

**A THESIS**

**TEACHERS' ATTITUDE TOWARD LESSON PLAN  
FOR EFL CLASS**



**By**

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REG. NUM. 19.1300.058**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2023**

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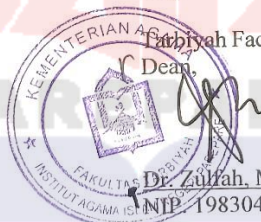
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ  
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

Praise is merely to the almighty Allah SWT. Give thanks for god's love and grace for us, the most gracious, the most merciful, the lord of the universe, and the master of the judgment day, the king of the kings, who has given bless to the writer for finishing this skripsi entitled: Teachers' Attitude Toward Lesson Plan for EFL Class. Shalawat and salam always be given to our prophet Muhammad SAW. (peace be upon him) who was a great leader and the best role model for us. He guided us from a time of ignorance to a time of Islam, from darkness to light, and from being uneducated to becoming educated.

The researcher would like to express heartfelt gratitude to my father, Syahrudin, my mother, Rahmawati, and my entire beloved family. It is because of their hard work, love, support, and sincere prayers that the researcher was able to successfully complete academic assignments.

The writer's deepest appreciation is extended to writers first consultant Dr. Zulfah, M.Pd and the second consultant Kalsum, M.Pd who for the guidance and encouragement during the research also given their construction suggestion, motivation and correction to the writer for finishing this thesis.

Besides, the writer would like to thanks to all of those who have given the contribution so that this script can be finished. The researcher would like to deliver this thank to:

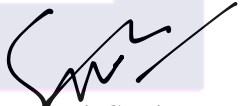
1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education of Iain Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah in IAIN Parepare, who has arranged a positive education for the students in Tarbiyah Faculty.

3. Dr. Arqam Madjid, M.Pd. as the Chairman of English Department for the fabulous serving to the students.
4. Dr. Arqam Mdjid, M.Pd. and Nur Asiza M.Pd. as the examiners who have provided suggestions and feedback.
5. All the lecturers of English department and Tarbiyah Faculty, and all the staffs of IAIN Parepare for their motivation and help during her study
6. The headmaster of MTsN 1 SIDRAP, MTsN 2 SIDRAP, MTsN 3 SIDRAP, MTsS MAHAD DDI Pangkajene, MTsS DDI Kalosi, MTsS DDI Wanio, MTsS YMPI Rappang, and MTsS As-Salman Allakuang. who has allowed the researcher to conduct and observe the research, and English teachers who have allowed and helped researcher in carrying out research at the school.

Finally, the researcher realizes that this thesis is still far from being perfect and therefore all constructive critics and suggestion will be appreciated.

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## DECLARATION OF THE RESEARCH AUTHENTICITY

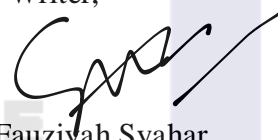
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Stated this thesis is her own writing and if it can proved that is was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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## ABSTRACT

**St. Fauziyah Syahar,** *Teachers' Attitude Toward Lesson Plan for EFL Class.*  
(Supervised by Zulfah and Kalsum)

The purpose of this study was to describe English teachers' attitudes toward lesson plans in the Sidrap area in EFL classes, because English teachers shows variation in designing and implementing Lesson Plan. It was also anticipated that the significance of her research would provide useful information for English teachers, hopefully contributing to the field of education and providing insights for educators. Furthermore, it could help improve the implementation of lesson plans, which, in turn, could lead to better learning outcomes for students.

This research includes descriptive research, using quantitative methods, the population of this study was all English teachers of Islamic junior high school in sidrap area, this research involving 25 English teachers of the Sidrap area as samples. The data were collected through a questionnaire and using SPSS to analyze the data.

The results of this study showed that overall, English teachers showed a positive attitude towards the lesson plan. The mean (average) score of 31.20 indicated a positive attitude toward lesson plans in the teaching and learning process. This indicated that the majority of English teachers in the Sidrap area have carried out learning activities based on lesson plans. The calculation results showed a variance value of 12, indicating relatively low variance and homogeneous attitudes among English teachers towards lesson plans. Furthermore, the standard deviation value of 3.464 indicated a relatively low standard deviation and a high level of consistency in their attitudes towards the lesson plan.

**Keyword : lesson plan, teacher, attitude.**

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## CHAPTER I

### INTRODUCTION

#### A. Background

A teacher is an educator who guides and teaches something to their students. Teacher have an important role in the learning process, since they are the main source of knowledge for students and play a role in shaping the personality and thinking of students.

The role of the teacher is mainly to provide quality education to students, develop student abilities, provide guidance and support for students, and help students achieve their academic and personal goals. Teachers should also create fun classes and provide a positive learning experience for students, as well as create effective lesson plans and adapt to the individual needs of students.

Teachers must have good pedagogical competence, they are effective teaching ability, understanding the student's learning process, and understanding student needs. The obligation of teachers is stated in chapter 20 of Law Number 14 of 2005 concerning Teachers and Lecturers, namely in carrying out professional duties, teachers are obligated to: Plan lessons, carry out quality learning processes, assess and evaluate learning outcomes.<sup>1</sup>

Lesson plan is the process of preparing a lesson plan that includes learning objectives, material to be taught, methods to be used, and evaluations to be carried

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<sup>1</sup> 'UU 14-2005 Teacher and Lecture', 2005, p. 17.

out. Lesson plans are useful to help teachers manage classes more effectively and provide a quality learning experience for students.

