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## The Effect of Learning Plan Innovation on Students' Cognitive Outcomes At School MIS Darul Ikhlas Lubuk Pakam

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### Abstrak

Tujuan dari proses pembelajaran adalah untuk mencapai tujuan yang telah ditetapkan untuk proses pendidikan. Untuk memahami ambang kemampuan siswa dalam menerima materi pelajaran, seseorang dapat melihat kinerja siswa di kelas, yang sama sekali tidak terkait dengan motivasi siswa dan kreativitas guru dalam menyajikan materi. Dengan demikian, guru bertugas untuk terus meningkatkan kualitas pengajarannya. Pembelajaran kelas yang inovatif adalah strategi pengajaran kelas yang mendorong berbagi materi kelas dengan siswa. Materi tersebut meliputi ekspositori, inkuiri, pembelajaran berbasis masalah, peningkatan keterampilan berpikir, pembelajaran kooperatif, pembelajaran kontekstual, pembelajaran afektif, dan pendekatan saintifik. Tujuannya adalah untuk menyampaikan pentingnya perencanaan pendidikan berkaitan dengan kegiatan pendidikan. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data wawancara. Hasil penelitian tentang hubungan antara pengaruh perencanaan pembelajaran dan aktivitas pembelajaran menunjukkan adanya perbedaan yang signifikan antara keduanya. Menggunakan RPP selama proses pengajaran dapat membantu meningkatkan nilai siswa dalam proses pengajaran.

Kata Kunci: *Inovasi, RPP, Siswa, Sekolah*

## Abstract

The purpose of the learning process is to achieve the goals set for the educational process. To understand the threshold of students' ability to accept subject matter, one can look at student performance in class, which is completely unrelated to student motivation and teacher creativity in presenting material. Thus, the teacher's duty is to continuously improve the quality of teaching. Innovative classroom learning is a classroom teaching strategy that encourages sharing of class materials with students. These materials include expository, inquiry, problem-based learning, improving thinking skills, cooperative learning, contextual learning, affective learning, and scientific approaches. The aim is to convey the importance of educational planning in relation to educational activities. This study uses qualitative methods with interview data collection techniques. The results of research on the relationship between the effect of lesson planning and learning activities show that there is a significant difference between the two. Using lesson plans during the teaching process can help increase student scores in the teaching process.

Keyword: *innovation, lesson plans, students, schools*

## INTRODUCTION

Education does not move from any innovation; the two remain in touch. Innovation Education can be described as a new experience for individuals or groups of people who are motivated to achieve their goals or solve problems (Rusdiana, 2014, p. 25). It is hoped that innovation in education will help the general public become more motivated in the economic, social and other areas. It is widely recognized that innovative education is a program of study that continually tackles problems such as those currently being tackled by classrooms based on classroom conditions. In the end, the learning program above will provide information about the need to consistently increase the number of students in each class.

Innovation is defined as a concept, idea, practice, object or object adopted for the first time by a person or group of people. Innovation is the result of brilliant minds focusing on new fields; it can be a particular practice or, less commonly, a product

resulting from research and development carried out through a specific process. It is important to remember to overcome concerns that arise and maintain any relevant events or processes that occur in the general public (Nawang Sari, 2010).

Educational innovation in Indonesia still originates from the field of education practitioners, especially in life in the global era where various problems demand fundamental educational changes. The climate of national and state life which tends to lead

to uncontrolled freedoms creates various problems in various fields of life, including in the field of education. Many social problems arise as a result of the current grassroots order. In the past, our education system was ineffective and unreliable, both measured in terms of quality, quantity, and in relation to its effectiveness and relevance (Kusnandi, 2017). In addition to that, few people are aware that our educational system is fundamentally flawed and lacks clear goals and objectives.

Various initiatives are required during the teaching process in order to fulfill a certain goal put forth by each RPP that is communicated to the student. The process of teaching is one that necessitates constant communication between the teacher and students at the level of the timbal-balk hub in any given educational environment in order to achieve the desired goals. Interaction or a cordial conversation between the teacher and student is a crucial sign that the learning process is progressing well. Pembelajaran's procedure is not yet underway and cannot be completed without an identical procedure and procedure rules. Pengaturan is very important, especially when it comes to understanding the components and variables that must exist when the educational process is ongoing. Throughout the teaching process, the teacher will make adjustments and adjustments while maintaining a positive and empowering attitude. The single most important thing is to use educational media to ensure that students can handle their homework assignments in an efficient, effective, and purposeful manner. The media that is used in instruction is chosen in accordance with the goals and material already developed. In the execution of this learning process, the teacher posits himself as a facilitator to provide guidance, support, and encouragement. As opposed to this, the teacher is constantly moving and returning to the unfinished materials by engaging in inkuiri or wawancara mendalam while utilizing the already-made materials.

