



The Effect of PjBL with Copy The Master Method on the Skills of Writing Lesson Plans

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Abstract: The skill of developing lesson plans is one of the competencies that teachers must have. The skills to develop these lesson plans can be learned while studying at universities. Based on observations, it was found that the skills of developing student lesson plans were still not in line with expectations, considering that students did not yet have an overview of the learning process in class. Based on this, learning methods are needed so that students are skilled in developing lesson plans. The purpose of this study is to determine the effect of using the Project-based Learning (PjBL) model with the Copy The Master method on the skills of developing lesson plans for prospective teacher students. This research type was quantitative research using experimental methods. The research design used was the Matching Pretest-Post-test Control Group Design. This research data collection technique used a test. The test given was a performance test, in which students made lesson plans based on the syllabus. Based on the results of the research and discussion, it can be concluded that using the PjBL Model with the Copy The Master method is effective in improving skills in developing lesson plans for prospective teacher students. Based on that, students can implement their knowledge when they become teachers.

Keywords: copy the master, lesson plans, project-based learning

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INTRODUCTION

Central to teaching are the processes of planning, developing, and reflecting on instruction (Enama, 2021). The effectiveness of an educational program depends not only on the curriculum, but also on the planning process, teacher cooperation, and identification of students' levels, expectations, and needs (Karakoç & Aslan, 2022). Effective teaching is a complicated process requiring careful planning, preparation, and interest; therefore, teachers must be aware of student needs and priorities and incorporate them into lesson plans (Alanazi, 2019). Planning serves as an organizational tool that can provide a solid foundation for new teachers and as a concept for experienced teachers to structure classroom activities (Smith, 2019; Adiguzel, 2021). Lesson Plans and other terminology, such as instructional design and learning scenarios, are infused with learning planning (Sudirman, 2017).

The Learning Implementation Plan is a document that specifies the procedures and organization of learning to attain a basic competency, as stated in the Content Standards and outlined in the course syllabus (Murtafiah et al., 2022). The teacher creates a daily lesson plan for the first one to two class times before implementing it (Ndiokubwayo et al., 2020). The lesson plan serves as the focal point of the teaching-learning process and is the teacher's responsibility (Savage, 2014; Alanazi, 2019). Through lesson plan, the teacher prepares a systematic learning process (Zainil et al., 2020), so that each part is considered to have an influence on the teaching and learning process (Moh'd et al., 2022). Lesson plans are crucial instructional guidelines for the implementation of learning activities in Indonesia (Odiana et al., 2022). Without lesson plans, learning is not directed (Candra et al., 2020). Lessons are described as a road map for teachers to guide their teaching practice (Arslan, 2022). The lesson plan tells the instructor which teaching method to use for the lesson, what will be taught, and in what order to present the information (Alanazi, 2019). Therefore, knowledge of lesson planning is important for teachers to master (Enama, 2021).

Effective lesson plan implementation is a component of teacher pedagogical competency (Abadi & Ekawati, 2018). Previous studies have demonstrated that pre-service and beginning instructors have difficulty with class planning (Jones et al., 2011). Beginner teachers have difficulty controlling lesson time, sequencing activities, and anticipating problems that could arise during instruction (Enama, 2021). Instead of drafting their own lesson plans, student teachers prefer readily accessible online teaching resources and pre-made teaching aids and lesson planning materials (Alanazi, 2019). Beginner and student teachers lack the knowledge and skills of seasoned educators, thus they must prepare and write their daily lesson plans before entering the classroom. In contrast to experienced instructors, who have the knowledge and skills to anticipate how lesson plans will

emerge and improvise part of what they say and do in class, inexperienced teachers lack these skills (Mutton et al., 2011).

The prospective teacher's knowledge is built through an iterative process through the facilitator's instructions and feedback from the tasks included in the lesson plan (Savuran & Isikal-Bostan, 2022). As a prospective teacher, it is necessary to have competence in lesson planning before becoming a teacher after graduation. Therefore, students need to be equipped with this knowledge during lectures. Project-Based Learning (PjBL) is one of the learning models that may be used to learn how to construct lesson plans for students. PjBL is an umbrella word for instructional strategies that use projects as the primary focus of education in a variety of disciplines (Mamakou, 2009; Rodríguez-peñarroja, 2022). This model prepares tasks based on complex problems for students to investigate in groups (Linda et al., 2019).

