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Probing into the Obstacles Faced by Internship Student teachers in Designing Lesson Plans

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Abstract

This study aims to find out the problems faced by student teachers in an internship program in designing lesson plans at schools. A lesson plan is one of the essential instructional designs that should be considered to achieve a successful teaching and learning process. For teachers, a lesson plan is a guideline that will be used in teaching to achieve learning objectives. This research used a qualitative method. The participants were selected by using purposive sampling. They were seven students of the English Education Department of Universitas Syiah Kuala who were taking an internship program. The data collection was carried out through document analysis and interviews. The results showed that all student teachers strived to design their lesson plans based on the 2013 Curriculum. There were several problems faced by the students, such as (1) formulating the indicators of competency achievement, (2) writing learning objectives, (3) finding suitable materials, (4) selecting learning methods, (5) choosing learning media and resources, (6) formulating activities, and (7) creating an assessment. The results of the interview also revealed the same. Thus, it is recommended that student teachers should receive more training, both theoretically and practically, in designing the lesson plan based on the 2013 Curriculum as required by the Ministry of Education in Indonesia.

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1. INTRODUCTION

Pengenalan Lapangan Persekolahan (PLP) or the Internship Program is one of the compulsory subjects for all students who majors in Education of various fields at universities in Indonesia. This program is when the student teachers conduct observations and analyze the problems at the schools they are assigned at, and try to provide a solution to the problems (Usman & Maruf, 2017). This program aims to have the student teachers to gain knowledge, abilities, and experience in the application of their knowledge, attitudes, and behaviors that can assist the development of professional competency mastery, pedagogic, personality, and social awareness in schools (Hidayat et al., 2021). Consequently, *Fakultas Keguruan dan Ilmu Pendidikan* (FKIP) or Faculty of Teacher Training and Education, Universitas Syiah Kuala (USK) in Banda Aceh, Aceh Province, Indonesia, is one of the institutions that produce professional teacher graduates. This institution is among the universities or institutions in Indonesia that has an important role in shaping and fostering prospective educators to become qualified and professional teachers. Thus, students of the English Education major who enroll in the PLP program must take some prerequisite courses as the main requirement, such as English Teaching Methodology, English Curriculum, and Instructional Plans, Language Testing at Schools, and Microteaching. Through the PLP program, it is expected that student teachers experience teaching students at different school levels, from the junior high to the senior high schools. Hence, these student teachers are given a chance to hone teaching abilities, get perspective from those with experience in the field (i.e., professional teachers), and connect theories learned at universities with classroom-based experiential learning (Becker et al., 2019).

Being professional teachers is challenging. As professional teachers, they have to master not only the theories but also the practical issues related to the teaching and learning process. They must prepare a lesson plan as a guideline in such a process. A lesson plan is essential to bridge students' activeness during a learning process (Iqbal et al., 2021; Singh, 2008). A lesson plan also influences a successful teaching and learning process (Brown, 2011). A lesson plan helps teachers arrange material, use effective time management, and choose appropriate teaching techniques (Chickering & Ehrmann, 1996; Hinkel, 2015). Thus, with a lesson plan, a teacher can predict and arrange everything they expect to do in the classroom, such as what material to teach, what basic competencies to achieve, and how to provide clear instructions during the learning process in the classroom to run successful teaching and learning for students.

However, designing a lesson plan is sometimes challenging, especially for the student teachers (Hanane, 2016; Thornbury, 1999). When creating a lesson plan, several components should be considered. These include *Kompetensi Dasar* (KD) or Basic Competency, *Indikator Pencapaian Kompetensi* (IPK) or Indicators of Competency Achievement, learning objectives, learning materials, learning methods, learning media and resources, learning steps, students' worksheet, and assessment. These are as mandated in the *Peraturan Menteri Pendidikan dan Kebudayaan*

(Permendikbud) No. 22 Tahun 2016 (Ministry of Education and Culture of Republic of Indonesia, 2016, or the Regulation of the Minister of Education and Culture No. 22, year 2016). The 2013 Curriculum designed by the government becomes the standard that teachers must follow when designing a lesson plan (Manalu, 2016). Therefore, teachers should pay attention to every component required for the lesson plan.