Results from successful cognitive learning did not surprise an innovator who was enthusiastic about the innovative teaching methods used. Good educational quality and appropriate method implementation will result in successful cognitive learning outcomes (Handayani et al., 2017). As a result of cognitive learning outcomes focusing on aspirational cognition and berpikir behavior, they become a very important point to be made in this situation. Because this is the single most important tolok ukur for the success of the teaching process, every student must have rigorous cognitive learning outcomes (Ramadhan et al., 2017).

Although each person's cognitive capacity may vary from person to person, it may also change and grow every day. Interaction between the didik and the environment might lead to change. It is important to employ effective strategies to increase cognitive capacity

since both the school environment and larger communities understand that certain students who are learning to be critical thinkers (Ibda, 2015). Learning outcomes are a person's desire for his potential based on the process of changing attitudes, understanding, and application. According to Bloom, the key findings fall into three categories: cognitive, affective, and motor. The results of the cognitive learning process are now widely known from the first domain to the third domain, and this must be understood because cognitive learning is related to understanding (Ramadhan et al., 2017).

## RESEARCH METHODS

This study uses qualitative methods with interview data collection techniques. The focus of this research is on the results of empirical data collected from the field, or empirical studies, or field studies, because the researcher uses a qualitative desk summary to explain the problem. The qualitative literature research data included in this study consisted of words and field notes. To document the research process. The researcher involved 1 informant, namely a teacher who taught at Mis Darul Ikhlas Elementary School with the aim of analyzing the school's Lesson Plan (RPP) process. The research location was conducted at the Mis Darul Ikhlas school on Friday, May 23 2023. The interview recordings were transcribed in their entirety before being combined with data from field notes, videos and other photos. After the data is collected, the researcher analyzes the data and organizes it into descriptive words.

## RESULTS AND DISCUSSION

Face-to-face learning activity plans (RPP) are face-to-face learning activity plans made from the syllabus and designed to direct teaching and learning activities to achieve basic competencies. Guru is a person who is committed to properly and methodically implementing RPP. RPP is very important in the learning process. By encouraging the use of lesson plans, teachers can create teaching strategies that are acceptable to students. A very effective teaching method allows the teacher to be flexible. Teachers can create group discussions and teamwork projects for the current subject matter, such as observation texts.

To carry out the teaching process, lesson plans are the starting point for teachers. This is because after the teacher makes the lesson plan it will be implemented in the learning process, so it is clear that the lesson plan has a strong link with student learning outcomes. assessment points from the RPP. If the RPP assessment items have been used on students, the teacher can see the results. To carry out the teaching process, lesson plans are the starting point for teachers. This is because after the teacher makes the lesson plan it will be

implemented in the learning process, so it is clear that the lesson plan has a strong link with student learning outcomes. assessment points from the RPP. If the RPP assessment items have been used on students, the teacher can see the results. As a result, even though there is a lesson plan, the teacher's assessment is not always objective but can still be structured. The teacher can show lesson plans items that were successfully completed by students. When making lesson plans, not all of the suggestions given can be applied to one situation. Today's teachers need several face-to-face meetings to complete one teaching course. So, by using this lesson plan, a teacher can make a pattern for producing material. For example, during the second one-on-one meeting everyone can talk about the basics, and during the first one they can talk more about the subject matter.

The learning implementation plan has a relationship with student learning outcomes, this is relevant to the statement that the researcher got from the results of interviews with informants who stated that

*" Iya benar, ketika saya menggunakan RPP saya bisa melihat hasil belajar siswa lebih terarah dan jelas. Jadi kalau ditanya ada atau tidak ada hubungannya, jawabannya sangat ada hubungan antara RPP guru dengan hasil belajar siswa karena semakin siap guru mengajar maka semakin baik dan menyenangkan pembelajaran"*

# Informant statement

When the teacher carries out the learning process in class based on the lesson plan, the class conditions look more organized and the students look more enthusiastic in answering each of the teacher's questions. Student learning outcomes also prove that there is a relationship or relationship between the preparation or lesson plan made by the teacher and the learning outcomes to be obtained by students, the better the teacher's preparation, the better the learning outcomes obtained by students. As the researchers observed at that time, the teacher carried out the learning process in class without being guided by the teacher guided by the RPP, the class conditions looked disorganized and the learning did not run systematically and the students looked more passive even though there were still active students but not comprehensive in class so that students were comfortable and get good study results. James M. Cooper mengatakan in the words of Ahmad Rohani that teachers need to have four abilities to help them think about lesson plans. Among them are:

Provide quality instruction and student leadership while being able to apply theory to real-world situations.

