

Analysis of Pre-Service Teacher Works in Making Teaching Instructional Design: Viewed From Kemp Models

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Abstract

Instructional design is a tool used by teachers to organize learning. However, making teaching designs is challenging because, as teachers, we must consider various aspects to make teaching designs beneficial to students in the long run. Often there are problems in designing teaching materials, starting from even copying someone else's. The same thing also happens to prospective teachers. The same thing is also done and happens to prospective teachers as people who will become teachers in the future. Based on this background, the objective of this study is to know the results of the analysis of instructional designs made by pre-service teachers based on the Kemp instructional model. This research uses a qualitative method with a content analysis approach. The research subjects were selected using a purposive sampling technique. Data were collected using questionnaires, documents (lesson plans), and interviews. This study showed that pre-service teachers implemented the Kemp instructional design model in the teaching design they made for the learning process in the classroom.

Keywords: *Instructional Design, Kemp Models, Pre-service Teachers*

Sari

Desain pembelajaran (Instructional Design) adalah alat yang digunakan oleh guru untuk mengatur pembelajaran. Namun, membuat desain pembelajaran merupakan hal yang menantang karena sebagai guru, kita harus mempertimbangkan berbagai aspek agar desain pembelajaran tersebut bermanfaat bagi siswa dalam jangka panjang. Sering kali muncul permasalahan dalam merancang materi ajar, bahkan hingga menyalin milik orang lain. Hal yang sama juga terjadi pada calon guru. Hal ini juga dilakukan dan dialami oleh para calon guru sebagai individu yang akan menjadi pendidik di masa depan. Berdasarkan latar belakang tersebut, tujuan dari penelitian ini adalah untuk mengetahui hasil analisis terhadap desain pembelajaran yang dibuat oleh calon guru berdasarkan model pembelajaran Kemp. Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis isi (content analysis). Subjek penelitian dipilih dengan teknik purposive sampling. Data dikumpulkan melalui kuesioner, dokumen (RPP), dan

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wawancara. Hasil penelitian menunjukkan bahwa calon guru menerapkan model desain pembelajaran Kemp dalam rancangan pembelajaran yang mereka buat untuk proses pembelajaran di kelas.

Kata kunci: *Desain Pembelajaran, Model Kemp, Calon Guru*

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Introduction

Being a teacher is not easy because we must put in much effort to ensure that what we do during the design process matches what we do (Loughran, J., 2012). In creating a learning instructional design, learning goals and objectives should be stated when developing the teaching process, performance tasks should be included, and practice/exercises should be prepared and implemented in each activity. In addition, media should be chosen and integrated into the learning process based on the students' and the environment's characteristics. Learning indicator activities should be defined based on set time intervals to assess successful learning development (Kusriandi W. et al., 2023). Because there are many demands that instructors must fulfill, they feel burdened and create simple learning designs and only follow what is written in the book without further studying the learning material that will be taught to students. Azizha, F. S. et al. (2020) stated that at SMAN 1 Situbondo, SMAN 2 Situbondo, and SMAN 1 Panarukan found data that 74% of educators did not create their material and instead relied on what was already available in books. The only materials used were LKS (Student Worksheets) and textbooks. As a result, 44% of pupils become less engaged in their studies and less capable of solving problems (Azizha et al.). Moreover, Tegamuni, S., & Ugu, K. N. (2019) found that teachers need help connecting the material to be studied with the circumstances or the surrounding environment because they depend on textbooks and the material in the classroom.

In addition, understanding the curriculum is another challenge for teachers. Mulyani M. et al. (2021) argue that the instructor's understanding of curriculum concepts affects the success of the learning process because the curriculum is used as a

guide in designing a lesson. In addition, the authority was still making repeated curriculum upgrades. This upgrade aims to enhance the curriculum previously created to be better (Mansuridin et al., D., 2019). This curriculum policy that continues to be upgraded also makes it difficult for some teachers, especially senior teachers who have taught more than ten years, to adjust this policy. Data from several teachers in Rokan Hulu, Riau, Indonesia, presents that they are not mentally ready to apply the 2013 curriculum in the learning process because they must be creative. As a result, the teacher cannot design the learning process, needs to understand authentic material and assessments, and they do not analyze further about SKL, SI, and KD (Sohibun & Eripuddin., 2017).