In general, the lesson plan design used in Indonesia has some similar elements to those used in other countries. Vdovina (2013) mentions that a lesson plan should demonstrate students' critical thinking levels in their cognitive and affective domains. Gafoor and Farooque (2010) studied about the problems faced by 74 pre-service students. They mention that students' problems are related to selecting appropriate learning experiences, adjusting time for each activity, creating learning objectives as well as implementing all components in a lesson plan into the teaching and learning process. Those components are obligatory components in the lesson plan used in India. Additionally, in Canada, lesson plans should integrate general and specific objectives, timing, materials used, three steps of learning; before, during, and after activities, and evaluation (Ruiz, 2009).

There is still a limited number of research on the difficulties in preparing lesson plans faced by student teachers in the Indonesian context, especially in Aceh province. This background initiated this present study. Mulyani and Kasim (2015) studied lesson plan documents used at a private Islamic school in Aceh. In their study, interviews were conducted to investigate the teachers' problems in designing a lesson plan. The results showed that the lesson plan has met the Indonesian curriculum's criteria, such as standard process and content as required by the national curriculum. However, teachers face problems such as managing allocated time effectively, finding suitable methods and materials, using resources, and creating an assessment. Mulyani and Kasim (2015) then suggest that teachers should make an effort to understand and be able to apply the lesson plan in the teaching and learning process. One of those efforts is gaining more knowledge in seminars and workshops.

Designing a lesson plan for English subjects faced by the student teachers in the Internship Program at schools in Aceh Province has not been adequately conducted. Therefore, we intended to find out the problems faced by the student teachers in designing lesson plans in the internship program at schools. The formulated research question for this study is:

- What are the problems faced by the student teachers in designing a lesson plan in the Internship Program at schools in Aceh?

2. LITERATURE REVIEW

2.1 English Curriculum in Indonesia

The term teaching can be described as a process of passing on knowledge from one person to another. Teaching is characterized as appearing or assisting someone with figuring out how to accomplish something, giving information, and causing to know or comprehend (Brown, 2000). A curriculum is needed in the teaching and learning process. According to *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (President of Republic of Indonesia, 2003) or Law No. 20 year 2003 concerning the National Education System, a curriculum is a set of plans and

arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning to achieve the learning objectives.

Since 2003, the Indonesian government has stated some curricula to be used in formal schools, namely *Kurikulum Berbasis Kompetensi* (KBK) or Competency Based Curriculum in 2004, *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or Education Unit Level Curriculum in 2006, and *Kurikulum 2013* (K-13) or 2013 Curriculum in 2013 (Ritonga, 2018). The latest curriculum introduced by the government is *Kurikulum Merdeka Belajar* (KMB), or Independent Learning Curriculum in 2020 (Suryaman, 2020). However, the 2013 Curriculum is still used widely by schools (Widiyono et al., 2021). Implementing K-13 is expected to produce productive, creative, and innovative human beings, as explained in *Permendikbud No. 59 year 2014* (Ministry of Education and Culture of Republic of Indonesia, 2014, or the Regulation of the Minister of Education and Culture No. 59 year 2014). With this, the curriculum is used as a supporting component designed to carry out learning programs specified in various activities, exercises, or tasks that will be carried out in class.

Since English is treated as a foreign language in Indonesia, the goal of learning English at school is to enable students to communicate in English in oral or written form fluently and in accordance with their social contexts (Ministry of Education of the Republic of Indonesia, 2003). In *Permendikbud No. 22 Tahun 2016* (Ministry of Education and Culture of Republic of Indonesia, 2016, or the Regulation of the Minister of Education and Culture No. 22 year 2016), it is stated that the lesson plan must cover the following components: identity, core competencies, basic competencies and achievement indicators, learning objectives and achievement which are formulated based on the basic competencies stated in English Syllabus, learning materials, teaching methods, learning media, learning resources, learning steps, and assessment. These steps align with the instructional design steps proposed by Dick et al. (2006).

2.2 Internship Program

Parveen and Mirza (2012) state that an internship is an educational program that combines learning with planned and performance-related experience. In addition, an internship provides students with practical experience which cannot be fully simulated in the classroom (Elarde & Chong, 2012). Thus, this program is for prospective teachers and aims to provide teaching experiences in schools.