Because students are encouraged to ask questions, examine, explain, and interact with challenges, the PjBL approach allows them to become more engaged in their learning (Mursid et al., 2022). Moreover, in terms of product creation, innovative problem-solving abilities must be implemented for students to generate ideas and be capable of innovating (Sai'en et al., 2017). The use of this model can construct students' knowledge and skills, create interesting and meaningful situations, as well as increase student interest (Barlenti et al., 2017; Febrina, 2017; Ramadhan et al., 2020; Indriyani & Ramadhan, 2017). PjBL can also cultivate students to build creativity as well as improve soft skills (Faozi et al., 2020; Kiong et al., 2022). The fundamental premise of project work is external motivation to promote autonomy in the completion of learning activities (Ramesh & Duncan, 2020; Timberlake, 2020), moreover, to encourage students to establish the fundamental concepts of researched subjects (Guo et al., 2020; Maksum & Purwanto, 2022).

Through PjBL learning, students are actively engaged in the learning process through in-depth investigations, data analysis, problem-solving, conclusion generation, product creation, and knowledge sharing (Kemaloglu-er & Sahin, 2022). PjBL can boost students' deep learning, which contributes to the development of their learning outcomes and core competencies (Zao, 2020; Zhou, 2022). The findings of PjBL may be communicated verbally or in writing (Erviana et al., 2022). This learning style gives students the freedom to study, explore, and practice individually and follow their skills, talents, and interests using a scientific approach. As this is going on, the teacher gives the students instructions and advice on how to improve their ability to think critically and their desire to study (Chiang & Lee, 2016).

The PjBL model is one of the recommended learning models in lecture activities at Indonesian universities. However, based on previous observations, using the PjBL model alone in learning has not been able to achieve optimal results in preparing lesson plans for prospective teacher students. Therefore, one method that can be integrated into learning is the Copy The Master method. The copy the master method is creativity imitating existing examples by adapting the setting, adopting the theme, imitating the plot, borrowing the names of the characters, and simulating the conflict so that it can be developed into something new (Aeni et al., 2019; Hayati, 2013; Utari et al., 2018). This method provides a great opportunity for teachers to give examples of how to do something, by providing models that can be imitated or emulated (Nisdawati, 2019). Imitation here is not plagiarism, but imitation in terms of themes, topics, and authorship style, while the contents and choice of words are expected that students can modify with their own ideas (Margiati, 2017).

The Copy the Master technique was originally a model for learning to paint in China. Someone who wants to learn to paint usually brings in a painting teacher. The teacher brought an example of a painting and told the students to imitate the example of the painting until they could (Margiati, 2017). Given the name Copy The Master because this method requires doing exercises following the master (example of learning materials) given (Nisdawati, 2019). This method is based on social learning theory. Learning theory developed by Albert Bandura (Putri & Tamsin, 2019). This theory adheres to some of the principles of behavioral learning theory and cognitive learning theory (Zahro, 2018).

This method is used in the development of lesson plans so that in the implementation of lectures the model in the form of lesson plans must be read first, seen for content, form, and analyzed, and a framework is made after the writing process is carried out (Putri, 2017). The model that is imitated is the framework, the idea, or even the approach or technique; therefore, the more you read, the more knowledge you acquire, and the richer the model will become (Rohimat, 2013). In choosing a model or master, you don't have to be a master from a famous person, but you can also use an ordinary master who is considered a master or someone who is an expert in their field (Aeni et al., 2019). Consequently, the master used here is the lesson plan created by the course instructors with careful attention to lesson plan quality.