The same thing occurs among preservice teachers; when implementing instructional designs in school or some courses, they are only taken from textbooks or the internet. This is because the examples of instructional design listed in books or on the internet already contain all the aspects required for instructional design, and some even have implemented technology. Besides that, preservice teachers feel afraid and worried that their instructional learning designs are not good enough or detailed. Furthermore, they fear that their instruction has become boring for the pupils (Maulimora et al., 2019). In addition, the most common issue faced by preservice teachers is choosing and planning for instructional resources and practices because they have to cautiously choose everything they will utilize for instructing learners in the classroom (Prawiro et al., 2021). As a result, preservice teachers already use instructional designs in textbooks or on the internet but need to remember the important thing. They do not revise and remake instructional designs according to their teaching needs. Fitriyah, L. A., & Hayati, N. (2020) argues that as preservice teachers, we are not allowed to use instructional designs belonging to or made by other people because every educational institution has no similarities in terms of conditions, situations, and characteristics of their students and even its terms can be changed in every semester.

The main purpose of this study is to determine the performance of pre-service teachers in making instructional designs based on Kemp model.

Methods

Qualitative research methods were used in this study. The qualitative research method is a research method based on post-positivist philosophy that aims to conduct studies on authentic object situations (rather than testing) with the investigator serving as the primary tool; data collection methods are divided into three segments (combined), data analysis is inductive/qualitative, and qualitative research findings emphasize meaning rather than generalization (Sugiyono., 2013).

The participants to be used were taken using purposive sampling. The participants were pre-service teachers from the University of Swadaya Gunung Jati, Cirebon, in eight semesters. The researchers took eight-semester students as research subjects because most of them had studied courses on learning and teaching such as curriculum of ELT, basic instruction, advanced technology and literacy, microteaching, or other courses in which these courses include skills in compiling and making instructional designs for teaching and learning process.

The researchers used questionnaires, documents, and interviews to collect the data. The questionnaire was developed using Kemp's model. The document that will be used as a research instrument is the lesson plan made by the participants when carrying out the PLP II activity at school. In addition, researchers used unstructured interviews to add information and corroborate research data findings.

Data analysis is how a researcher describes or explains their research findings in detail. Because qualitative data is gathered in many ways, analyzing text and other data results in qualitative research is a task and problem that can be explained (Cresswell et al., 2018). The data analysis technique employed in this study is based on Miles and Huberman. Miles and Huberman (1984) in Sugiyono (2013, p. 246) state that the analysis is carried out aggressively and consistently until the data becomes saturated. Sugiyono (2013, p. 246) includes the steps of Miles and Huberman (1984) in data reduction, data display, and conclusion.

Results and Discussion

Kemp model

Before carrying out learning activities supporting PLP II activities at school, participants create lesson plans to guide learning activities so that learning activities proceed consistently and sequentially following specified learning objectives. The following is an analysis undertaken by researchers to analyze the contents of lesson plans created by participants for use in PLP II activities using the Kemp model.

Instructional problems

In the Kemp Model, instructional problems are carried out in three ways; find the root cause of the problem (need assessment), find solutions to address the problem (goal analysis), and ensure that similar or other problems do not recur (performance analysis). All participants answered "YES" to questions regarding instructional problems based on the questionnaire results. Based on the questionnaire, it is possible that all participants 1, 7, and 14 engaged in instructional problem activities before developing lesson plans. One of the participant's lesson plans supports this, demonstrating that the participant engaged in instructional problem activities.

- *Pendidik memberi penegasan kepada peserta didik terkait teks tersebut.*
- *Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan mengenai teks Biographical Recount Text*

Figure 1. Instructional problems from lesson plan Participant 1

Participant employs performance analysis to solve instructional challenges, which in Figure 2 means that participants avoid problems by grasping the material that has been provided. Participants reassure pupils who need help comprehending the biographical narrative text material. Furthermore, participants allow students to ask questions if there are any aspects or items they do not understand.

In addition to the performance analysis provided in the lesson plan, all participants used alternative methods to identify and resolve problems that may have arisen due to the lesson plan they created.

Participant 1 : "Many problems are discovered during the learning process, for example, non-conductive class. First, I will remind the class to be conciliatory. Then I will cozy up to the situation by allowing them to talk about daily topics or play small games".

Participant 7 : "I once had a problem when I wanted to make a presentation using the projector. However, the power went out unexpectedly, so I provided the ppt material to one of the students in the class, who then circulated it via the class group."

Participant 14 : "Before I make lesson plans, I will first check or ask the teacher or students of the class I will teach about the condition of the facilities in the class."

Learner and context analysis

Learner and context analysis is an essential reference for an educator to pay attention to and consider in making instructional learning designs. This is because both the student aspect and the environmental context will be the basis of reference for implementing the learning design. In the questionnaire, all participants answered "YES" for learner and context analysis. This means all participants conduct learner and context analysis activities in making and developing instructional learning designs. Apart from that, this is in line with what the researchers found in the lesson plans made by the participants. The following is an excerpt from one of the participants.