As stated in *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi* (Permenristek Dikti) No. 55 Tahun 2017 (Ministry of Research, Technology and Higher Education, 2017, or the Regulation of the Minister of Research, Technology, and Higher Education No. 55 year 2017), *Pengenalan Lapangan Persekolahan* (PLP) or the Internship Program is a process of observation and apprenticeship carried out by the students of the Undergraduate Education Program to study aspects of learning and education management in the education unit. Before they go to the field, the students are trained in a teaching practice or Microteaching and educational professions courses. Hence, Lindqvist (2019) defines a student-teacher as a person who is still in the process of an education program to become a teacher. Student teachers are the students taking the teaching practice experience in faculties that major in education at universities.

2.3 Lesson Plan

A lesson plan is one of the learning tools that need to be prepared by teachers. It is a standardized form consisting of teachers' thoughts or scenarios of what to do in teaching a lesson (Farrell, 2002). Its function is as a guide for the teachers to be used in the classroom. A lesson plan must be well-prepared and organized (Jalongo et al., 2007). In addition, according to Coppola et al. (2004), a lesson plan is a foundation of educational structure and a core of education. For Jensen (2001), a lesson plan benefits teachers in deciding the lesson objectives, arranging the types of activities to achieve these objectives, producing learning material, and setting the time allocation.

2.3.1 *The principles of a lesson plan in Indonesia*

In accordance with *Permendikbud* No. 81A Tahun 2013 (Ministry of Education and Culture of Republic of Indonesia, 2013), or Regulation of the Minister of Education and Culture No. 81A year 2013), and *Permendikbud* No. 22 in 2016 (Ministry of Education and Culture of Republic of Indonesia, 2016, or the Regulation of the Minister of Education and Culture No. 22 year 2016), there are several principles that a teacher should consider before designing a lesson plan:

1. A lesson plan is designed as a curriculum idea based on the syllabus.
2. Concerns learners' differences, such as intellectual interest, motivation of learning, etc. Before creating a lesson plan, a teacher must observe the students' backgrounds to create an appropriate and useful lesson plan for students.
3. Encourages students to be active participants in the class.
4. Gives feedback and follow ups on students' tasks or performance.
5. A lesson plan is designed by considering relevance and cohesiveness among core competence and basic competence, learning materials, learning activities, assessment, and learning resources as a whole learning experience.
6. The teacher can apply information of technology and communication based on situations and conditions such as newspapers or magazines. This may help students be more motivated to learn.

2.3.2 *Components of a lesson plan in Indonesia*

A lesson plan consists of several components, namely identity, *Kompetensi Inti* (KI) or Core Competency, *Kompetensi Dasar* (KD) or Basic Competency, *Indikator Pencapaian Kompetensi* (IPK) or Indicators of Competency Achievement, learning objectives, learning materials, learning methods, learning media and resources, learning steps, assessment, remedial and enrichment (Ministry of Education and Culture of Republic of Indonesia, 2016).

The following explains the components of a lesson plan as adapted from 2013 Curriculum or *Kurikulum 2013* (K-13). First is the identity of the school, which includes the name of the school, subject, class/semester, learning theme, and time allocation. The second is *Kompetensi Inti* (KI) or Core Competency. It has been written on the syllabus, and student teachers must adopt it. There are four core competencies: spiritual (KI-1), social (KI-2), knowledge (KI-3), and skills (KI-4). Third is *Kompetensi Dasar* (KD) or Basic Competency. It is a manifestation of KI. Both KD and KI are usually stated in the syllabus. Fourth is *Indikator Pencapaian Kompetensi*

(IPK) or Indicators of Competency Achievement. Indicators of competency achievement are behaviors that can be measured and observed to show the achievement of certain basic competencies contained in a syllabus. These indicators use operational words that can be observed and measured, which include knowledge and skills. The next are learning objectives, media and materials used, and teaching methods that are considered important.

Teaching activities in the learning steps in a lesson plan are divided into three parts: Introductory, main, and closing activities. The implementation stages of learning include:

1. Introductory activities

In this activity, the teacher should:

- condition a pleasant learning atmosphere.
- motivate the students
- discuss the competencies that have been studied and developed previously related to those to be studied and developed.
- state the learning objectives
- convey the competencies to be achieved and their benefits in everyday life.
- deliver an outline of the material and activities to be carried out.
- convey the scope and assessment technique to be used.

2. Main activities

Main activities are steps of the learning process to achieve competence, carried out interactively, inspiringly, and interestingly. The activities should motivate students to participate actively. The steps in the main activities should relate to the method and approach used. In every activity, the teacher must pay attention to the development of students' attitudes to the basic competencies of KI-1 and KI-2, including being grateful to God, being honest, cooperative, disciplined, obeying the rules, and respecting the opinions of others.