Teachers play an important role in the learning planning process because they are responsible for defining learning objectives, selecting appropriate material, and developing effective methods for teaching the material. The implementation of learning should be guided by what is stated in the planning. Based on this lesson plan, a teacher is expected to apply learning programmatically.

Based on preliminary research, it was found in schools that there were teachers who did not implement lesson plan according to their stages. In this study, four English teachers in a school of Sidrap were asked. The first teacher, designed his own lesson plan without difficulty, but had difficulty implementing it in the classroom because of the large number of students and always used lesson plan in class according to the school's academic schedule. Another teacher, designed her lesson plan without a hitch, but faced obstacles in implementing it due to the lack of interaction in English with students. The third teacher also designed his own lesson plans, but had difficulty allocating time and rarely implemented them, preferring to teach spontaneously without looking the lesson plan. The last teacher, had difficulty in determining the time and learning indicators, so she tended to teach spontaneously even though she sometimes still used lesson plan.

This study aim to describe English teachers' attitudes in the Sidrap area toward lesson plans in EFL classes. Data obtained from preliminary research of English



teachers in a school of sidrap show variations in implementation of lesson plan. Some teachers seem to be actively designing and implementing lesson plans according to academic schedules, while others face obstacles and are more likely to teach spontaneously without referring to lesson plans.

In the context of this study, the main focus is on attitudes and trends in the use of lesson plans by teachers. By understanding teachers' attitude toward lesson plan in the Sidrap area in EFL class, this study can provide a clear picture of learning practices in the field. The results of this study can provide a better understanding of the extent to which lesson plan is used and how certain factors can affect its use in the classroom. Based on this, the researcher described Teachers' attitude toward lesson plan for EFL Class.

### **B. Research Question**

Based on the background of the study above, the research formulates research question as a follows:

What is the teacher's attitude towards lesson plan in EFL class?

### **C. The Objective of the Research**

Based on the research question, the objective of this research is formulated:

To describe teachers' attitudes towards lesson plans in EFL class.

### **D. Significance of Research**

The significance of the research is hopelly give contribution to the field of education and provide insights for educators and researchers, and can help in

improving the implementation of lesson plans, which can lead to better learning outcomes for students, also can use the data taken in this research as a source.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Some researchers have conducted their research about lesson plan. Their findings are consecutively presented below:

The first research Teachers' Attitudes Towards The Contribution Of Lesson Planning On Classroom Management from Masome Nkwabi. (2020) The survey found that 78.3% of teachers do and prepare their lesson plans before teaching. Her 8.3% of teachers face difficulties in implementing lesson plans. 87.0% of teachers agreed that lesson plan more useful in classroom management in public preschools. The study has concluded that pre-primary teachers agreed on the importance of lesson plan in classroom management.<sup>2</sup>

Other research by the author Asmiati et al. (2020) Teacher Awareness Analysis of Rpp in the Learning Process at Miftahul Alim Habau. The results of the study show that there is a positive relationship between teacher awareness of lesson plans in the learning process. From the data generated it is also stated that there is a need to increase awareness of using lesson plans in the learning process which is prepared in advance with other learning tools before teaching activities begin.<sup>3</sup>

Furthermore Devita Herviani and Riana Eka Budiastuti (2018). An Analysis of

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<sup>2</sup> Masome nkwabi and a, 'teachers' attitudes towards the contribution of lesson planning on classroom management: the case of selected public pre-schools in ilemela mwanza, tanzania', 4.1 (2020), 88–100.

<sup>3</sup> Asmiati, Fitriana, and Jamilah, 'analisis kesadaran guru terhadap rpp dalam proses pembelajaran di mi miftahul alim haba', 1.1 (2019), 31–42.

Prospective Teachers' Lesson Plan in SMA N 9 Semarang. As a result, it was shown that level appropriateness of prospective teachers' lesson plan still relatively low. This was due to the teacher's comprehension and lesson plan proficiency not being comprehensive.<sup>4</sup>

Another research by lameek zulu. (2016) on his study Attitude of Teachers Toward Lesson Planning: Classroom Management Perspective. Research results show that the majority of teachers have a positive attitude towards teaching through lesson plans. However, it was found that teachers who advocated lesson planning saw heavy workloads as a major barrier to lesson planning. On the other hand, some teachers feel that lesson planning takes too much time. Lesson planning is also often seen as a problem or even irrelevant.<sup>5</sup>

Putri Salsabilla Sulistiyani et. Al (2021) Implementation of lesson plans (RPP) in elementary schools. The results of this study indicate that, the implementation of the Lesson plan in Elementary Schools is carried out in an integrated manner, the steps of the teacher in applying the lesson plans, the sources and media used at the time of teaching. <sup>6</sup>

Research on the use of lesson plans for teachers in Indonesia has been conducted before, but most of them are only limited to observing the technical aspects of lesson plan preparation and implementing. Previous research has shown

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<sup>4</sup> Ryani Yulian Nurfitri Nurfitri, Regina Regina, 'Journal of English Language Teaching Innovations and Materials', 2.October 2019 (2020), 14–24.

<sup>5</sup> Lameek Zulu, 'Attitude of Teachers Toward Lesson Planning: Classroom Management Perspective', 2016.