<i>Mata pelajaran</i>	<i>: Bahasa Inggris</i>
<i>Sekolah</i>	<i>: SMAN 1 Anjatan</i>
<i>Kelas/Semester</i>	<i>: X/Ganjil</i>
<i>Materi</i>	<i>: Congratulating</i>
<i>Pertemuan ke</i>	<i>: 1</i>
<i>Alokasi waktu</i>	<i>: 2 x 45 menit</i>
<i>Alat dan Bahan</i>	<i>: Infocus, laptop, papan tulis, spidol dan lembar kerja siswa</i>

Figure 2. Learner and context analysis from lesson plan Participant 7

Learner and context analysis was discovered as material in Participant 7's lesson, as seen in Figure 4 above. Class/semester is a type of learner analysis in which the participant understands that the class they will encounter in the early semester is grade 10. From this source, participants can learn the information appropriate for teaching tenth-grade pupils. In Participant 7's lesson plan, time allocation, equipment, and resources are examples of context analysis. The infrastructure is a tool used to aid participants in carrying out learning activities in the classroom, allowing the material to be presented to pupils appropriately.

Participant 1 : "Of course, knowing the level of learners is important for every educator; this can help him consider various things in creating and organizing the learning process."

Participant 7 : "Time allocation and instructional hours are important; for example, students cannot concentrate after the break time at 10 a.m. Due to the time of day, the classroom conditions become steamy, so ice breaking is required to make learning activities conducive."

Participant 14: "For me, knowing more about students can provide many benefits, especially during learning in class. We need to have many conversations with them to find out, or we can ask the homeroom teacher or teachers who have taught in the class."

Task analysis

Task analysis is an activity in which an educator must detail the material's content to be included in the lesson plan. The detailed content of this material is carried out in three ways: a topic analysis, where educators make complex material from a careful selection of the curriculum and then elaborate in detail. A procedural analysis is where educators arrange stages or steps of learning to complete assignments, and critical incidents are used to obtain accurate information about what material is essential to include in learning activities. The questionnaire shows that all participants answered "YES" to questions related to task analysis. In addition, the researcher found a form of task analysis in each lesson plan from all participants, and the following is an excerpt regarding the task analysis from the lesson plan.

<p>Kompetensi Dasar (KD)</p> <p>4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk formulir isian yang digunakan perusahaan bank instansi lain, terkait jati diri dan informasi yang relevan.</p>
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menampilkan sebuah formulir terkait formulir pembelian barang melalui PowerPoint, siswa diminta untuk membaca formulir tersebut secara bersama-sama. • Guru memberikan kesempatan pada siswa untuk menjawab pertanyaan dari teks formulir • Siswa dibentuk kedalam kelompok untuk mendiskusikan dan bekerjasama dalam mengidentifikasi struktur teks formulir terkait formulir pembelian barang sesuai dengan konteksnya penggunaannya • Siswa membacakan hasil identifikasi yang telah dikerjakan secara berkelompok di depan kelas • Guru membuat kesimpulan tentang hal hal yang telah dipelajari terkait formulir pembelian barang sesuai dengan konteks penggunaannya.

Figure 3. Task analysis from lesson plan Participant 14

This task analysis was found at the beginning of the lesson plan in the form of basic competencies and learning activities. Basic competencies are included in the task analysis as topic analysis at the beginning of learning. The basic competency taken is capturing meaning by filling a form material, and participants have successfully explained in detail the topic that will be made into a learning design. In addition, the learning activities prepared by the participants have revealed the steps in completing the task and the competencies that must be mastered by students in the form of expressing meaning, which is included in the procedural analysis. In addition, critical incidents were carried out by participants using observation. Participants make observations of students to find out the character of the students they will teach. When the observation activity ends, participants will analyze the results and apply them to the topic and procedural analysis so that later the lesson plan that the participants will make follows students' learning needs and characteristics.

Moreover, during the interview session, all the participants gave their opinion about how they conducted task analysis.

Participant 1 : "I begin by analyzing the material to be used and focusing on the grade the material is meant for. After everything is in order, I plan activities appropriate for the kids' level so they can grasp the information quickly."

Participant 7 : "Students' needs and levels are customized to the information to be used. Then I employ easy-to-imitate and adapt learning processes to help students retain and understand the subject more easily."

Participant 3 : "Of course, in addition to knowing the students' character, we also need to know their background knowledge so that all students can balance the material to be delivered; thus, we must analyze the material to be used based on the student's background knowledge before taking appropriate steps."

Instructional objectives

Instructional objectives are when an instructor chooses and specifies what students must master at the end of learning. Learning objectives created by educators must

contain students' cognitive, psychomotor, and affective abilities, so in this case, learning objectives must be concise and use verbs. In the questionnaire, all participants answered "YES" for activities regarding instructional objectives, and the following is an excerpt regarding instructional objectives found by researchers in the lesson plan of one participant.

