 Significance of the Research

1. Theoretical significance: This research contributes to and supports the theory of Ferrer (2021) related to the problems in designing lesson plans.
2. Empirical Significance: This research provides insight and increase practical knowledge for pre-service teachers in the classroom.
3. Practical Significance: This research can be used as an information provider for readers about studies examining the problems pre-service teachers face in preparing lesson plans.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussion in the previous chapter, the researcher only found four of the five problems pre-service teachers face in designing learning plans based on Ferrer's (2021) theory. The four problems include 1) deciding on a learning method, 2) difficulties in choosing learning media, 3) managing time allocation, and 4) deciding on the assessment of learning outcomes. Firstly, in deciding on a method, the pre-service teachers had a problem determining which method was used in the class that suited the material and according to the class conditions. Secondly, in difficulties in choosing learning media, the differences in student character are significant factors that affect the difficulty of selecting suitable learning media. Thirdly, pre-service teachers have difficulty managing time allocation so that students can understand the lesson material delivered without a lack of time or wasted time. Fourthly, in deciding on the assessment of learning outcomes, the selected evaluation must align with the learning objectives set.

Moreover, this study also revealed the strategies to overcome the problems in designing a lesson plan during teaching practicum. The strategies obtained from the results of this study are: 1) discussing with friends: suggestions and feedback from friends will provide new insights for pre-service teachers that are useful to help them when they experience problems in designing lesson plans. 2) discussing with the supervisor teacher: pre-service

teachers can get adequate learning references according to their class by discussing with the supervisor teachers.

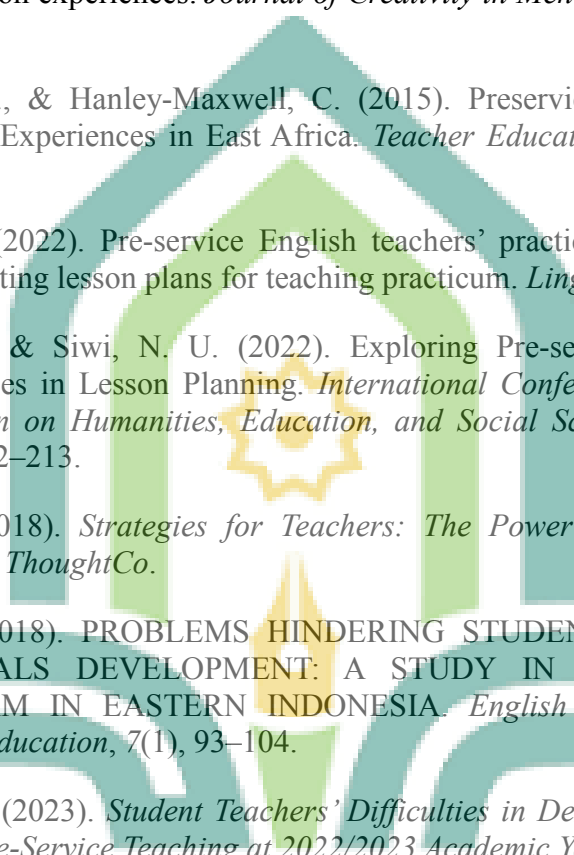
5.2 Recommendation

This research has many weaknesses that need improvement in various aspects. Therefore, the researcher suggests that future research expand the participants and references to get more detailed information about pre-service teachers' problems in designing a lesson plan during teaching practicum. Additionally, to obtain a more profound discussion based on the curriculum used, the researcher recommended that future researchers undertake a study that relates the lesson plan to a particular component. From this study, pre-service teachers can comprehend what problems they face when creating lesson plans and what solutions can be used to overcome them. Therefore, by understanding this research, the researcher recommends that pre-service teachers overcome the problems by using existing strategies to create lesson plans.