<sup>6</sup> Putri Salsabilla Sulistiyani and others, 'Impelementasi Rencana Pelaksanaan Pembelajaran (RPP) Dalam Sekolah Dasar', *Cerdika: Jurnal Ilmiah Indonesia*, 1.2 (2021), 146–56  
<<https://doi.org/10.36418/cerdika.v1i2.18>>.

that lesson plans are an important component of organizing effective learning and producing good learning outcomes. However, more specific research on teachers' attitudes towards lesson plans in EFL class has not been widely conducted. Seeing the importance of lesson plan in achieving learning objectives, research on teacher attitudes towards lesson plan is very important to help improve the quality of learning in Indonesia, therefore this research will aim to describe the teachers' attitudes towards lesson plan in EFL class.

## **B. Some Pertinent Idea**

### **1. Teacher's Attitude**

Humans tend to think more in certain circumstances before making decisions or attitudes. Attitudes develop from the evaluation process by considering the positive and negative aspects of the attitude object. It is likely that attitude will produce good or bad results. Attitude is a position where it is not neutral about an object. The attitude is either positive (good, agree, like, accept, optimistic) or negative (bad, reject, dislike, pessimistic), but it is never neutral. Attitudes also vary in terms of intensity can be low, medium or many.

According to Rakhmat in Nina N Armando suggests that attitude is the tendency to act, perceive, think and feel in the face of objects, ideas, situations, or values.<sup>7</sup>

Bimo Walgito argues that attitude is the set of opinions, a person's beliefs about a relatively fixed object or situation, as well as the existence of certain feelings, and provides a basis for the person to make a response or behave in a

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<sup>7</sup> Dra Nina M Armando and others, *Communication - Psychology*, 2019  
<[http://siti\\_masitoh.staff.gunadarma.ac.id/Downloads/files/70299/BAHAN+AJAR-1.pdf](http://siti_masitoh.staff.gunadarma.ac.id/Downloads/files/70299/BAHAN+AJAR-1.pdf)>.

certain way of his choice.<sup>8</sup>

According to Sarwono, attitude is the readiness of a person to act in a certain way towards certain things, this attitude can be positive or negative, in a positive attitude is the tendency to approach, like, or expect objects, while negative is the tendency to dislike the object. In Azwar's opinion about attitudes are also said to be an evaluative response, meaning that the form of reaction to what is done as an attitude, and arises based on the process of evaluation in the individual and gives conclusions to the stimulus in the form of good and bad, positive and negative values.<sup>9</sup>

Attitude is an individual's tendency towards a particular object, situation or other person which is then described in the form of a response. As well as a person's readiness to act, perceive, think, and feel in the face of objects, ideas, situations, or values.<sup>10</sup>

The quality of education in a class largely depends on the teacher's teaching methods and their attitudes toward the teaching process. A teachers' attitude can greatly impact the learning experience of students and shape the learning environment. In particular, a teachers' attitude toward lesson planning has a crucial role in the effectiveness of the learning process.

Larry Darling-Hammond argues that teachers' attitudes are shaped by their training and professional development experiences. He believes that teachers who have had positive experiences with professional development and who have

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<sup>8</sup> R Nuruliah Kusumasari, 'Lingkungan Sosial Dalam Perkembangan Psikologis Anak', *Jurnal Ilmu Komunikasi (J-IKA)*, II.1 (2015), 32–38.

<sup>9</sup> Sonedi, 'Hubungan Konsep Diri, Sikap Guru Terhadap Pekerjaan Dan Pengalaman Menjadi Guru Dengan Kemampuan Mengajar Guru Di SMP Negeri Di Kota Palangka Raya', 1, 1–14.

<sup>10</sup> Wardani Kesuma, 'Pengaruh Sikap Dan Perilaku Guru Pada Saat Mengajar Di Kelas', *Jurnal Kultur Demokrasi*, 2 (2014), 15 <<http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/4653>>.

received support from their colleagues and supervisors tend to have more positive attitudes toward teaching.<sup>11</sup>

Attitudes are the perceptions and ways of thinking of teachers that lead to the actions they take regarding teaching practices in the classroom. According to Langat, a declared attitude is a person's behavior shaped by experiences, situations, objects, how views people, and how respond to positively or negatively to them. Attitude is the mental readiness of a person to influence, exemplify, and even determine the individual activities necessary in responding to objects and uses that have associated meanings.

Duatepe explains that attitudinal formation is a positive or negative emotional or mental state that is constantly prepared, studied, and organized through experience, and that is particularly relevant to a person's reaction to a person, object, or situation.<sup>12</sup>

Teachers' behavioral attitude includes their actions, behaviors, and intentions towards teaching and learning. This includes their teaching practices, classroom interactions, and communication with students.<sup>13</sup>

#### a. The Importance of Teachers' Attitudes Toward Lesson Plan in EFL Class

Lesson plan is important for teachers because a good lesson plan can ensure the language goals of the lesson for students in the class. The good design of the lesson plan also help the teaching process to be more efficient and effective in the class, the language skills of the students are developed in a

<sup>11</sup> Linda Darling-Hammond, 'Teacher Education around the World: What Can We Learn from International Practice?', *European Journal of Teacher Education*, 40.3 (2017), 291–309 <<https://doi.org/10.1080/02619768.2017.1315399>>.

<sup>12</sup> Mohamed Khaliefeh Alshraideh, 'Pre-Service Teachers Reasons and Beliefs about Teaching as a Profession', 7. February (2015), 111–22.