- 1) Develop a positive attitude about oneself, the school, fellow students, superiors, and the subject matter being studied.
- 2) know the lesson to be given

3) Have available teaching tools, such as teaching strategies, questioning techniques, evaluation of student athletes, peer instruction planning, class management, and student motivation.

Teachers must possess these four aspects in order to carry out the necessary education. Teachers must understand the goals that have been set and how to instruct staff members to determine whether a child has begun learning. In order for the learning process to move along smoothly, the teacher must make sure that the students are enjoying themselves during class. During the course of the learning process, the students experienced discomfort from the teacher when the latter was only taught without the use of an RPP, in a monotonous, uninteresting manner, and in a systematized manner. However, during the initial stages of the learning process, the teacher made sure to carry out more effective evaluations so that the students experienced comfort throughout the learning process. The preparation of the learning implementation plan, as well as the implementation of the lesson plan itself, seems to have a lot to do with it, based on the learning process that has been carried out by the teacher both from the initial preparation stage.

The implementation of the learning implementation plan also has positive and negative impacts for some teachers at school, this is in line with the questions the researchers got from interviews with informants who stated that

*"Dampak positif dari penerapan RPP adalah membantu saya merencanakan pembelajaran dengan lebih terstruktur dan sistematis. Hal ini memungkinkan saya untuk mengajar dengan lebih efisien dan efektif. RPP juga membantu menjaga konsistensi dalam mengajar antara kelas-kelas dan guru-guru yang berbeda. Dengan adanya RPP, materi pembelajaran dapat disampaikan secara konsisten kepada semua siswa"*

# Informant statement

*"Ya, ada beberapa dampak negatif yang saya temui. Pertama, terkadang RPP yang terlalu ketat dapat membatasi kreativitas saya dalam melaksanakan pembelajaran sesuai dengan kebutuhan siswa atau situasi kelas yang berbeda. Selain itu, penyusunan RPP yang rumit dan detail memakan waktu yang cukup lama, sehingga mengurangi waktu yang seharusnya saya gunakan untuk berinteraksi langsung dengan siswa. Terakhir, RPP yang dirancang secara umum mungkin tidak memenuhi kebutuhan belajar individual siswa, karena setiap siswa memiliki kecepatan belajar dan gaya belajar yang berbeda"*

# Informant statement

Based on the information in the responses below on the impact that was created at the start of the learning session. Both positive and negative effects of Learning Implementation Plans (RPP) in the SD level must be taken into consideration. Positively, RPP

assists teachers in structuring instruction to be more systematic and efficient in order to increase the effectiveness and efficiency of the teaching process (Sukmadinata, 2014). RPP also ensures consistency in instruction between similar classes and teachers so that all students can receive consistent instruction in all subjects. In addition to that, lesson plans also encourage students to engage in teacher teaching skills, enabling them to engage in engaging activities and provide effective feedback to students (Sugiyono, 2017). RPP also provides a planned framework for evaluating and monitoring student progress, so teachers can identify areas that need improvement and adjust teaching strategies.

However, there are negative effects that need to be considered when using RPP. RPP that is too strict can limit the teacher's creativity to adapt learning to class situations or the needs of different students. If the teacher is tied to a rigid lesson plan and has difficulty adapting to changing situations in the classroom, then teaching flexibility can also be limited because the preparation of a complex and detailed lesson plan will take up time that should be used for direct interaction with students (Moleong, 2017). Finally, generally designed lesson plans may not meet students' individual learning needs. This is because each student has a different learning speed and learning style (Prastowo, 2015). Overall, the use of lesson plans at the primary level had a positive impact on increasing the efficiency and effectiveness of learning, teaching training, developing teaching skills, and planned evaluation and training. However, it is necessary to pay attention to the negative effects, such as the use of time that is too long, limited flexibility, and incompatibility with the learning needs of individual students.

As well as the development of the Learning Implementation Plan from year to year has undergone a significant transformation. This was also expressed by an informant who stated that

*"Menurut saya, RPP telah mengalami perkembangan yang signifikan dari tahun ke tahun. Dulu, RPP cenderung lebih umum dan kurang terperinci. Namun, sekarang kita melihat adanya perubahan positif dalam penyusunan RPP. RPP saat ini juga lebih terstruktur, detail, dan lebih mengakomodasi kebutuhan belajar siswa"*

# Informant statement

In addition, it can be seen from the informants' statements that the Learning Implementation Plan has undergone changes related to the structure, format, and methods used to design more efficient learning. It has grown for many reasons. Some of them are curriculum changes, educational technology improvements, and teachers who understand more about the importance of good lesson planning. RPP has changed in recent years. They are now focused on learning objectives and materials as well as competencies that students

must have. The 2013 curriculum in Indonesia, for example, has encouraged the preparation of lesson plans to be more integrated, linking various learning elements such as assessments, student activities, and the teaching and learning cycle (Depdiknas, 2010).