The researcher recommended that the supervisor teacher provide direction and assistance to pre-service teachers in designing a lesson plan. Additionally, the supervisor teacher is suggested to give feedback on the lesson plan designed by the student teachers

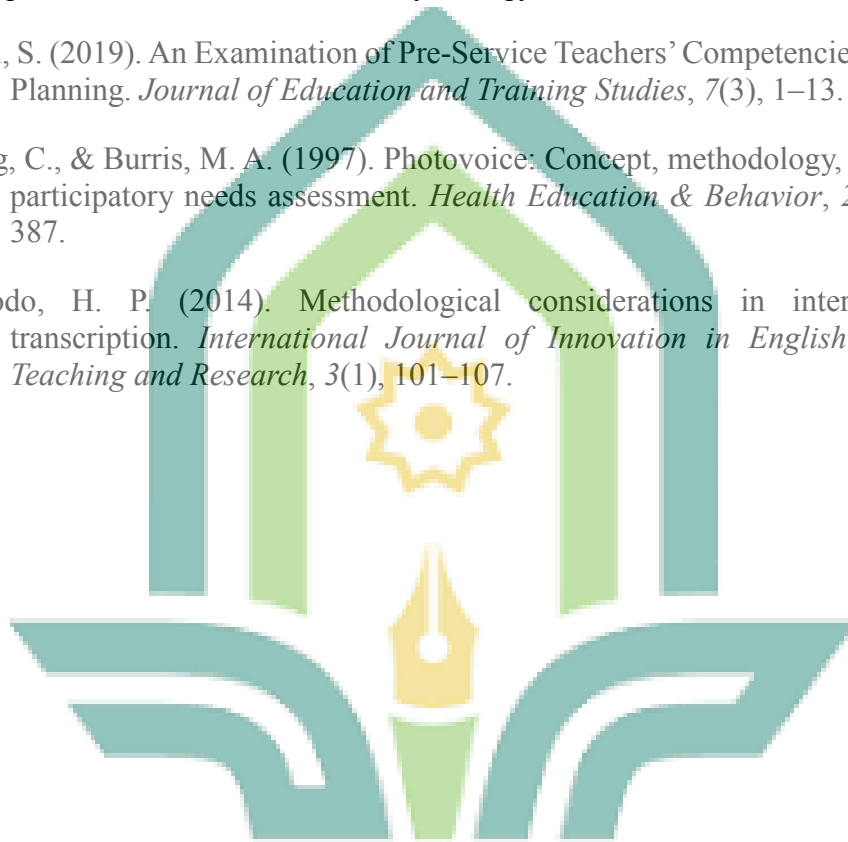
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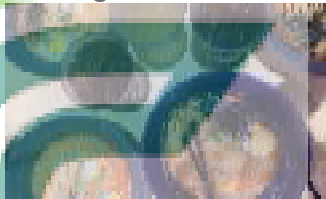



ENCLOSURE

Enclosure 1: Transcription of Participants' Photovoice

Jennie's Photovoice Results



Interviewer	: Okay, bisa ditunjukkan, Jen fotonya. Dimulai dari permasalahan dalam menentukan metode pembelajaran dulu.	Okay, please show the picture, Jen. Starting from the problem of determining the learning method first.
Jennie	: Okay, ini fotonya. 	Okay, here is the picture.
Interviewer	: Bisakah anda deskripsikan, kaitan foto tersebut dengan permasalahan anda dalam menentukan metode pembelajaran.	Can you describe how the photo relates to your problem in determining learning methods?
Jennie	: Jadi waktu itu guru pamong sudah minta mahasiswa praktikum mengajar untuk mulai mendesain rencana pembelajaran sebelum kita mulai mengajar. Jadi saya mulai menyusun rencana pembelajaran, setiap aspek saya pertimbangkan dengan baik. Waktu masuk ke aspek metode pembelajaran, saya berfikir lama di depan laptop. Saya bingung saat menentukannya. Apalagi metode pembelajaran merupakan strategi seorang guru untuk menerangkan materi pembelajaran makanya kita tidak bisa asal untuk menentukannya.	So, at that time, the teacher had asked teaching practicum students to start designing lesson plans before we started teaching. So, I started to compile a lesson plan, I really considered every aspect well. Then, when I turn to the aspect of learning methods, I thought for a long time in front of my laptop. I was confused when determining it. Moreover, learning methods are a teacher's strategy to explain learning material so we cannot just determine it. Also, I don't really know the class situation, the differences in student characters in the class that I will teach, and we also don't