<sup>13</sup> Mehdi Moradi, 'Teacher's Attitudes Towards the Effects of Lesson Plan on Classroom Management: A Case Study of Sufi Sahab Zakur High School', *American International Journal of Social Science Research*, 4.2 (2019), 112–20 <<https://doi.org/10.46281/aijssr.v4i2.373>>.

systematic way.

Teachers' attitudes toward lesson plan can also impact the learning environment of the class. Lesson plan creates a positive learning environment that encourages students to participate and active in the class.<sup>14</sup> With lesson plan teachers are more likely to create teaching process that are interesting, engaging, and relevant to students' needs and interests.

Lesson plan also can impact for students motivations, students are more to be motivated to learn and to participate actively in the class if teachers have a good lesson plan. Otherwise, when the teachers are negative about lesson plan, they may create lessons that are boring or uninteresting, which can lead to low student motivation and engagement.

## 2. Lesson Plan

Referring to the Minister of Education and Culture No. 22 of 2016 concerning Standards for the Primary and Secondary Education Process, the Lesson Plan (RPP) is a personal learning action plan for one or more meetings. These dozens of Lesson Plan components are simplified into three core components that can be run on one page, there are Learning Objectives, Learning Activities, and Assessment or Learning Assessment. The other components are only complementary, and the teacher can choose them independently according to his needs.<sup>15</sup>

A lesson plan is a plan that includes learning objectives, material to be taught, methods to be used, and evaluations to be carried out. Lesson plans are

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<sup>14</sup> Darling-Hammond 'Teacher Education around the World: What Can We Learn from International Practice?', *European Journal of Teacher Education*, 40.3 (2017), 291–309  
<<https://doi.org/10.1080/02619768.2017.1315399>>.

<sup>15</sup> Mendikbud, 'Permendikbud No. 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah', *Journal of Chemical Information and Modeling*, 2011 (2013), 1–18.



useful to help teachers manage classes more effectively and provide a quality learning experience for students. Another important definition of Lesson plans is a written description of the educational process that indicates what, when, where and by what methods students should study and how they should be assessed<sup>16</sup>. This idea can be developed when teachers write their lesson plans on paper to plan classroom learning. Therefore, it becomes a guide for teachers during the teaching process. The lesson plan should be written from the beginning to the end of the lesson.

Sudirman stated that Lesson plans is a very important step before learning is carried out. Effective learning requires careful planning. Learning planning encourages the implementation of a learning plan or some other terms such as learning planning, learning scenarios. The Lesson plans includes basic skills, achievement indicators, learning materials, teaching methods, teaching, learning media and learning resources, and assessment/evaluation.<sup>17</sup>

a. Components of the lesson plan

Components are the parts that make up a system or unity. Before preparing for Lesson plans, teachers should consider about the components of Lesson plans. There are some components that must be present in the Lesson plans. Furthermore, as cited in Khan, Lesson plans has a different format, however the following aspects are commonly found in most lesson planning techniques such as lesson titles and subtitles, time allotted for lessons, lists of

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<sup>16</sup> Ali Jamali Nesari and Mina Heidari, 'The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes', *International Journal of Foreign Language Teaching & Research*, 2.5 (2014), 27–34 <[http://jfl.iaun.ac.ir/article\\_557178.html](http://jfl.iaun.ac.ir/article_557178.html)>.

<sup>17</sup> Sudirman, 'Efforts to Improve Teacher Competence in Developing a Lesson Plan through Sustainable Guidance in SMKN 1 Mamuju', *Journal of Education and Practice*, 8.5 (2017), 114–19 <[www.iiste.org](http://www.iiste.org)>.

learning resources, specific lists of objectives (based on Bloom's taxonomy), methodology (learning-teaching activities), applied strategies, recapitulation, and self-study exercises.<sup>18</sup>

According to the Minister of Education and Culture No. 22 of 2016 an effective lesson plan addresses and integrates three main components:

- 1) Student learning objectives : measurable, and attainable goals that the teacher wants the students to achieve by the end of the lesson. They should be based on the curriculum or standards and should be communicated clearly to the students at the beginning of the lesson
- 2) Activities for teaching/learning : These are the various teaching methods and materials used to help the students meet the learning objectives. These can include lectures, discussions, group work, hands-on activities, and multimedia resources. The activities should be designed to engage the students and promote active learning
- 3) Strategies to check students' understanding : These are the methods used to assess whether the students have achieved the learning objectives. These can include quizzes, tests, projects, presentations, or discussions. The strategies should be aligned with the learning objectives and should provide feedback to both the teacher and the students.<sup>19</sup>

By paying attention to these aspects, teachers can develop effective learning plans and provide a quality learning experience for students.

<sup>18</sup> Intakhab Khan, 'Lesson Planning for Teaching English Lesson Planning for Reading : An Effective Teaching Strategy in EFL Classrooms', *Elixir Social Studies*, 37.September (2012), 3958–64.

<sup>19</sup> Observation Tool, 'Personal Competencies / Personalized Learning Reflection on Instruction', January, 2015.

Meanwhile, according to the Regulation of the Minister of Education and Culture Number 103 of 2014 concerning Learning in Primary and Secondary Education, the components and systematics of Lesson plans are determined as follows.