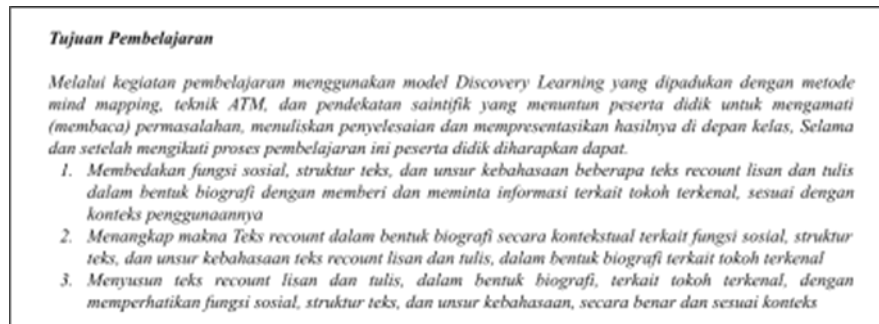


Figure 4. Instructional objectives from lesson plan Participant 1

The researcher discovered instructional objectives in Participant 1's lesson plan, which can be seen in Figure 4 for more information. The participants' goals are written and organized in a short, clear, and concise manner, with verbs used. The goal of defining institutional objectives in a brief, clear, and succinct manner is to keep the final core of learning focused on what students will achieve at the end of the learning they are undertaking.

Meanwhile, throughout the interview, all participants shared their thoughts on creating learning objectives.

Participant 1 : "When I became a trainee teacher at school, of course, I followed the syllabus at school, and then together with senior teachers, I made learning objectives,"

Participant 7 : "To make learning objectives, I use the school's syllabus, and then I analyze and develop it with my fellow intern teachers, and then I discuss it with my mentor teacher to get input and suggestions."

Participant 14 : "Learning objectives are taken from the school curriculum; in making them, I look based on references from textbooks or examples of lesson plans belonging to senior teachers."

Content sequencing

Content sequencing is an activity where educators sort teaching materials for the learning process. The teaching materials compiled aim to enable students to understand the material's content more optimally and effectively. In the questionnaire, all participants answered "YES" for activities regarding content sequencing. This means that all participants sorted teaching materials based on what was stated by Kemp Models, and the following is one of the excerpts researchers found in the lesson plan (RPP) of one of the participants regarding content sequencing.

<i>Kegiatan Inti</i>
a) Memberikan materi dari 'Expression of Congratulation'. (Fungsi sosial, contoh dari expression of congratulation dan responses)
b) Siswa memperhatikan beberapa kalimat yang berisi ucapan selamat pada sebuah dialogue yang berada di buku paket bahasa inggris kelas X
c) Siswa membacakan contoh-contoh teks berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar
d) Menganalisis sebuah dialogue, untuk menunjukan kalimat expression congratulations dan responses congratulations
e) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat
f) Siswa mengerjakan Vocabulary Exercise yang berada di buku paket bahasa inggris hal. 26-27
g) Siswa membentuk kelompok untuk berkreasi membuat sebuah dialogue tentang ucapan selamat
h) Siswa bergantian mempresentasikan hasil membuat dialogue ucapan selamat (Role play)
i) Siswa memperoleh feedback dari guru

Figure 5. Content sequencing from lesson plan Participant 7

Figure 5 is a portion of Participant 7's lesson plan. In core learning activities, the researcher discovered a content sequencing form. The outline activity description and the distribution of topic information to students shape learning activities. Figure 5 shows an excerpt from Participant 7's RPP, especially educational content used for the learning process while considering student needs. This is evident from the first exercises, where participants introduced material about congratulating pupils. This assignment improves students' knowledge and recall of giving speeches. In this situation, activities motivate pupils with material that they already know or have previously known. Furthermore, the participants' activity comes from real life, with the materials used being congratulations. Therefore this teaching material or content prioritizes the actual world situation because the material about congrats can be delivered rapidly. This is evident from the activities in which participants presented examples of congratulations. In the meantime, the material content is sorted based on

similarities, with participants providing examples of congrats expressions. The pupils were then required to examine a dialogue for congrats and responses and create a greeting card. It may be deduced from these activities that instructional material is sorted based on idea similarity, meaning that examples of congratulatory concepts offered by participants can be found as examples of congratulating others. Based on the learning activities in Figure 5 above, including teaching content, content is structured to generate capabilities where the content is designed for students to master the ability to create and understand information about congrats. Furthermore, the teaching materials are arranged in a simple order matters such as participant provision of material, given examples forms, expressions, and responses related to the material, then proceed with questions that are complex or complex as given in the form of exercises dialogue analysis, and closed with assignments in groups to be creative regards.

Furthermore, all participants shared their thoughts on content sequencing during the interview.