	<p>Ditambah saya belum mengetahui betul situasi kelas, perbedaan karakter siswa di dalam kelas yang akan saya ajar, dan kita juga tidak hanya ngajar satu kelas. Waktu itu saya diberi ditugaskan untuk mengajar tiga kelas. Bisa anda bayangkan betapa pusingnya. Foto itu merepresentasikan keadaan saya yang duduk berjam-jam di depan layar laptop ketika menentukan metode pembelajaran, saya mencari informasi di google tentang metode pembelajaran interaktif untuk brainstorming. Namun tetap saya merasa masih kesulitan untuk menentukannya.</p>	<p>only teach one class. At that time, I was given the mandate to teach 3 classes. So, you can imagine how dizzy it was. The photo represents me sitting for hours in front of the laptop screen. When determining the learning method, I searched for information on Google about interactive learning methods for brainstorming. But I still found it difficult to decide.</p>
<p>Jennie :</p>	<p>Ini foto yang berkaitan dengan permasalahan saya dalam menentukan media pembelajaran.</p>  <p>Foto ini saya ambil waktu sedang makan di suatu tempat makan. Waktu itu saya bingung memilih menu apa yang akan dipesan, karena saking banyaknya menu yang mereka sediakan. Saya juga harus menyesuaikan dengan selera dan melihat harganya yang sesuai dengan uang yang saya bawa. Foto ini adalah gambaran kesulitan saya</p>	<p>This is a photo related to my problem in determining learning media.</p>  <p>I took this picture while eating at a restaurant. At that time, I was confused about what menu to order, because there were so many menus they provided. I also have to adjust to my tastes and see the price according to the money I bring. This photo is an illustration of my difficulty in determining appropriate learning media for students' needs and in accordance with the material. Just like when</p>



	<p>untuk menentukan media pembelajaran yang sesuai untuk kebutuhan siswa dan sesuai dengan materi. Sama halnya waktu memilih makanan, mendesain rencana pembelajaran juga membutuhkan banyak pertimbangan. Pembelajaran yang didesain dengan metode dan menerapkan penggunaan media pembelajaran yang cocok dengan keadaan siswa di dalam kelas akan membuat mereka menjadi menikmati pembelajaran. Oleh karena itu, karena kita harus berhati-hati dalam menentukan media pembelajaran yang akan digunakan, kita tau dalam satu kelas ada banyak siswa dengan berbagai karakteristik. Alhasil, saya bingung menentukan media apa yang kira-kira mampu mencakup kebutuhan semua siswa di dalam kelas itu. Agar nantinya waktu kita mengajar, mereka senang dan mau menyimak pembelajaran dengan baik.</p>	<p>choosing food, designing a learning plan also requires a lot of consideration. Learning that is designed with methods and applies the use of learning media that is suitable to the students' circumstances in the classroom will make them enjoy learning. Therefore, we must be careful in determining the learning media that will be used. We know that in one class there are many students with various characteristics. So, I was confused about determining what media would be able to cover the needs of all students in the class. So that later when we teach, they will be happy and want to listen to the lesson well.</p>
Jennie	:	

	<p>Foto sapu ini saya ambil ketika selesai menyapu di rumah. Ini kan terdiri dari banyak lidi-lidi yang dijadikan satu. Coba anda bayangkan jika kita menyapu hanya menggunakan satu lidi saja. Tentu akan susah kan. Saya ibaratkan ini sama dengan ketika mendesain rencana pembelajaran. Saya mengalami permasalahan tersebut karena mengerjakannya sendirian tanpa teman diskusi. Kemudian saya bisa mengatasi permasalahan saya ini setelah diskusi dengan teman-teman sekelompok. Saran dan masukan dari mereka sangat membantu saya. Saran-saran dari mereka akhirnya saya tampung. Kemudian ketika sudah pulang kerumah saya mulai mengerjakan lagi mendesain rencana pembelajaran yang sempat terhenti, dari saran saran tersebut akhirnya saya menemukan jalan keluar untuk menyelesaikan permasalahan saya.</p>	<p>I took this photo of the broom when I finished sweeping at home. This consists of many sticks that are put together. Now try to imagine if we sweep using only one stick. Of course, it will be difficult right. I liken this to when designing a lesson plan. I experienced these problems because I worked on it alone without a discussion partner. Then I can solve my problem after discussing it with my group of friends. Their suggestions and inputs helped me a lot. I finally accommodated their suggestions. Then when I returned home, I started working again on designing the lesson plan that had stopped, from the advice of these suggestions I finally found a way out to solve my problem.</p>
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Irene's Photovoice Results