- 1) Identity, including subjects, classes/semesters, and time allocation.
  - 2) Core Competencies (KI).
  - 3) Basic Competencies (KD).
  - 4) Competency Achievement Indicators.
  - 5) Learning Materials.
  - 6) Learning Activities.
    - a. Introductory Activities
    - b. Core Activities  
Observe, Inquired, Gathering Information/trying, Reasoning/associating and Communicate
    - c. Concluding Activities
  - 7) Assessment, Learning, and Remedial.
    - a. Assessment Techniques
  - 8) Media/tools. Materials, and Learning Resources.
- b. Functions of the lesson plans

The main function of the lesson plan is to determine the success of learning, especially for prospective teachers who will teach in the future, not only that the functions of the lesson plan include: lesson plans serves as a guide for teachers in compiling and organizing the learning process in the classroom in addition to ensuring the quality of learning, lesson plans ensures

that the learning process is carried out with good quality and in accordance with predetermined goals. As well as improving the effectiveness of learning, lesson plans helps teachers in improving the effectiveness of learning by including appropriate methods, strategies, and evaluations.

Kyriacou tells five main functions of lesson plan that can be developed to support other scientific claims: First, teachers can think clearly and exclusively about the type of learning they want to do during a particular lesson. Secondly, it opens up opportunities for teachers to think about the structure and content of the lesson. Thirdly, it reduces the amount of thought the teacher has to do during class after class has started. Fourth: Planning facilitates the overall provision of all necessary materials and resources. Fifth, providing prospective teachers who will be useful for their future.<sup>20</sup>

Kemp explains the benefits of learning planning related to all parties involved in learning activities, and this benefit is:

- a. Benefits for program managers are those who need evidence of an effective and efficient learning process within reasonable or acceptable cost limits.
- b. The benefit for learning designers is that they need proof that the program they are designing is satisfactory. In this case the best indicator is the achievement of all program objectives by the student within the proper time limit.
- c. Benefits for teachers to see their students acquire all the expected abilities and also want to personally cultivate positive relationships with

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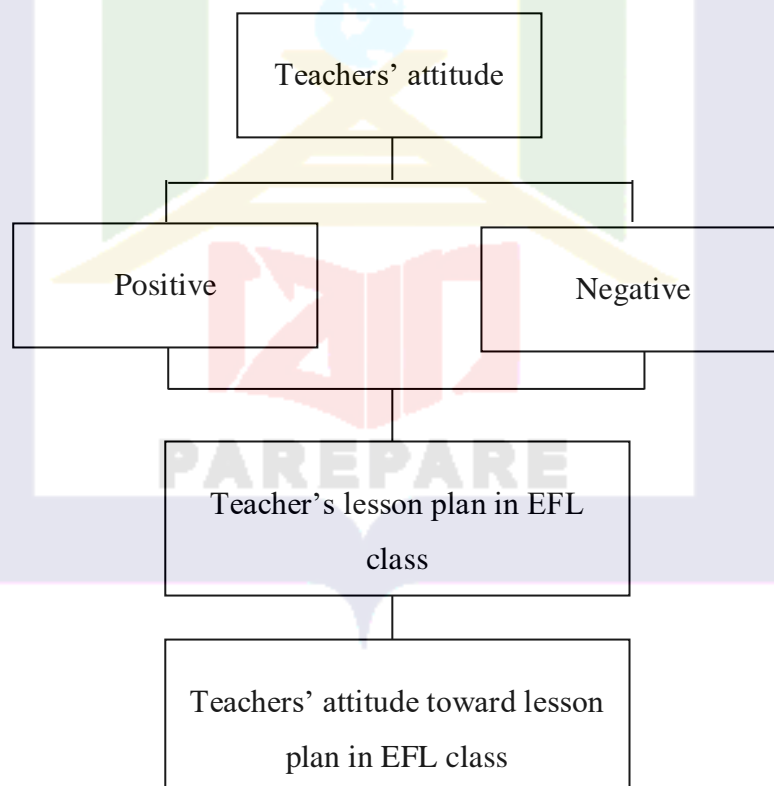
<sup>20</sup> Catherine Gray and Patsy Stark, *Essential Teaching Skills, Bmj* (Nelson Thornes, 2007), CCCXXXV <<https://doi.org/10.1136/sbmj.0710361>>.

students.<sup>21</sup>

Teachers and students benefit from careful lesson planning. It provides a framework for standards-based education and guides its implementation. The lesson plans creates a roadmap for teachers of what has been taught and what needs to be taught. This allows them to focus on one goal at a time and communicate with students what they learned in each lesson.

### C. Conceptual Framework

The main focus of this research is how teachers' attitude toward lesson plans in EFL class. The researcher designed the conceptual framework of this study by showing the diagram below:



<sup>21</sup> R. F. Kempa, 'Students' Learning Difficulties in Science. Causes and Possible Remedies', *Enseñanza de Las Ciencias. Revista de Investigación y Experiencias Didácticas*, 9.2 (2006), 119–28 <<https://doi.org/10.5565/rev/ensciencias.4702>>.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study, the researcher used a quantitative method. The researcher distributed a questionnaire to a sample of EFL teachers to gather quantitative data on their attitudes towards lesson plans. The questionnaire consisted of a series of Likert scales, where the teachers were asked to rate their level of frequency with various questions related to lesson plans. This provided a numerical representation of the teachers' attitudes and enabled the researcher to analyze the data using statistical methods.