3. Closing activities

Closing activities consist of:

- Make a summary/conclusion of the lesson.
- Reflect on the activities that have been carried out.
- Provide feedback on the learning process and results.
- Carry out an evaluation.
- Planning follow-up activities in the forms of remedial learning, enrichment, and giving the assignment to students.
- Inform the topic for the next meeting.

The next step is *Lembar Kerja Peserta Didik* (LKPD), or Students' Worksheets. LKPD is students' worksheets made by the teacher. Several learning models have been proposed to lead to student-centered teaching and learning activities. Therefore, the LKPD contains material that is designed in such a way that students can study the materials independently. Therefore, the LKPD contains materials, summaries, tasks related to the material, and indicators of competency to be achieved. According to [Hasja et al. \(2020\)](#), LKPD is a tool used to support the activities in the learning process, and it is vital to design students' worksheets since it can improve their capabilities. In addition, [Chonga et al. \(2013, as cited in Hasja et al., 2020, p. 2\)](#) mention that "the use of students' worksheets that are in accordance with the characteristics of students can improve mastery of concepts in learning material".

The last is assessment. Assessment is the last component in the syllabus, which decides the achievement of the instructional process in the class. According to [Earl \(2006\)](#), there are three types of assessment, namely assessment of learning, assessment for learning, and assessment as learning. Assessment of learning can be used to determine the level of achievement and development of students. Then, assessment for learning is designed to improve the learning carried out by teachers to students. Furthermore, assessment as learning is used to support and develop students' knowledge.

2.4 Studies on Difficulties of Designing a Lesson Plan

Creating a lesson plan might be a problem for teachers ([Cullen et al., 2013](#)). In addition, implementing the lesson plan in the classroom is another problem preventing successful teaching and learning ([Garrison & Kanuka, 2004](#)). There are several studies on the difficulties in designing a lesson plan. First is a study conducted by [Rolanda \(2019\)](#). This study aims to analyze the students' difficulties and perspectives in creating lesson plans in a Microteaching class. The samples were the English Department, batch 2015, at Universitas Islam Negeri Ar-Raniry, Indonesia, who took a Microteaching class. The study found that based on the students' perspectives, the lesson plan of microteaching class functions as a teaching guideline and teaching planning. The problems in designing lesson plans were in terms of formulating indicators and objectives, analyzing basic competency which suits the indicators, and selecting the assessment.

Second is a study conducted by [Alanazi \(2019\)](#) on fifty pre-service trainee teachers who enrolled in a teaching practice course at the College of Education and Arts Northern Border University, Kingdom of Saudi Arabia. It aims to analyze the pre-service trainee teachers' attitudes, ideas, and problems in designing lesson plans. This study showed that pre-service teachers knew the need for lesson plans and encountered several difficulties while designing lesson plans. The study found that the participants had problems determining activities that must be adapted to the needs of students, choosing the activities, and using the appropriate learning methods in designing the lesson plans. Furthermore, [Fitriyanti \(2019\)](#) also conducted a study to learn about the problems faced by English teachers when creating lesson plans and the way to solve them. Students' conditions, learning methods, learning material, learning activities, instructional media, and evaluation were all identified as problems faced by the English teachers in this study.

Unfortunately, based on the research finding by [Nurtanto et al. \(2021\)](#), there is still confusion between vocational teachers, curriculum developers, and school leaders in implementing K-13. Their study reveals other problems related to K-13, such as different perceptions towards K-13, difficulty in creating an authentic assessment, confusion in selecting the learning method, and the lesson plan itself ([Nurtanto et al., 2021](#)). A similar problem is also found by [Putri \(2016\)](#) that, even though teachers understand the component of K-13, they find it difficult to arrange or set the assessment aspect as they believe it is too complicated. Her study also found that implementing a scientific approach in learning steps stated in K-13 creates another problem; thus, sometimes, real-life situations and plans may be different.

3. METHODS

3.1 Participants

This study takes the form qualitative, focusing on the problems faced by the student teachers in an internship program in designing a lesson plan at schools. According to [Hancock et al. \(2007\)](#), qualitative research involves explaining people's opinions, experiences, and emotions and generating subjective data. To select the participants, this study used a purposive sampling technique. Seven students from the Department of English Education, Universitas Syiah Kuala, Aceh, Indonesia, who took the Internship Program, were selected as the participants. They were chosen purposively because when this study was conducted, only seven students were taking the Internship Program in the Banda Aceh area, whereas the other students were taking the program in their hometown due to the pandemic era of COVID-19.