<p>Irene</p>	<p>:</p>  <p>Okay, foto ini saya ambil ketika menonton pertandingan memasak. Dalam pertandingan itu seluruh peserta harus memasak sesuai dengan waktu yang ditentukan. Tentu mereka harus pintar-pintar menggunakan waktu itu kan, agar mereka bisa menyelesaikan tantangan tersebut. Mereka juga perlu memastikan masakannya enak dengan waktu memasak yang cukup. Begitu juga dengan pembelajaran di kelas. Gambar ini merepresentasikan kesulitan saya ketika menentukan alokasi waktu untuk pembelajaran yang akan saya lakukan. Alokasi waktu yang ditentukan dengan tepat akan membuat pembelajaran tersusun dan berjalan dengan baik. Makanya menurut saya menentukan alokasi waktu tidaklah mudah, kita perlu memastikan bahwa nantinya materi Pelajaran yang diajarkan akan tersampaikan dengan baik dan waktunya juga cukup untuk menyampaikannya. Apalagi</p>	 <p>Okay, I took this picture while watching a cooking competition. In the competition, all participants must cook according to the specified time. They have to be smart to use that time right, so that their cooking can complete the challenge. they also need to make sure the cooking is delicious with enough cooking time. That's how it is with classroom learning. This picture represents my difficulty when determining the time allocation for the learning that I will do. A well-determined time allocation will make the learning organized and run well. That's why I think determining the time allocation is not easy, we need to make sure that later the lesson material taught will be delivered well and the time is also sufficient to deliver it. Moreover, I happen to teach in a class where the majority of students are male. We know ourselves, teaching male students requires extra energy, so I need to really consider the time allocation to be effective and efficient. I need to consider the condition of the class, where a class dominated by male students is definitely more difficult to teach and we need to explain the material in detail so that they understand.</p>
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		<p>kebetulan saya mengajar di kelas yang mayoritas siswanya adalah laki-laki. Kita tau sendiri, mengajar siswa laki-laki butuh tenaga ekstra, makanya saya perlu mempertimbangkan alokasi waktu agar efektif dan efisien. Saya perlu mempertimbangkan kondisi kelas, di mana kelas yang didominasi siswa laki-laki sudah pasti lebih susah untuk diajar dan kita perlu menjelaskan materi dengan detail agar mereka paham.</p>	
Interviewer	:	Gambar kedua mengenai kesulitan anda untuk menentukan asesmen.	Then, the second picture is about your difficulty in determining the assessment.
Irene	:	 <p>Kabel ini adalah gambaran ketika saya mengalami permasalahan dalam mendesain rencana pembelajaran. Pikiran saya bercabang seperti kabel kabel itu, banyak sekali komponen dalam lesson plan yang harus saya buat. Salah satunya menentukan asesmen untuk mengukur apakah tujuan pembelajaran yang saya buat tercapai atau tidak. Asesmen yang dibuat harus benar-benar sesuai dengan tujuan pembelajaran.</p>	<p>This cable is a picture of when I'm having trouble designing a lesson plan. my mind branches out like that cable, there are so many components in the lesson plan that I have to make. One of them is determining the assessment to measure whether the learning objectives I made are achieved or not. The assessment made must really be in accordance with the learning objectives.</p>

Irene	:	 <p>Foto ini saya abadikan ketika pelangi muncul setelah hujan di daerah rumahku. Setelah hujan pasti ada Pelangi. Pelangi ini adalah jalan keluar yang muncul setelah saya mengalami permasalahan dalam mendesain rencana pembelajaran. Foto pelangi ini merepresentasikan saya yang berhasil mengatasi permasalahanku dengan meminta saran kepada guru pamong. Semua terasa indah seperti pelangi ketika kita berhasil menyelesaikan masalah kita. Saat itu saya memutuskan untuk mendiskusikan masalah yang saya hadapi dengan guru pamong. Beliau sangat membantu dan memberikan saran kepada saya. Dengan bantuan dan arahan guru pamong, akhirnya saya berhasil menyelesaikan lesson plan yang saya buat dengan baik.</p>	 <p>I captured this picture when the rainbow appeared after rain in my home area. After the rain there must be a Rainbow. This rainbow is my way out that came after I had problems designing lesson plans. This Rainbow picture represents me who managed to overcome my problem by asking the supervisor teacher for advice. Everything feels beautiful like a rainbow when we manage to solve our problems. At that time, I decided to discuss the problems I was facing with the supervisor teacher. She was very helpful and gave advice to me. With the help and direction of the supervisor teacher, I finally managed to complete the lesson plan that I made well.</p>
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Jessica's Photovoice Results