Participant 1 : "I usually sort this content or teaching material based on student needs, referring to the learning objectives. Then I review it with the student teacher about the material I sorted to see if it is appropriate and suitable for the pupils I will teach or if it still needs improvement."

Participant 7 : "Of course, the material or teaching material must start with the easy things first, then examples and tasks are given."

Participant 14 : "If the material must certainly start from the basic and easy first to the difficult or complicated, then the material must also be natural that is sourced or similar to the environment or students' daily lives."

Instructional strategies

The instructional strategies stage is the sixth stage that educators need to pay attention to because it is crucial. Educators must start thinking about how to implement learning properly so that their learning can be effective, efficient, and meaningful for students. Strategy in learning is the key to success here. Choosing the right strategy will make it easier for students to understand the material effectively. Educators can use many forms of learning strategies to make learning meaningful. One strategy used in

Kemp's model is the Generative Strategy. In the questionnaire, all participants answered "YES" to the question regarding instructional strategies, and here is one of the participants' lesson plans.

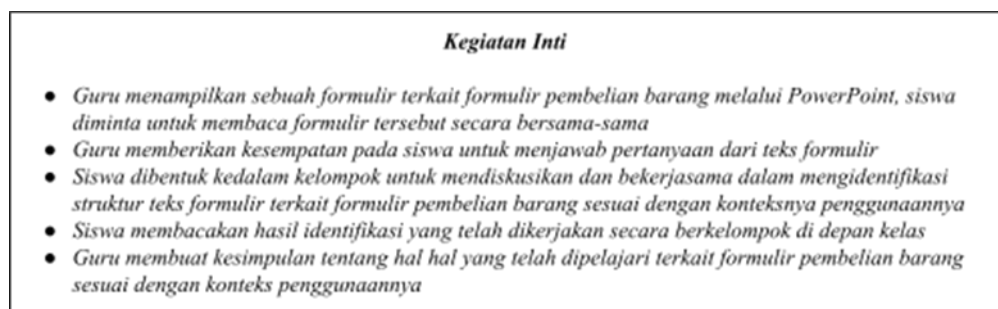


Figure 6. Instructional strategies from lesson plan Participant 14

Figure 6 above is a fragment of Participant 14's lesson plan. The learning strategy used in the learning process was a scientific approach. However, in Participant 14's lesson plan, researchers also found a generative strategy used by participants in learning activities. The table above shows that the participants made learning activities repeatedly, to be precise, in the initial activity where participants gave material presentations regarding the goods purchase form followed by question and answer activities and group discussions—repeated activities like this help students not to miss any critical material regarding this fill-a-form topic. In addition to that, in the learning activities, the participants made material integration activities. This activity was in the form of students being formed in groups to discuss and identify topics regarding the form of purchasing goods. The goods purchase form is well known to many students; integrating this new material (goods purchase form) with what students have known before will help them understand the material and learn the form of the goods purchase form. In addition, the discussion activities aim to train students to understand material related to purchasing goods. In completing the exercise, students organize and collaborate between this new knowledge and what they know about purchasing goods to complete it correctly because such collaboration occurs. This form of cooperation also creates long-term memory for students to remember the shape and type of the material.

During the interview, all participants expressed their thoughts on the learning strategies they employed during the learning process.

Participant 1 : "When I repeat the material, and they (students) remember it, I know the strategy I used worked, and I will use it again. So repetition of learning is essential."

Participant 7 : "Before deciding on a strategy, I will first analyze the material to be delivered. I frequently employ role-playing activities in which they can apply what they already know to new situations."

Participant 14: "The material must be packaged interestingly to motivate students; additionally, providing material repeatedly is good for making students remember the material well, and they can use it as a knowledge base to understand other knowledge."

Designing the message

Designing the message is the stage where an educator prepares a way to convey teaching material that has been made, arranged, and also sorted in the previous stages because, at this stage, good delivery will also have a good impact on the learning process so that learning becomes meaningful and suitable for students' understanding and material. In the questionnaire, all participants answered "YES" to questions related to designing the message put forward in Kemp Models, meaning that all participants implemented this in the learning process they made. The following is an excerpt regarding designing the message found by the researcher in the lesson plan.