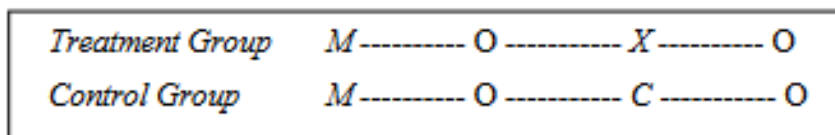
This method was chosen as a solution for learning to develop lesson plans based on the following reasons. First, imitating things that are right and good is one of the goals of education (Sariayu, 2018). Second, this method provides writing training through the works of professionals, which are subsequently illustrated by novice writers, making it easier for students to produce ideas and replicate the writing models that will be developed (Ayu et al., 2013; Sueca et al., 2018). Third, this method can explore students' ideas and creative thinking. Fourth, this method can be an alternative to overcoming students' difficulties in finding ideas and

starting to make work (Liasna, 2014). Fifth, through examples, students will understand more concretely how to write properly and correctly (Leona & Tressyalina, 2020). Sixth, this method is simple in its application but innovative and easy for educators and students in the learning process (Kurnianingtyas, 2015; Nugraha & Doyin, 2020). Seventh, students can write words and create language to express the original author's concept or theme, thus making one continuous and continuous writing (Sofiani & Marlia, 2016). Eighth, this method can help students be more enthusiastic and active in learning (Martin & Melati, 2019).

Based on the explanations that have been described above, the purpose of this study was to determine the effect of using the Project-based Learning (PjBL) model with the Copy The Master method on the skills of developing lesson plans for prospective teachers. Based on the previous literature search, it shows that there has been no research that examines the effect of the PjBL model using the Copy The Master Method in learning to compose lesson plans at the tertiary level. Therefore, with this research, it is hoped that this research can provide benefits to various parties, especially lecturers who teach in the curriculum field to be able to improve skills in preparing lesson plans for student teachers using the PjBL Model with the Copy The Master Method. In addition, utilizing this learning model will be beneficial for improving the skills of preparing lesson plans for prospective teacher students, so that it will have an impact on the skills of future teachers in planning their learning and that will have a positive impact on future education.

METHODS

This study employed experimental quantitative research approaches. Matching Pretest-Post-test Control Group Design was employed as the research methodology. The reason for selecting this statistical analysis was because the analysis would be assessed from two aspects, namely based on the results of the pre-test and post-test of the subjects studied and based on the experimental results between the control class and the experimental class. It impacted the power of the study design to detect effects; allowed studying the effect of the intervention at different sublevels of the pre-test; as well as helping to control the unequal frictional bias of the participants between the treatment group and the control group which can affect the results measured in the posttest (Reichardt, 2019). In this study, two classes, the experimental class (the class that received the treatment) and the control class, were selected and given a pre-test. Then, the experimental class received a treatment based on the PjBL model with the Copy The Master method, whereas the control class utilized only the PjBL model. Following the completion of the treatment, each class was given a post-test. This is depicted in the figure below.



Description: M (class); O (Initial Measurement and Final Measurement); C (Treatment in Control Class); X (Treatment in Experimental Class).

Figure 1. Treatment based on the PjBL model with Copy The Master method

The population of this study was Indonesian Language and Literature Education students class of 2020 who were in semester 4. The characteristics of research subjects were prospective teachers, namely students who took the field of education in tertiary institutions. Furthermore, students have studied for more than four semesters, so students have studied basic courses related to the Prior Education Curriculum. The students consist of 5 classes. The sample of this research was two classes selected by purposive sampling technique. Classes are selected based on the mean value between two homogeneous classes. This research data collection technique by using a test. The test given is a performance test, in which students make lesson plans based on scientific methods. The research instrument uses a test. The uniqueness of this instrument is in the form of a student performance test based on the project being carried out. This is based on the PjBL principle of producing a product. The research data processing technique was using SPSS 17 with normality, homogeneity, the Paired Sample T-Test, and the Independent Sample T -Test.

RESULT AND DISCUSSION

The results of this study were obtained in the form of test scores for students' learning outcomes from the results of the pre-test and post-test trials in both groups, namely the experimental group and the control group. The research results obtained can be described as follows. First, describes the descriptive statistics of the data processed using SPSS. The following presents a descriptive statistical analysis of the data in this study in Table 1.