3.2 Instruments

We employed two research instruments to collect accurate data: document analysis and interviews. The researchers collected the lesson plans created by the participants to be analyzed thoroughly. Then, an interview was conducted with the participants to get more in-depth data. We used a semi-structured interview with 14 open-ended questions adopted and adapted from [Apriani et al. \(2020\)](#). The interview was designed to know the phenomenon based on the research problem ([Ary et al., 2006](#)), such as difficulty determining learning objectives, learning materials, and learning methods.

3.3 Technique of Data Collection

The researchers collected the data by using document analysis and interviews. The following are the procedures for the data collection.

3.3.1 Documentation

In this study, the required document was a lesson plan that had been made by students who were taking the Internship Program. The documents were in the form of a soft file. After the documents were collected, the researchers analyzed them based on the standard of lesson plans ([Ministry of Education and Culture of the Republic of Indonesia, 2016](#)). Seven lesson plans were collected and analyzed in this study.

3.3.2 Interviews

The interviews were conducted to get more information related to the student teachers' problems in making the lesson plan. The interviews were done in Bahasa Indonesia to create a comfortable situation so the participants could express their thoughts more flexibly. We used a voice recorder to record the interview process. The interviews lasted 10 minutes for each participant, and the results of the interviews were transcribed into a written form for further analysis.

3.4 Technique of Data Analysis

To analyze the data, the researchers used the framework developed by Miles et al. (2019). Data analysis is divided into three main stages: data condensation, data display, and conclusion drawing or verification. First, in the data condensation, the data collected were organized and developed based on themes, from learning objectives to assessment. The data is organized based on the implementation of the learning guideline curriculum, including learning objectives, learning materials, learning methods, learning sources, and assessments (Ministry of Education and Culture of the Republic of Indonesia, 2016). In this case, the researchers selected the data from the document analysis and the interviews. Second, the information were organized in such a way that allowed conclusion drawing in the data display. Thematic analysis was used to identify themes (Braun & Clarke, 2006) for the difficulty in designing a lesson plan, and these themes were further elaborated in in-depth explanations. Finally, in the conclusion drawing and verification stage, the researchers elaborated on the data to answer the research problems.

4. RESULTS

The results are divided into two categories which are from the document analysis and the interviews.

4.1 Results from Document Analysis

The first instrument to be analyzed is the participants' documents of the lesson plans. The students were coded as ST1-ST7. The lesson plans were analyzed based on the components of the lesson plan of the 2013 Curriculum (Ministry of Education and Culture of the Republic of Indonesia, 2013, 2016). The document analysis was carried out by checking the completeness of the components (see Table 1) and the suitability among the components (see Table 2).

Table 1. Checklist of components of the lesson plan.

Standard	Lesson plan						
	ST1	ST2	ST3	ST4	ST5	ST6	ST7
Identity	✓	✓	✓	✓	✓	✓	✓
Core competency	✓	✓	✓	✓	✓	✓	✓
Basic competency and indicators	✓	✓	✓	✓	✓	✓	✓
Learning objectives	✓	✓	✓	✓	✓	✓	✓
Learning materials	✓	✓	✓	✓	✓	✓	✓
Learning methods	✓	✗	✓	✓	✓	✓	✓
Media, tools, and sources	✓	✓	✓	✓	✓	✓	✓
Learning process steps	✓	✓	✓	✓	✓	✓	✓
Assessment	✓	✓	✓	✓	✓	✓	✓

Table 1 shows that the students have completed all components of the lesson plan based on the regulation of *Permendikbud No. 81A Tahun 2013* (Ministry of Education and Culture of Republic of Indonesia, 2013) and *Permendikbud No. 22 Tahun 2016* (Ministry of Education and Culture of Republic of Indonesia, 2016), including identity, KI, KD and indicators, learning objectives, learning materials,

learning methods, media, tools, and resources, learning process steps, and assessment. Only one student (ST2) did not write the learning method in her lesson plan. However, overall, they have successfully met the criteria set by the Ministry of Education in terms of the completeness of the components of the lesson plan that must be inscribed.

However, when an analysis of the suitability among the components was carried out, we found several problems in their lesson plans, as displayed in Table 2 below.