#### B. Location and time

The location of the research was conducted in the Islamic school of Sidenreng Rappang, and the researcher did the research for about a month.

#### C. Population and sample

The population of this research was the English teachers in the Islamic high school of Sidenreng Rappang, totaling 50 English teachers.

The sample of this research was taken randomly using a random sampling technique because the population size was less than 100, and sampling comprised at least 50% of the population size. Therefore, the sample of this study consisted of 25 English teachers as respondents.

#### **D. Technique of data collection**

The questionnaire was distributed to the chosen respondents, and they were asked to answer the questions honestly and accurately. The results of the questionnaire were collected, and afterward, the research analyzed the data from the questionnaire using SPSS. The results were then drawn from the data analysis.

#### **E. Instrument of the Research**

This study used a questionnaire with a Likert scale. The Likert scale was widely used by researchers to measure participants' perceptions or attitudes. The scale assessed the attitudes or behaviors desired by the researchers by asking respondents several questions. Then, the respondents were asked to provide a choice of answers or responses using the measuring scale provided.<sup>22</sup> The instrument was taken from the components of the lesson plan and the appendix to the teacher performance assessment of the Ministry of Religion. The researcher modified the instrument according to the requirements of the research.

The measuring scale that has been provided, using alternative options 1 to 4 with the provision of a likert scale and value weights as follows:

- 4 = Always
- 3 = Sometimes
- 2 = Almost never
- 1 = Never

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<sup>22</sup> M.Pd Drs. Syahrums and M.Pd Drs. Salim, *Metodologi Penelitian Kuantitatif*, ed. by M.Pd Rusydi Ananda (Citapustaka Media, 2012).

**Table 3.1**  
**Classification of Score**

No.	Score	Classification
1.	26-40	Positive
2.	10-25	Negative

## F. Technique of Data Analysis

Data analysis techniques are a way to manage data into information so that the data can be understood and can also be useful for finding a solution for research. The data obtained from the field, presented in the form of a table and described. Data description is reinforced by the presentation frequency distribution, measure of central tendency (mean, median, mode) and measure of variability (range, variance and standard deviation).

### 1. Frequency Distribution

A frequency distribution is a list of data values (individually or groups of intervals) connected with the frequency (number) of each data.

### 2. Measure of central tendency

#### 1) Mean

The mean ( $\bar{X}$ ) is the average value calculated by summing all existing values and dividing the total value by the number of samples.

$$\bar{X} = \frac{\sum X_i}{n}$$

Where:

X : mean/ average

$\Sigma x$ : Number of scores



n : number of subjects

## 2) Median

Median is the value of the data located in the middle after which the data is arranged in order of its values so that it halves equally. Median is a group explanation technique based on the middle value of the data group that has been arranged in order from the smallest to the largest, or vice versa from the largest to the smallest.

This formula is used if a single record of odd numbers

$$M_e = \frac{1}{2}(n + 1)$$

If the amount of data is even, use the following formula.

$$M_e = \frac{\text{data ke } \left(\frac{1}{2}n\right) + \text{data ke } \left(\frac{1}{2}n + 1\right)}{2}$$

Me = middle value

n = amount of data

## 3) Mode

Mode (Mo). To find mode values on a single data, it can be done easily, namely by calculating numbers that appear a lot. The number that appears a lot in the data set can be ascertained that it is a mode number in the data set. To make it easier to determine the mode value, the data set is sorted first from the smallest to the largest.

### 3. Measure of variability

Variability is the degree of spread of variable values of a central tendency in a distribution or measure that expresses how much the values of the data differ from its central values. The following types of variability measures.<sup>23</sup>

#### 1) Range

Range is the simplest measurement of variability. Range is the distance between the highest value and the lowest value.

$$R = X_t - X_r$$

R : Range

X<sub>t</sub>: highest score

X<sub>r</sub>: lowest score

#### 2) Variance

Variance is the mean of a squared deviation score that is sometimes used as an index of diversity.

$$S^2 = \frac{\sum(X_1 - \bar{X})^2}{(n - 1)}$$

S<sup>2</sup>: sample variants

X<sub>1</sub>: data to -1

X : sample average

n :large number of samples

#### 3) Standard deviation

Standard deviation is a statistical measure used to measure how far data is spread from its average value. Standard deviation indicates how variable or

<sup>23</sup> Muhammad ali Gunawan, *Statistik Penelitian Bidang Pendidikan, Psikologi Dan Sosial*, 2015.