Jessica	:  <p>Ini adalah foto yang menggambarkan kesulitan saya dalam menyusun rencana pembelajaran. Saat menyusun rencana pembelajaran, hal yang menjadi kesulitan bagi saya adalah menentukan metode dan media pembelajaran. Ya, ini adalah foto siswa saat sedang belajar. Terlihat ada siswa yang terlihat mengantuk dan bosan, serta ada pula yang memperhatikan guru. Jadi, apa yang bisa kita simpulkan dari gambar tersebut? Gambar tersebut sedikit menggambarkan perbedaan karakter setiap siswa dalam mengikuti pembelajaran. Perbedaan karakter siswa membuat saya kesulitan dalam menentukan metode pembelajaran yang dapat membuat mereka lebih semangat dalam mengikuti proses pembelajaran. Melalui foto ini, saya ingin memberikan gambaran bahwa menjadi seorang mahasiswa tidaklah mudah; Dalam menyusun rencana pembelajaran, kita harus mempertimbangkan setiap aspek agar pembelajaran berjalan lancar.</p>	 <p>This photo illustrates my difficulties in preparing a lesson plan. When designing a learning plan, what is difficult for me is determining learning methods and media. Yes, this is a photo of students while studying. Some students looked sleepy and bored, and some paid attention to the teacher. So, what can we conclude from this picture? This picture illustrates the differences in the character of each student in participating in learning. The differences in students' characters make it difficult for me to determine learning methods that can make them more enthusiastic in participating in the learning process.</p>
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<p>Jessica :</p>	 <p>Seperti yang saya katakan sebelumnya, bahwa saya mengalami permasalahan dalam menentukan alokasi waktu. Setelah berkenalan dengan siswa saya melakukan sedikit observasi. Saya menyadari bahwa mereka semua memiliki karakteristik yang berbeda. Terdapat siswa yang mampu memahami materi dengan cepat ada juga yang membutuhkan waktu lebih lama untuk bisa paham dengan materi yang diajarkan guru. Jam ini merepresentasikan kesulitan saya yang berhubungan dengan waktu. Saya bingung, mengenai berapa lama nantinya saya harus menyampaikan materi agar semua siswa dengan karakter mereka yang berbeda beda tersebut bisa mengerti penjelasanku. Seperti yang saya katakan tadi bahwa kecepatan pemahaman siswa untuk menerima informasi berbeda beda. Hal ini membuat saya kesulitan untuk menentukan alokasi waktu yang tepat untuk setiap topik pembelajaran. Apalagi kalau kita mengajar di jam pelajaran siang hari, waktu tersebut membuat siswa menjadi lebih sulit untuk berkonsentrasi dengan pembelajaran. mengakibatkan kita juga harus ekstra dalam menjelaskan materi agar setidaknya mereka memperhatikan pembelajaran.</p>	 <p>As I said before, I'm having trouble allocating time. After getting acquainted with the students, I made an observation. I realized that they all have different characteristics. Some students can understand the material quickly, but some take longer to understand the material taught by the teacher. This clock represents my difficulties related to time. I was confused about how long I would have to deliver the material so that all the students, with their different characters, could understand my explanation. As I said earlier, the speed at which students understand and receive information differs. This makes determining the right time allocation for each learning topic difficult. Moreover, if we teach during the day, this time makes it more difficult for students to concentrate on learning. As a result, we also have to be extra in explaining the material so that at least they pay attention to learning.</p>
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Jessica