Table 2. Suitability among the components of the lesson plans.

Standard	Lesson plan						
	ST1	ST2	ST3	ST4	ST5	ST6	ST7
Suitability of IPK with KD	x	x	x	x	x	✓	✓
Suitability of learning objectives with KD and IPK	x	x	x	x	x	✓	✓
Suitability of learning materials with KD and IPK	✓	x	✓	✓	✓	✓	✓
Suitability of learning method with its syntax	✓	✓	✓	✓	✓	✓	✓
Suitability of media, tools, and resources with learning materials	✓	✓	✓	✓	✓	✓	✓
Suitability of LKPD with IPK	✓	x	✓	x	✓	x	x
Suitability of assessment with KD and IPK	x	x	x	✓	✓	x	x

From Table 2, there were five problems faced by the participants in designing a lesson plan in terms of the suitability of indicators with basic competency, suitability of learning objectives with basic competency and indicators, suitability of learning materials with basic competency and indicators, suitability of learning method with its syntax, suitability of media, tools, and resources with learning materials, suitability of LKPD with IPK, and suitability of assessment with KD and IPK.

First, most of the participants (about 71%) faced difficulties in formulating indicators that had to suit the basic competency. From their lesson plans, there were still inconsistencies between the indicators and the basic competencies. For instance, in KD-4, there was an inconsistency between the basic competency skill and the indicator created. The operational verb used in the indicator was not in accordance with the basic competency to be achieved. For example, KD-4.4, *'Menangkap makna secara...'* (catching the meaning ...), was about reading skills, but the operational verb used in the indicator was the word *'menyalin...'* (to write). This means that the student teacher failed to create the indicator for the reading skill.

Another problem was that there were still student teachers who did not understand how to create the indicators. The operational verbs used were derived from Bloom's taxonomy. The use of operational verbs in knowledge competence (KD-3) and skills competence (KD-4) was difficult to develop by the student teachers.

Since the participants still had problems formulating the indicators, they also had problems formulating the learning objectives. Based on Table 2, the same participants (71%) who failed to create the indicators to suit the basic competency also failed to formulate the learning objectives to suit the basic competency and indicators. In KD-4, the indicators used were not yet detailed. The indicators used must be clear so that in developing the learning objectives, they are adequately described to achieve competence.

Regarding the suitability of learning materials with the indicators, only one student was unsuccessful in doing so. This means that most participants did not have a problem with this issue. The materials made by the student teachers were in accordance with the competencies to be achieved. They could create suitable materials with the indicators.

Moreover, about 57% of the participants still faced problems designing the students' worksheets consistent with the basic competency and the indicators. They failed to create a worksheet measuring the cognitive and psychomotor competencies. Finally, around 71% of the participants were still unsuccessful in creating an instrument for the assessment that suited the basic competencies and the indicators.

However, from the document analysis, it seems that the participants did not have any difficulties in choosing the learning methods as well as the approach and the model. They knew the syntax of the approach and the model. They used a scientific approach in their lesson plans. This can be seen from their lesson plans in which the syntax they wrote was correct. Moreover, they also successfully designed the media and chose the learning resources compatible with the basic competency and indicators.

4.2 Results from the Interviews

This section discusses what the student teachers thought as challenging in designing a lesson plan. To obtain more data, interviews were conducted. The results are presented in the form of several themes below.

4.2.1 *Difficulty in formulating the indicators of competency achievement*

Several participants found it difficult to develop the indicators of competency achievement, as stated by ST3. The indicators formulated should be based on basic cognitive or psychomotor competency.

- (1) I think it is a little bit difficult because we must know the indicators we will use and choose indicators that are in accordance with the learning atmosphere we will teach. (ST3)

4.2.2 *Difficulty in determining the learning objectives*

The other aspect identified as the problem in designing the lesson plan was determining the learning objectives. The student teachers had difficulties when determining the aims that their students need to achieve. The learning objective should be developed from the basic competencies and the indicators. The results also revealed that they were confused about choosing operational keywords.

