

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching is one aspect of the teaching and learning process. Loughran J (2012), in his book, states that making teaching requires many skills to form essential competencies as initial capital. As a teacher, teaching is a familiar thing to do. In building teaching and learning, a teacher needs instruction so that the learning and teaching process works academically and systematically. The teacher as a learning designer has the task of producing something that allows an individual or a group to learn about a specific topic, improve or enhance a set of skills, or promote the learner to conduct additional research (Brown. A. H., & Green. T. D., 2019). According to Roblyer, M. D. (2015) in (Chen, L. L., 2016), instructional design is designing instructional experiences that make knowledge and skill acquisition more functional, successful, and attractive. An instructional design is a template and a tool that guides the structure and organization of a course design. It is easier to lead learners to focus on a topic quickly and remove distractions with systematic guidance while allowing them to take responsibility for their learning. It also assists instructors in organizing content, effectively sequencing instruction, aiding and supporting learners, and promoting engaging, impactful, and active learning (Chen, L. L.).

Being a teacher is not easy because we must put in much effort to ensure that what we do during the design process matches what we do (Loughran, J., 2012). Because there are many demands that instructors must fulfill, they feel burdened and create simple learning designs and only follow what is written in the book without further studying the learning material that will be taught to students. Azizha, F. S. et al. (2020) stated that at SMAN 1 Situbondo, SMAN 2 Situbondo, and SMAN 1 Panarukan found data that 74% of educators did not

create their material and instead relied on what was already available in books. The only materials used were LKS (Student Worksheets) and textbooks. As a result, 44% of pupils become less engaged in their studies and less capable of solving problems (Azizha, F. S. et al.). Moreover, Tegamuni, S., & Ugu, K. N. (2019) found that teachers need help connecting the material to be studied with the circumstances or the surrounding environment because they depend on textbooks and the material in the classroom. Olivia (1982) in Tegamuni, S., & Ugu, K. N., (2019), this problem limits teachers' creativity in making and processing teaching materials based on life experiences or the natural environment.

In addition, understanding the curriculum is another challenge for teachers. Mulyani M. et al. (2021) argue that the instructor's understanding of curriculum concepts affects the success of the learning process because the curriculum is used as a guide in designing a lesson. In addition, the authority was still making repeated curriculum upgrades. This upgrade aims to enhance the curriculum previously created to be better (Mansurdin et al., D., 2019). This curriculum policy that continues to be upgraded also makes it difficult for some teachers, especially senior teachers who have taught for years (more than ten years), to adjust to this policy. Data from several teachers in Rokan Hulu, Riau, Indonesia, presents that they are not mentally ready to apply the 2013 curriculum in the learning process because they are required to be creative; as a result, the teacher cannot design the learning process, does not understand authentic material and assessments, and they do not analyze further about SKL, SI, and KD (Sohibun & Eripuddin., 2017).

The same thing occurs among pre-service teachers; when implementing instructional designs in school or some courses, they are only taken from textbooks or the internet. This is because the examples of instructional design listed in books or on the internet already contain all the aspects required for instructional design, and some even have implemented technology. Besides that, pre-service teachers feel afraid and worried that their instructional

learning designs are not good enough or detailed. In addition, they also feel concerned that their learning is not interesting for students (Maulimora et al., 2019). Moreover, the selection and preparation of teaching materials and methods are the most frequent challenge faced by pre-service teachers because they must carefully choose the materials they will use to teach students in class (Prawiro et al., 2021).

As a result, pre-service teachers use instructional designs already in textbooks or on the internet, but they forget the important thing. They do not revise and remake instructional designs according to their teaching needs. Fitriyah, L. A., & Hayati, N. (2020) argues that as pre-service teachers, we are not allowed to use instructional designs belonging to or made by other people because every educational institution has no similarities in terms of conditions, situations, and characteristics of their students and even its terms can be changed in every semester.

A study by Padugupati, S., Joshi, K.P., Chacko, T.V., & Jamadar, D. (2021), who used Kemp Models for their learning process, showed significant results. The results shown in this study are an increase in academic quality of academic learning from students and lecturers. Most (98%) students opined that these interactive sessions evoked interest in the topic. Flipped classroom sessions effectively improved students' learning behavior towards SDL, collaborative learning skills, and critical analyzing of the basic concepts. Meanwhile, the research that the researcher will conduct only focuses on pre-service teachers' performance in making learning instructional designs to be implemented in the learning process at school.

Based on the problems above, in this case, the researcher will examine pre-service teachers' performance in designing instructional learning and teaching as their preparation for implementing one of the faculty programs, PLP II. The pre-service teacher candidates that the researchers examined for this research were pre-service teachers from a private university in West Java, Indonesia.

1.2 Research Limitation

Based on the phenomenon above, the researcher wants to know whether pre-service teachers make instructional designs correctly and adequately for an effective and meaningful teaching and learning process. The limitation of this research is a review of Kemp Models in the preparation and manufacture of pre-service teachers' made instructional designs.

1.3 Formulation of the Problem

Based on the background above, the researcher wants to identify several questions, including:

1. What are the results of the instructional design analysis made by a pre-service teacher based on the Kemp Models.
2. What causes pre-service teacher deficiencies in designing instructional design.
3. What is the solution to deal with the problem.

1.4 Identification of the Problem

Based on the background and formulation of the problems above, the formulation of this research are:

1. Knowing the results of the analysis of instructional designs made by pre-service teachers based on the Kemp Models.
2. Finding out what causes pre-service teacher deficiencies in designing instructional design.
3. Looking for solutions to deal with the problems.

1.5 Significance of Research

The results of this study are expected to help theoretically and practically:

1) Theoretically

The findings of this study are hoped to encourage and enhance theories concerning instructional design that can affect the teaching and learning design process.

2) Practically

This research will likely be helpful for pre-service teachers, primarily when they conduct teaching practice activity or PLP II, where they have to apply the instructional design to teach at school.