In addition, advances in educational technology also play an important role in the preparation of lesson plans. Technologies such as virtual learning platforms, online applications, and e-learning have helped teachers make lesson plans more interactive and attractive to students. This development has also increased teachers' awareness of the importance of good lesson planning. Teachers are now more aware that lesson plans are a useful tool for managing learning and finding appropriate teaching strategies (Trianto, 2017).

In the Learning Implementation Plan (RPP), many evaluation methods are used to evaluate students' understanding, skills, and attitudes. This is in line with the statement given by the informant who stated that

*"Menurut saya, proses evaluasi murid yang efektif dalam RPP haruslah melibatkan berbagai bentuk evaluasi yang komprehensif. Evaluasi tidak hanya terbatas pada ujian tulis, tetapi juga meliputi penilaian formatif dan sumatif yang mencakup aspek pengetahuan, keterampilan, dan sikap"*

# Informant statement

In RPP, evaluation must be based on clear and measurable achievement metrics. Various evaluation methods, such as portfolios, project assignments, written tests, presentations, and observations, can be used to provide a more in-depth picture of student progress and understanding (Husaini, 2016).

Formative assessment is an important component of lesson plans. This allows teachers to provide direct feedback to students to help them understand what they need and lack. Routinely, student understanding is assessed through daily tests, oral questions, and small group discussions (Depdiknas, 2010). Summative assessment is also included in the lesson plan and is usually carried out at the end of a learning period, such as an end-of-semester exam. However, summative assessments can also include projects, presentations or portfolios, which allow students to demonstrate their understanding in a broader and practical context.

Fairness, accuracy, and relevance of evaluation to learning objectives are issues in the lesson plan evaluation process. It is very important for teachers to ensure that the evaluation is unbiased and fair. To ensure that evaluation can meet the learning needs of each student, teachers must understand the unique characteristics of students (Husaini, 2016).

The process of evaluating the Learning Implementation Plan (RPP) can be successful

in several ways. First and foremost, there are clear and measurable achievement indicators that are closely linked to learning objectives (MONE, 2010). With this indicator, it will be easier for teachers to make evaluation methods that are relevant and in accordance with the subject matter being taught. In addition, various evaluation methods are very important to improve lesson plan evaluation performance (Husaini, 2016). By using a variety of evaluation methods, such as written tests, project assignments, presentations, observations, and portfolios, you can get a better picture of what students are learning and abilities. The evaluation process in lesson plans can cover various aspects of student development.

In addition, formative assessment is an important component of the lesson plan evaluation process because it involves direct feedback to students which helps them understand what they are lacking and what they need in learning. Teachers can help students find areas that need improvement and give them directions as to where they can improve. Finally, teacher collaboration and reflection on the evaluation process are very important to improve lesson plan evaluation performance (Husaini, 2016). By working together, teachers can share experiences and best practices in the evaluation process. Meanwhile, thinking about the evaluation process will help teachers discover the good and bad points, and help them develop better evaluation methods.

## CONCLUSION

From the research results that have been obtained, researchers can conclude that the lesson plan is one of the things that is most closely related to a teacher. RPP is also the teacher's first step in carrying out effective learning, because the purpose of compiling a lesson plan is to create learning methods that are easy for teachers to use and liked by students. In most cases, the success of teaching will increase when the teacher plans it well.

Learning implementation plans (RPP) have benefits and negative effects. The first is that lesson plans can help teachers plan lessons in a structured and systematic way, and the second is that lesson plans that are too strict can limit the teacher's creativity to adapt learning to different classroom situations or student needs. In recent years, there has been a change in the method of creating lesson plans. RPP now focuses on learning objectives and materials as well as competencies and skills that students must have. In addition, technological advances in education also play an important role in making lesson plans. Technologies such as virtual learning platforms, online applications, and e-learning have helped teachers make lesson plans more interactive and attractive to students.

In addition, researchers conducted interviews with teachers to determine their reasons for how important lesson plans are for the learning process and whether lesson plans always

need to be evaluated. The following interview results. All teachers agree that lesson plans are very important to maintain the teaching and learning process and must be updated over time. However, if reviewed further, there are indeed advantages and disadvantages of implementing the RPP.

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