From the interviews, two students expressed their difficulties in determining the learning objectives based on the basic competencies and the indicators, as shown in the following excerpts:

- (2) I feel it is difficult to create the learning objectives. It is because the learning objectives are taken from the indicator. Thus, we need to combine it with the teaching methods. (ST4)
- (3) Ya, a little bit difficult because we have to adjust to the basic competency. (ST7)

4.2.3 Difficulty in choosing suitable materials

The next problem found was related to selecting appropriate learning materials. The results found that several participants created learning materials to fulfill the competencies. However, some participants did not pay attention to the indicators that had to be achieved, instead looking at the method they would use. In developing the learning materials, the student teachers also determined the needs of the students and the indicators. They wondered whether all students could absorb the selected materials. Some participants said that not all students could receive the material taught in one meeting. They needed several meetings to ensure that students could understand well what they had taught in the classroom.

However, they agreed that they had to provide the learning materials in the lesson plan. For ST3, ST4, and ST7, creating and providing the materials were difficult because they sometimes felt confused with the suitability of the basic competencies and the indicators with the materials provided. This is as articulated by ST3:

- (4) It is hard, which means it is hard when searching the resources. The school only provides the compulsory book; we need to find complementary resources such as the internet. (ST3)

4.2.4 Difficulty in selecting suitable learning methods

The interview data revealed that they determined the method based on the indicators, the learning objectives, the learning materials, and the characteristics of the students so that the teaching-learning process could run well. Determining learning methods is not easy because educators must adapt them to the abilities and needs of students where the character and knowledge possessed by students are different. Using appropriate learning methods or approaches can make all students in the classroom learn actively so that the competencies can be achieved according to the learning goals.

The data from the interview showed that even though all of them provided the method in their lesson plan, they still faced a problem determining which method was suitable for the material in the classroom. All participants used the same approach, which is the scientific one. Conversely, not all of them used the same learning model. For instance, ST2 and ST3 used Project Based Learning, while ST6 and ST7 used Discovery Learning. The problem was that they did not know exactly whether such a model suited the material. They had to learn and read more to further understand it. This is as stated by ST4 below.

- (5) The hard thing is when determining which learning model is suitable for a learning activity. This is because we do not really understand the teaching method. I use Project Based Learning while teaching. I had to learn more about this model before I decided to write it in my lesson plan. (ST4)

4.2.5 Difficulty in choosing learning media and resources

Another problem was related to selecting or adopting learning media and resources in their lesson plan. In their opinion, this is very important to help teachers prepare themselves before entering the class. Books, journal articles, and the internet are some examples of learning resources they provided in their lesson plans. However, learning media and resources must be adjusted to the competencies and learning objectives to be achieved. In determining learning media and resources, student

teachers feel confused because they must adapt the media and resources to the learning material to be taught. If the teacher did not use appropriate learning media and resources, the learning process would be tedious, and learning materials could be conveyed to the students.

- (6) I get confuse when I have to decide on the learning media and resources for my lesson plan. They have to fit with the materials to be taught, and these materials must also fit the competencies and learning objectives. There are so many to learn.

4.2.6 Difficulty in formulating the process of learning activities

All of the participants said that it was hard for them to elaborate on the learning process and steps of activities that are relevant to the basic competency and teaching methods determined. Sometimes, they could understand which activity could be done related to English knowledge or English skills and in which learning steps (Introductory, Main, and Closing Activities) those materials must be taught. They also need to consider the students' level of ability. Below are some excerpts from the participants:

- (7) Yes, it is because there are some aspects such as cognitive, affective, and also their abilities. (ST1)
- (8) Yes, for example, in KD 3.1, there are asking information and giving a response. Then, if it is asking a question, how to do that? (ST3)
- (9) Ya, when we want to design the activities that will be done, we have to see the students' affective aspect first. Then, we have to suit the cognitive and skill aspects of the students. (ST7)

4.2.7 Difficulty in creating the assessment instruments

The last problem is related to the assessment. Based on the results of the answers given by the participants, they made an assessment technique that was adjusted to the indicators of competency achievement to be achieved. This is one of the techniques used to assess the attitudes and knowledge possessed by the students. Nevertheless, in its use, it became difficult for them because it took more time to make an assessment that was adjusted to the indicators.

From the interview, six participants provided the assessment for the students in the lesson plan, including the instruments and the scoring rubric. Conversely, one participant said that she occasionally made it. All participants believed that assessment is vital in teaching and learning. This can be used to measure the student's progress or improvement. Most of them faced problems in designing the instruments for the assessment. They said that it was hard for them to create the assessment instruments. They had to provide three kinds of instruments, namely, assessment for the affective aspect, assessment for the cognitive aspect, and assessment for the psychomotor aspect. ST4 conveyed:

- (10) I think it is quite difficult. We need to consider the assessment's suitability with the cognitive aspect in the rubric. (ST4)

5. DISCUSSION

This study aims to find out the problems faced by the student teachers in an internship program in establishing school lesson plans. The data were collected through document analysis and interviews. These instruments were used to answer the research questions.