<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ● Memastikan kelas dalam kondisi bersih, rapi dan kondusif ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menanyakan tentang materi yang sudah dipelajari di pertemuan sebelumnya ● Mempelajari struktur Biographical Recount Text berguna untuk memberi dan meminta informasi terkait materi Biographical Recount Text, sesuai dengan konteks penggunaannya ● Tujuan pembelajaran pada pertemuan ini adalah peserta didik diharapkan mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau, sesuai dengan konteks penggunaannya dan mempresentasikannya di depan kelas dengan penuh percaya diri dan mampu berkomunikasi dan bekerja sama dengan baik. ● Metode pembelajaran pada pertemuan ini yaitu tanya jawab, diskusi, dan presentasi
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> ● Peserta didik diberi rangsangan untuk memusatkan perhatian berupa tayangan video tentang definisi Biographical Recount Text beserta contohnya ● Pendidik memberi penegasan kepada peserta didik terkait teks tersebut ● Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan mengenai teks biographical recount text

Figure 7. Designing the message from lesson plan Participant 1

Researcher discovered message design in the earliest or opening actions of learning. Participant 1 created the lesson plan shown in Figure 7 above. Figure 7 depicts how participants express information by beginning the course with prayer and preparing the class as a means or location for the learning process to occur. Following that, the participants conducted an activity in which they inquired about the previous meeting's learning, introducing students to the new material to be learned, stated the learning objectives to be achieved at the end of the lesson, and explained the method in the form of activities to be carried out at the current meeting, which included everything. Participants' actions are included in the pre-instructional techniques, which participants conduct intending to give students an overview of the subject and learning and prepare them to study the material. Aside from that, it can be seen in Figure... that participants contribute broadcast material or videos in the core activities, where the broadcast content serves as an illustration or description for students regarding the subject to be discussed, namely narrative text. Furthermore, the participants reaffirmed the students regarding the recount text, where the delivery of this affirmation and collaborative discussion required affirmation on specific topics, which needed to be posted on the blackboard. This includes tagging, indicating that participants highlighted critical points for pupils to know and understand.

Throughout the interview, all participants expressed their thoughts on communicating their learning.

Participant 1 : "I convey the material according to what I made in the lesson plan. Typically, I ask questions about the content to pique their interest and knowledge."

Participant 7 : "I pray together, then take attendance, and then I give an overview in the form of points about the learning that will be done."

Participant 14 : "I begin the learning process by praying together, then I ask how the students are, and then I continue with attendance. Following that, I communicate the material's learning objectives and the activities that will be carried out."

Developing instructional materials

Teaching materials that have been prepared for the learning process by educators are then developed into teaching materials that are more effective and efficient. The development of these teaching materials is based on several aspects, including those based on objectives and problems in learning. This is because the teaching materials must follow learning objectives and problems that might occur in the learning process, based on student aspects such as background knowledge and level, and consider using learning methods such as group or independent. These aspects need to be considered by an educator when developing teaching materials so that these teaching materials can develop into effective and efficient materials for students. The questionnaire shows that all participants answered "YES" regarding developing instructional materials, which means all participants developed their teaching materials according to the Kemp model. The following is an excerpt from one participant's lesson plans on developing teaching materials.

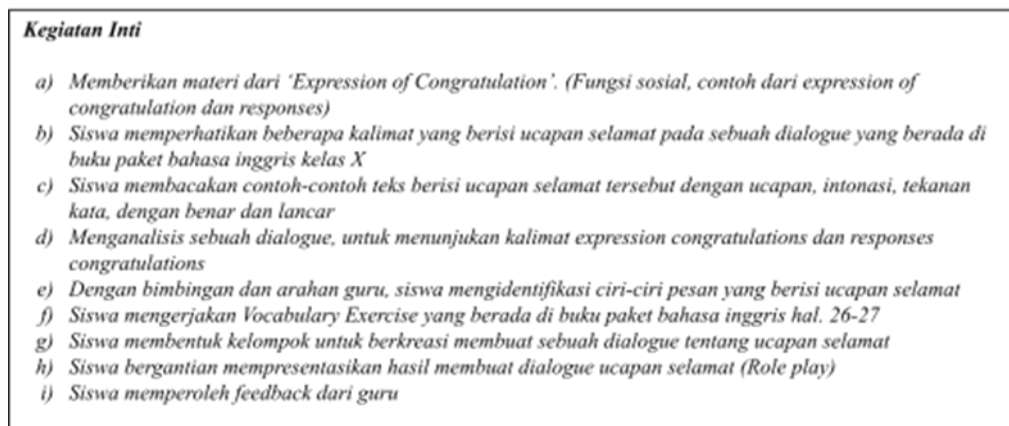


Figure 8. Developing instructional materials from lesson plan Participant 7

Figure 8 above is the lesson plan from Participant 7. Participant 7 makes learning activities that originate from the objectives and problems in learning. The purpose of the learning process created by the participants is that students are expected to be able to identify and compose transactional interaction texts. It can be seen in Figure 8 that learning activities are structured and made to achieve the learning objectives themselves, and in detail, it can be seen that the activity process pays attention to problems in learning, especially for understanding related to learning material; it can be seen that participants more often ask students to see and read and

analyze examples of spoken text in other words participants carry out these activities to anticipate problems in understanding learning material. Therefore the activities made by the participants were made and arranged based on the objectives and problems in the learning process. In addition, if it is reviewed carefully, the learning process made by the participants is suitable for students who are at the high school level, where of course, students have experienced an increase in their cognitive aspects. Indeed, the learning activities must also follow the cognitive level. The making of learning activities by these participants follows students' needs, which are viewed from the goals and other student aspects, such as cognitive aspects. Meanwhile, in learning activities made using group learning methods, group learning is intended so that students can be creative with their friends to complete exercises in the form of making transactional interaction texts and roleplay for dialogue.