Table 1. Descriptive Statistics

	N	Minimum	Maksimum	Mean	Std. Deviasi
Pre-test Experiment Class	26	44	66	70.56	5,942
Post-test Experiment Class	26	71	90	85.93	5,098
Pre-test Control Class	26	42	60	65.11	4,501
Post-test Control Class	26	61	78	80.30	4,448

Based on Table 1, it can be seen the difference between the average learning outcomes in the experimental class and the control class. To ensure that there are significant differences, it is necessary to carry out statistical tests on student learning outcomes with the help of SPSS. Second, testing the normality of the trial data. The normality test in this study used the Shapiro-Wilk test with a significance level of 0.05. After the data is processed using the SPSS program, there are output display results which can be seen in Table 2 below.

Table 2. Data Normality Test

		Tests of Normality					
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	1	.180	27	.025	.934	27	.085
	2	.119	27	.200*	.951	27	.230
Post Test	1	.152	27	.113	.960	27	.368
	2	.184	27	.020	.925	27	.053

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

The significance of the score data for the four data, namely experimental class pre-test data (0.085), control class pre-test data (0.230), experimental class post-test data (0.368), and post-test control class data (0.053), can be inferred from the Shapiro Wilk test findings in table 2. Based on these statistics, it can be stated that the sample is normally distributed with a significance level greater than 0.05. By providing the significance data, it is possible to deduce that both the pre-test and post-test data samples for both classes are regularly distributed. Thirdly, evaluate the trial data's uniformity. A homogeneity test was performed to assess if the two populations share the same variance. This study's homogeneity test utilized the Levene test with the SPSS program rocks. In Table 3 you will find the results of the homogeneity test.

Table 3. Data Homogeneity Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pres Test	Based on Mean	1.587	1	52	.213
	Based on Median	1.634	1	52	.207
	Based on Median and with adjusted df	1.634	1	51.178	.207
	Based on trimmed mean	1.763	1	52	.190
Post Test	Based on Mean	6.634	1	52	.013
	Based on Median	4.250	1	52	.044
	Based on Median and with adjusted df	4.250	1	50.287	.044
	Based on trimmed mean	6.636	1	52	.013

According to Table 3, the significance value for the average pre-test data is 0.213%. If the significance level or probability value is more than 0.05, it may be stated that the population in the pre-test data has the same or homogeneous variance, such that both classes have the same degree of competence before receiving treatment. The fourth test is the Paired Sample T Test. This test determines whether the difference between the means of two paired samples is significant. In this study, the gathered results were used to establish if the

PjBL model and the Copy The Master Method produced distinct learning effects. To answer this question, a Paired Samples T-Test was performed on the pre-test and post-test data for the experimental class. (PjBL integrated with Oral Corrective Feedback). Then, the pretest and posttest data for the control group are compared. (PjBL). The trial outcomes are shown in [Table 4](#).

Table 4. Paired Sample T-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test (Experiment Class)	-15.370	3.399	.654	-16.715	-14.026	-23.501	26	.000
Pair 2	Pre-test-Post test (Control Class)	-15.185	4.170	.802	-16.835	-13.536	18.923	26	.000

Based on the output pair 1, the value of Sig. (2-tailed) of 0.000 < 0.005, it can be deduced that the average student learning results for the experimental class differ from the control class. Based on the output of pair 2, the value of Sig. (2-tailed) of 0.000 < 0.005, it can be determined that the average student learning results for the control class differ. Fifth, determine if there is a difference in the post-test means of the two unpaired samples (control class and experimental class). This test's primary requirement is that the data be regularly distributed and homogeneous. (not absolute). The conclusion reached based on the findings of the study of the normality test and the homogeneity test is that the data are normally distributed and homogeneous. The results of this study's average difference test are presented in [Table 5](#).