homogeneous the data is observed in a population or sample.<sup>24</sup>

$$s = \sqrt{\frac{\sum(X_i - \bar{X})^2}{(n - 1)}}$$

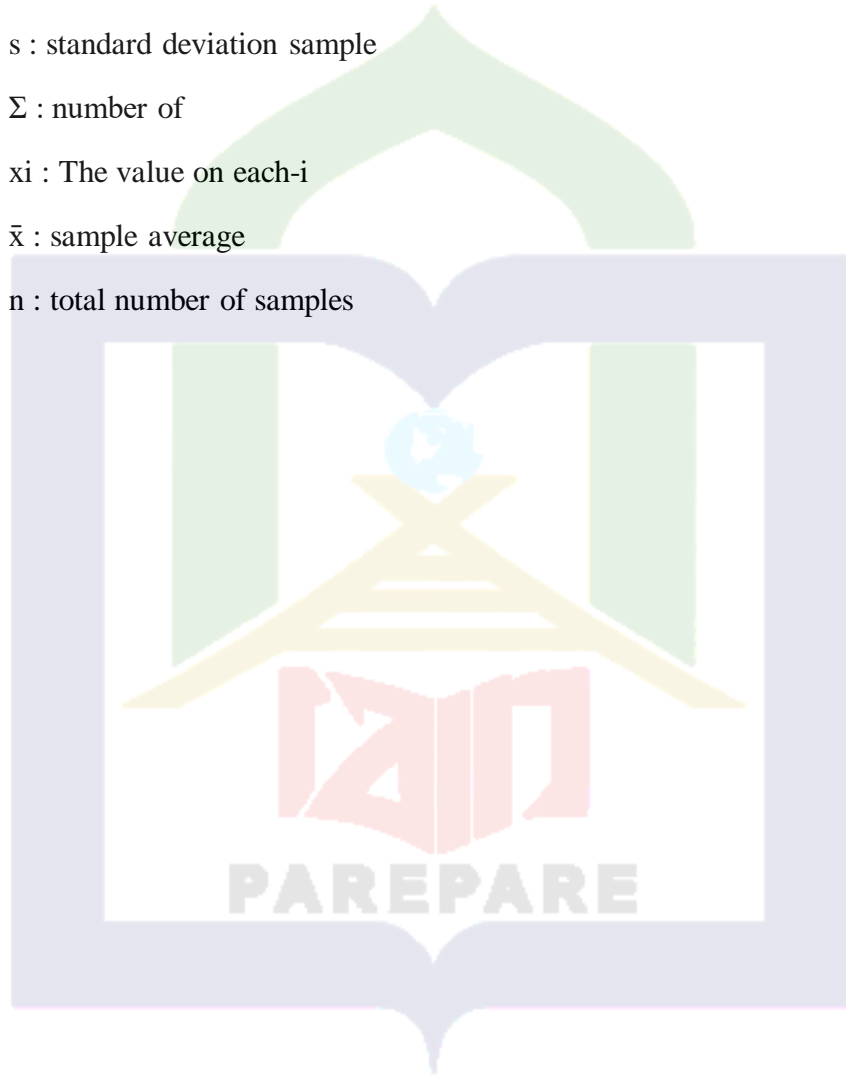
s : standard deviation sample

$\Sigma$  : number of

$x_i$  : The value on each-i

$\bar{x}$  : sample average

n : total number of samples



<sup>24</sup> Icam Sutisna, 'Statistika Penelitian: Teknik Analisis Data Penelitian Kuantitatif', *Universitas Negeri Gorontalo*, 1.1 (2020), 1–15 <<https://repository.ung.ac.id/get/karyailmiah/4610/Teknik-Analisis-Data-Penelitian-Kuantitatif.pdf>>.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Description of research findings

The results of research related to teachers' attitude toward lesson plan for EFL class used quantitative methods with descriptive statistics data analysis. based on the collection of data obtained through the questionnaires, A positive attitude is shown if the majority of teachers give "always" or "sometimes" answers to certain statements, then the data is considered positive, if the majority of teachers give "almost never" or "never" answers to certain statements, then the data is considered negative. this study has proven that the majority of English teachers in the sidrap area in this study have a positive attitude towards lesson plan and tend to carry out practices that are in accordance with lesson plan.

The result of data analysis could be seen as follow:

**Table 4.1 descriptive of the questionnaire**  
**Descriptive statistics**

	N	Minimum score	Maximum score	Sum	Mean
Questionnaire	25	24.00	36.00	780.00	31.20
Valid N (listwise)	25				

As the table above, the minimum value is 24.00 and the maximum value is 36.00. Both numbers show variations in the scores given by respondents in the questionnaire. The score reflects the teacher's score against the overall lesson plan in answering the questionnaire.

Based on data analysis, it was found that the mean (average) attitude of

teachers towards lesson plan was 31.20 indicates positive attitude. These results show that overall, respondents tend to have a positive attitude towards the preparation of lesson plans and the implementation of lesson plan.

**Table 4.2 descriptive of the questionnaire**

Descriptive Statistics		
Questionnaire		
N	Valid	25
	Missing	0
Median		32.00
Mode		27 <sup>a</sup>
Std. Deviation		3.464
Variance		12.000
Range		12

a. Multiple modes exist. The smallest value is shown

In addition, the median was found to be 32, indicating that most teachers have a relatively consistent attitude towards lesson plans, which positive attitude.

In terms of mode (the most frequently occurring values) are 27 and 32, with a frequency of 5 each. which indicates that as many as five teachers in the study had a total score of 27 in ticking all statements. This indicates that there is a group of teachers who have a relatively consistent attitude towards lesson plans and learning practices. In addition, there are also other groups that have a total value of 32, also with a frequency of five. These findings illustrate a similar pattern in teachers' attitudes towards lesson plans, where some teachers tend to have similar preferences and practices in preparing and implementing lesson plans.

Furthermore, in measuring variations in teacher responses, it was found that the range of attitude values was 12. This range shows the maximum and minimum difference between the highest and lowest scores given by those teachers.

In terms of variance and standard deviation, the calculation results show a variance value of 12 and a standard deviation of 3.464. The relatively low variance indicates that teachers' attitudes toward lesson plans tend to be homogeneous, with little variation among their responses.