Additionally, during the interview, all participants presented their perspectives.

Participant 1 : "Students understand the material easily when using paired or group learning methods. I constantly remember this when creating educational materials."

Participant 7 : "Because English books use conventional language that is difficult for students to understand, I simplify it as a method of developing teaching materials; also, I will adjust the simplification of the material to the level of students I will teach."

Participant 14 : "The needs of students must guide teaching materials, so I develop teaching materials and activity sequences based on the students I teach."

Evaluation instrument

Evaluation is the final stage in the learning process. Educators use evaluation to monitor and assess how successful learning is taught to students, whether students understand the material well, and whether the learning they make is successful and can be re-implemented for future meetings. Evaluation originates from the learning objectives set when an educator wants to make the process of learning activities. In the questionnaire, all participants answered "YES" to questions related to the evaluation instrument on the Kemp models. In other words, all participants implemented the

instrument evaluation stage in the lesson plan, which will be implemented in the learning process in the classroom. The following is an excerpt regarding the evaluation instrument that the researcher found in the lesson plan.

<p>Tujuan pembelajaran <i>Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari sebuah formulir, serta dapat membuat formulir dengan baik dan benar sesuai dengan konteksnya.</i></p>																	
<p>Kegiatan penutup <i>Guru memberikan tugas kepada siswa terkait pembuatan formulir pembelian secara individu sesuai dengan konteks penggunaannya</i></p>																	
<p>Penilaian</p> <p>1. Pengetahuan : Mengidentifikasi struktur teks formulir dengan baik.</p> <p>2. Keterampilan : Membuat teks formulir terkait pembelian barang dengan baik dan benar sesuai dengan konteks penggunaannya.</p> <p>3. Sikap :</p> <ul style="list-style-type: none"> ○ Bekerja sama dalam diskusi kelompok ○ Menggunakan bahasa yang baik dan benar dalam membuat teks formulir terkait pembelian barang. ○ Tanggung jawab dalam mengerjakan tugas kelompok maupun individu 																	
<p style="text-align: center;">RUBRIK PENILAIAN HASIL PEMBELAJARAN (KELOMPOK)</p> <p>Aspek Penilaian:</p> <p>e. Hasil Tugas : Mengidentifikasi struktur formulir dengan lengkap dan tepat. f. Pencapaian Keterampilan: Menulis kalimat dengan tata bahasa dan ejaan yang benar. g. Tampilan Tugas : Menggunakan kertas yang bersih dan tulisan yang rapi h. Motivasi : Mempresentasikan hasil kerja kelompoknya di depan kelas</p> <table border="1"> <thead> <tr> <th>Skor</th><th>Butir Penilaian</th></tr> </thead> <tbody> <tr> <td>A (100)</td><td>Jika siswa a. Mengidentifikasi struktur formulir dengan lengkap dan tepat; b. Menulis kalimat dengan tata bahasa dan ejaan yang benar; c. Menggunakan kertas yang bersih dan tulisan yang rapi; d. Mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>AB (90)</td><td>Jika siswa e. Mengidentifikasi struktur formulir dengan lengkap dan tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang bersih dan tulisan yang rapi; h. Tidak mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>B (85)</td><td>Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang bersih dan tulisan rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>BC (80)</td><td>Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang kotor dan tulisan tidak rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>C (75)</td><td>Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang salah; g. Menggunakan kertas yang bersih dan tulisan rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>D (70)</td><td>Jika siswa e. Tidak mengidentifikasi struktur formulir f. Terdapat tulisan kalimat dengan tata bahasa dan ejaan yang salah; g. Menggunakan kertas yang kotor dan tulisan tidak rapi; h. Tidak mempresentasikan hasil kerja kelompoknya di depan kelas.</td></tr> <tr> <td>E (0)</td><td>Jika siswa tidak mengerjakan</td></tr> </tbody> </table>		Skor	Butir Penilaian	A (100)	Jika siswa a. Mengidentifikasi struktur formulir dengan lengkap dan tepat; b. Menulis kalimat dengan tata bahasa dan ejaan yang benar; c. Menggunakan kertas yang bersih dan tulisan yang rapi; d. Mempresentasikan hasil kerja kelompoknya di depan kelas.	AB (90)	Jika siswa e. Mengidentifikasi struktur formulir dengan lengkap dan tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang bersih dan tulisan yang rapi; h. Tidak mempresentasikan hasil kerja kelompoknya di depan kelas.	B (85)	Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang bersih dan tulisan rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.	BC (80)	Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang benar; g. Menggunakan kertas yang kotor dan tulisan tidak rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.	C (75)	Jika siswa e. Mengidentifikasi struktur formulir dengan tidak lengkap dan tidak tepat; f. Menulis kalimat dengan tata bahasa dan ejaan yang salah; g. Menggunakan kertas yang bersih dan tulisan rapi; h. Mempresentasikan hasil kerja kelompoknya di depan kelas.	D (70)	Jika siswa e. Tidak mengidentifikasi struktur formulir f. Terdapat tulisan kalimat dengan tata bahasa dan ejaan yang salah; g. Menggunakan kertas yang kotor dan tulisan tidak rapi; h. Tidak mempresentasikan hasil kerja kelompoknya di depan kelas.	E (0)	Jika siswa tidak mengerjakan
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Figure 9. Evaluation instrument from lesson plan Participant 14