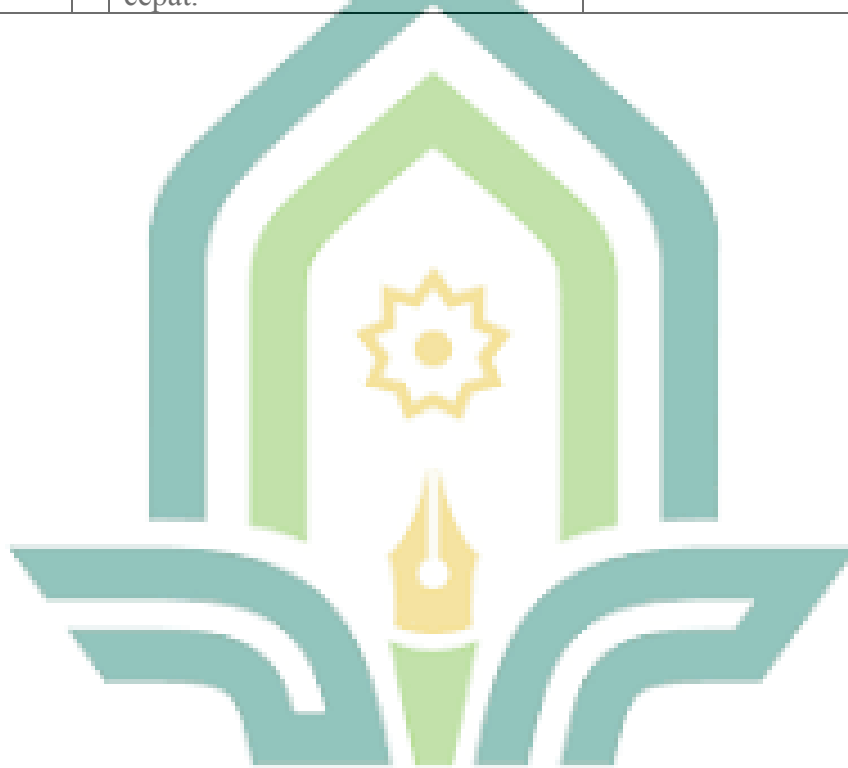
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Foto itu diambil ketika para ibu-ibu disekitar tempat tinggal saya sedang membuat gaun dari limbah plastik. Dalam foto tersebut tampak ibu-ibu sedang gotong royong membuat beberapa hiasan untuk gaun yang akan dibuat. Kenapa harus melibatkan banyak orang? Karena jika pembuatan gaun tersebut hanya dilakukan oleh satu orang saja, maka gaun itu tidak akan cepat selesai dan pasti satu orang itu akan merasa kesulitan dan keteteran. Makanya diperlukan gotong royong dalam membuat gaun limbah plastik. Sama halnya dengan yang saya rasakan ketika mendesain rencana pembelajaran. Kala itu saya berusaha sendiri untuk mendesain rencana pembelajaran tanpa bantuan siapapun. Namun rupanya saya mengalami kesulitan dalam prosesnya. Kemudian, saya mencurahkan permasalahan saya kepada teman sekelompok saya, yang pada akhirnya kami melakukan diskusi untuk membahas itu. Kami saling sharing kesulitan yang dialami, dan kemudian teman saya memberikan saran untuk mengatasi kesulitan tersebut. Setelah menemukan saran yang tepat, lantas saya langsung

The photo was taken when the women around where I live made dresses from plastic waste. In the picture, the mothers can be seen working together to make several decorations for the dress they will make. Why does it have to involve so many people? If only one person makes the dress, it will not be finished quickly, and that person will find it difficult. That's why cooperation is needed to make plastic waste dresses. It's the same as what I felt when designing the lesson plan. I tried to develop a lesson plan myself without anyone's help. However, I needed help in the process. Then, I shared my problem with my group of friends, and in the end, we discussed it. We shared the difficulties we were experiencing, and then my friend gave me suggestions for overcoming these difficulties. After finding the right advice, I immediately continued to prepare a learning plan by incorporating the suggestions given by my friend. In the end, my lesson plan was completed well. As with the activities above, solving problems together will definitely result in existing problems being resolved well and quickly.

	<p>melanjutkan untuk menyusun rencana pembelajaran dengan memasukan saran yang diberikan oleh teman saya. Pada akhirnya, rencana pembelajaranku dapat terselesaikan dengan baik. Sama halnya dengan kegiatan diatas, mengatasi permasalahan secara bersama-sama pasti akan membuat permasalahan yang ada terselesaikan dengan baik dan cepat.</p>	
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CURRICULUM VITAE

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