Table 5. Paired Sample T Test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcome	Equal variances assumed	6.634	.013	8.8	52	.000	5.630	.635	4.354	6.905
	Equal variances not assumed			8.8	47.59	.000	5.630	.635	4.352	6.907

Based on the test results obtained sig. (2-tailed) of 0.000 < 0.05, it can be concluded that there is a difference in the average student learning outcomes using the PjBL model with the Copy The Master Method compared to using the PjBL model only. The necessity for prospective teachers to be proficient in lesson plan creation is what motivated this study. These skills are useful and form the basis for starting work as a teacher either during field practice or after graduating from college. Based on observations it was found that the ability of prospective teacher students in developing lesson plans was still not as expected. This is notably true in the

section on building learning activity steps depending on the specified model syntax or learning method. In light of this, it is vital to establish a learning model that assists students in developing lesson plans. One such alternative is to use the PjBL model with the Copy The Master method. The reason for choosing this method is so that students can learn based on the lesson plan model that is following the demands of the curriculum.

Previous research by experts has used this method a lot in learning, especially in writing activities. (Nugraha & Doyin, 2020) stated that the use of the copy-the-master model assisted by animated film media is an effort to improve the skills of writing imaginative story texts for students. This technique maximizes the development of students' imagination and creativity so that students no longer face confusion when producing innovative tale texts (Barus et al., 2019) states that there is a difference in ability between short story writing skills before receiving treatment and after receiving treatment using the Copy The Master method. (Utari et al., 2018) stated that the skills in writing legendary stories and the motivation of students taught by the copy-the-master method increased compared to before. (Sofiani & Marlia, 2016) found that students' skills in writing poetry increased by using the copy-the-master method.

In previous studies, the use of the Copy The Master method was widely used at the high school level. However, this method is also used at the university level. (Putri, 2017) found that using the Copy The Master technique could improve students' short story writing skills at STKIP Rokania. (Aeni et al., 2019) stated that using the Copy The Master method can improve the skills of writing argumentation texts of IKIP Siliwangi students, especially in aspects of structure, ideas and grammar (9). (Ayu et al., 2013) stated that the use of the Copy The Master method increased the atmosphere in scientific paper writing activities at FBS UNY. Based on the results of this study, it can be seen that previous researchers have used the Copy The Master method in writing learning. This supports the results of research conducted that using this model can help students develop their ideas in writing. Based on previous research, this method is mostly used in literary research, which is to help students write short stories. In addition, this method is also used in writing factual texts, such as argumentative texts and scientific essays.

Previous research that was almost related to the research conducted was research from (Nisdawati, 2019) which stated that the Imitating Model Technique could increase teacher activity. The increase in teacher activity in question is an increase in teacher activity during the learning process of the assessment taking place. The teacher actively discussed with the model teacher, asked fellow teachers, provided assistance to group mates, asked the model teacher, paid attention to the description of the material by the model teacher, and recorded the results of group discussions.

Based on previous research, it shows that the model-imitating method can be used for the learning process, especially assessment. This shows that this method is not only used in the learning process at schools or colleges but can be implied by teachers at schools. This can support the research conducted, that the use of this method in developing lesson plans has not been carried out by previous researchers, but the results of this study are relevant for use in education, especially for prospective teachers and teachers in general. Therefore, when the teacher develops a lesson plan, he can do the model-copying method by imitating the ideal model lesson plan that the teacher has developed before. Moreover, the Education Curriculum which is always updated will have an impact on changing the format of the lesson plan design, so teachers need to learn the format every time.

CONCLUSION

Based on the research and discussion, it can be concluded that using the PjBL Model in conjunction with the Copy The Master Method is more effective than using the PjBL model alone for prospective teacher students in the Indonesian Language and Literature Education Study Program at Universitas Negeri Padang. Even though colleges have determined the use of learning models, lecturers can change learning models by including other methods, such as the Copy The Master Method, into the learning process. The use of this model does not only have implications for the skills of prospective teacher students in developing lesson plans but can also be useful for them when they become professional teachers. A professional teacher needs to have pedagogical competence to design their own lesson plan based on the applicable format and rules. Moreover, changing the curriculum will have an impact on changing the lesson plan format, so teachers need to update their learning tools, especially lesson plans. In the independent curriculum, especially in learning Indonesian, there have been changes in developing lesson plans, so that by utilizing the lesson plan model, it can help teachers develop their own lesson plan based on the best lesson plan model that can be imitated.

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