Figure 9 is a form of evaluation and assessment instrument from Participant 14's lesson plan. It can be seen that the evaluation is made based on the learning objectives that have been made before. Assessments made by participants assess important aspects of students, namely cognitive, psychomotor, and affective students. Participants make assessments in the form of identification for cognitive or knowledge aspects. The purpose of this is when students carry out identification activities with their group mates, then the participants as teachers assess students' knowledge performance. This identification activity itself is at the core of learning activities. For the psychomotor aspect or skills, participants assessed the form of making the text of the purchase form according to the context, where in this case, the participants assessed how individual students' skills in making the purchase form according to the context, this activity was in the closing learning activity. The participants made the influential aspect of assessing students' attitudes, including cooperation during group discussions, using good and correct language when composing texts in groups, and being responsible for group assignments. Activities that assess affective performance are at the core of learning activities, where all activities are carried out in groups. Meanwhile, the assessment instruments made by the participants assessed students' cognitive, psychomotor, and affective performance. It can be seen in Figure 9 above that the aspects of the assessment made contain cognitive, psychomotor, and affective aspects. Cognitive in the form of assignment results, where in this case, students will be required to use and apply knowledge about the form of purchasing goods to make greeting cards according to the questions given. Psychomotor in the form of skill achievement, which in this case means that the writing of sentences for greeting cards must comply with the correct grammar and spelling. Affective in the form of task display and motivation, task display in which students' feelings will be assessed regarding the appropriateness and uniqueness of the greeting cards they have made as well as motivation in which students' feelings will be motivated to be able to complete the task no later than the time limit set by the participant. The form of scores and assessment items made by the participants also followed the form of the test in the form of works chosen by the participants. In addition, the developed assessment items also assessed students'

cognitive, psychomotor, and affective performance and were structured to assess students' writing performance.

Following the interview, all participants conveyed their thoughts on developing the evaluation instrument.

Participant 1 : "I evaluate based on the learning objectives using the assessment rubric. Further, the assessment style used as directed by the abilities expected at the end of learning."

Participant 7 : "The form of a test I make depends on the objectives and skills that students must master; for example, students must master speaking skills, then I will make a test where they make a conversation or dialogue to measure their speaking skills."

Participant 14 : "I make the evaluation based on the learning objectives and adjusted to the skills that will be tested, whether it is speaking, listening, reading, or speaking by using a rating scale rubric."

Conclusion & Recommendation

Creating an instructional design for the learning process is an important thing that an educator, including prospective teachers, must do. The researchers examined and analyzed carefully and in detail the lesson plans of the three participants used for teaching and learning activities in PLP II school activities. The results found by the researcher were in the form of all participants applying the instructional design in the form of the Kemp model in the learning process they made, in other words making a lesson plan that would be implemented in this PLP II activity, all participants had followed and implemented all stages in the form of nine stages developed by Kemp models on the lesson plan that will be used for the teaching and learning process in schools. The suitability of making this lesson plan is not only limited because the participants will carry out the learning process but this is supported by the knowledge of the participants as pre-service teachers, in which case the participants as eighth or fourth-semester students already have adequate cognitive abilities and are high in knowledge and understanding. In addition, all participants have studied courses related

to education, teaching, and learning, and during the eight-semester lectures, they always participated in learning activities in class.

Following are some suggestions based on the conclusion above, both teachers and supervisor are expected to take a role and contribute to providing more knowledge and experience for pre-service teachers, so that the difficulties experienced by pre-service teachers can be avoided and the learning process designed by pre-service teachers can be even better.

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Conflict of Interest

No potential conflict of interest is reported.

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