The results found that all participants had created lesson plans based on the 2013 Curriculum. According to the data obtained from the document analysis, all participants had fulfilled the completeness of the lesson plan components. This follows the statement of [Wijaya \(2019\)](#) which states that every teacher in a school should prepare a complete and systematic lesson plan. By creating the lesson plan, it is intended that the teaching and learning process can take place interactively, inspiring, and interestingly, and it can motivate students to be active.

However, completeness is not enough. The quality of each component itself should assist it. First, the participants encountered a problem formulating the indicators that should be suitable with the basic competency. They still have a problem choosing the operational verb used in the indicators. This is in line with the findings of [Palobo et al. \(2018\)](#), who found that the teachers in Merauke, Papua, also faced difficulty in developing indicators of competency achievement. In the aspect of learning objectives, some participants had some difficulties in determining the learning objectives. They had problems determining appropriate action verbs that fulfilled the criteria of good learning objectives ([Dick et al., 2006](#)). In addition, they still found difficulties in determining the indicators developed based on the KD to be achieved as stated in the English Syllabus. Hence, learning objectives must be described in line with core competencies, basic competencies, and indicators in the lesson plans ([Abidin, 2014](#)).

In the aspect of learning materials, they developed learning materials from the learning objectives. In designing the learning materials, the student teachers paid attention to the needs and adapted them to the abilities possessed by students. This is in line with [Abidin \(2014\)](#), who says that learning materials contain written facts, concepts, principles, and procedures that are formed based on points in accordance with the formulation of indicators to be achieved. In addition, [Wijaya \(2019\)](#) argues that in identifying the material, it is necessary to consider the potential, the level of physical development, and the suitability to the needs of students.

In the learning process, using resources and media can help achieve the learning objectives to be conveyed by educators. [Wijaya \(2019\)](#) believes that learning resources can be interpreted as materials used by teachers in the learning process that are considered relevant to the competencies to be achieved. In choosing the learning media, it must be adjusted to the goals to be achieved ([Sapriyah, 2019](#)). However, it is not easy for the participants to use appropriate learning activities and steps in accordance with the teaching methods they have stated before. They also still had difficulties in selecting activities to help students achieve their learning objectives.

The next aspect is the students' worksheet or LKPD. LKPD contains a summary of the material and questions that students will work on in the learning process. [Sari and Wulandari \(2020\)](#) state that the summary of the material contained in the LKPD must be in accordance with the basic competencies to be achieved. [Prastowo \(2015\)](#) also agrees that teaching materials contain summaries, instructions, and materials that refer to the basic competencies to be achieved.

The last aspect is assessment. This activity is a part of the learning process to determine the achievement of the students' competencies. The assessment is carried out to measure the success or achievement of the students in achieving the competencies formulated in the lesson plans. This is in accordance with Wiyani (2016), that assessment is an activity carried out to obtain data from students' learning outcomes which is carried out systematically so that it becomes informative in decision making.

6. CONCLUSION

This study is proposed to answer the problems faced by the student teachers in designing a lesson plan in an Internship Program at schools. Based on the results and discussion described above, the researchers found that the student teachers had completed the components of the lesson plans in accordance with the 2013 Curriculum from the identity to assessment. However, the quality of the components is not sound enough as there are several inconsistencies among the components. They faced several difficulties in designing the components of the lesson plans. Those difficulties are in formulating the indicators of competency achievement, determining the learning objectives, choosing suitable learning materials, selecting learning methods, choosing learning media and resources, formulating the process of learning activities, and creating assessment instruments. It can be seen that the problems faced by the participants are caused by a lack of knowledge in making lesson plans. When they are required to carry out independent teaching processes at school, they face obstacles in designing and applying a lesson plan in the classroom. Therefore, the student teachers must build more capacity to design a good lesson plan. They should be involved in several workshops or do some projects about lesson plans before they are sent to school to teach the students in an internship program.

To end with, this study employed a limited number of participants (only seven female students) from a state university. Therefore, it is necessary to do future research with a more significant sample, male and female students from more universities, including state and private ones, to generalize the findings.

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