The relatively low standard deviation also indicates a fairly high level of consistency in their attitude towards lesson plan.

Overall, the findings from this data analysis show that the majority of English teachers in this study had a positive attitude towards lesson plan and tended to implement practices that were in accordance with lesson plan. However, there are variations in their responses, especially in the use of learning resources and the implementation of learning activities.

### 1. Result of questionnaires

The tabulation table provided illustrates the data from questionnaire results regarding teachers' attitudes towards lesson plans in EFL class. There are 10 statements rated using the Likert scale, namely "Always," "Sometimes," "Almost Never," and "Never." This data was obtained from 25 English teachers of Madrasah tsanawiyah in the sidrap area who had filled out all statements.

**Table 4.3 Pernyataan 1: Saya menyusun RPP saya sendiri**

Classification	Score	Frequency	%	Sum of score
Always	4	14	56%	56
Sometimes	3	10	40%	30
Almost never	2	1	4%	2
Never	1	0	0%	0
Total		25	100%	88

In the first statement, "I compile my own lesson plans," it was found that as many as 56% of teachers stated that they always prepare their own lesson plans. In

addition, 40% of teachers answered sometimes, 4% of teachers answered almost never drafted their own lesson plans, and no teacher answered never. This shows that the majority of teachers have a positive attitude towards lesson planning and are active in preparing lesson plans according to their needs and goals.

**Table 4.4 Pernyataan 2: Saya mengambil RPP dari internet**

Classification	Score	Frequency	%	Sum of score
Always	4	0	0%	0
Sometimes	3	12	48%	36
Almost never	2	4	16%	8
Never	1	9	36%	9
Total		25	100%	53

In the second statement, "I took lesson plans from the internet," it was found that most teachers 48% answered sometimes. Only 36% of teachers said they had never taken lesson plans from the internet, while 16% of teachers almost never did. No teacher answers always. Although not all teachers take lesson plans from the internet, the number of respondents who answered that they always or almost never do it is smaller. This shows that teachers' attitudes towards taking lesson plans from the internet tend to be neutral.

**Table 4.5 Pernyataan 3 : Saya mengambil RPP dari teman sejawat saya**

Classification	Score	Frequency	%	Sum of score
Always	4	1	4%	4
Sometimes	3	10	40%	30
Almost never	2	5	20%	10
Never	1	9	36%	9
Total		25	100%	53

In the third statement, "I take lesson plans from my work colleague," 40% of teachers answered sometimes, 36% of teachers said they had never done so, and 4% of teachers almost never took lesson plans from work colleague. Only 1% of teachers always take lesson plans from work colleague. This attitude also shows a neutral

attitude towards the use of lesson plan from external sources.

**Table 4.6 Pernyataan 4: Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar**

Classification	Score	Frequency	%	Sum of score
Always	4	16	64%	64
Sometimes	3	3	12%	9
Almost never	2	1	4%	2
Never	1	5	20%	5
Total		25	100%	80

In the fourth statement, "I prepare lesson plans before starting learning, pay attention to core competencies and basic competencies," as many as 64% of teachers always compile lesson plans with pay attention to core competencies and basic competencies. Only 20% of teachers answered sometimes, whereas 16% of teachers almost never did. This shows the teacher's positive attitude towards lesson planning that considers the competencies to be achieved by students.

**Table 4.7 Pernyataan 5: Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas**

Classification	Score	Frequency	%	Sum of score
Always	4	17	68%	68
Sometimes	3	7	28%	21
Almost never	2	1	4%	2
Never	1	0	0%	0
Total		25	100%	91

In the fifth statement, "I develop lesson plans with pay attention to the learning methods that will be implemented in the classroom," the majority of teachers 68% stated that they always do it. As many as 28% of teachers answered sometimes, while only 4% of teachers almost never do so. This attitude shows that the majority of teachers have a positive attitude and awareness to align lesson plans with learning methods that are appropriate to the class.



**Table 4.8 Pernyataan 6: Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.**

Classification	Score	Frequency	%	Sum of score
Always	4	8	32%	32
Sometimes	3	15	60%	45
Almost never	2	2	8%	4
Never	1	0	0%	0
Total		25	100%	81

In the sixth statement, "I always follow the instructions contained in the lesson plan when carrying out learning activities," as many as 32% of teachers always follow the instructions in the lesson plan. While 60% of teachers answered sometimes and 8% of teachers almost never follow the instructions. This attitude shows that these teachers have diverse involvement in following lesson plan instructions in learning activities in class, which means that some teachers are positive about the implementation of lesson plans in the class, and some are negative for the implementation of lesson plans.

**Table 4.9 Pernyataan 7: Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang**

Classification	Score	Frequency	%	Sum of score
Always	4	7	28%	28
Sometimes	3	16	64%	48
Almost never	2	1	4%	2
Never	1	1	4%	1
Total		25	100%	79

In the seventh statement, "I carry out or close learning activities on time according to the lesson plan that has been designed," the majority of teachers 64% tend to answer sometimes. 28% of teachers always do, while 4% of teachers almost never do it. This shows that most teachers have a relatively positive attitude towards the use of lesson plans in managing their learning schedules.

**Table 4.10 Pernyataan 8: Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.**

Classification	Score	Frequency	%	Sum of score
Always	4	11	44%	44
Sometimes	3	12	48%	36
Almost never	2	1	4%	2
Never	1	1	4%	1
Total		25	100%	83

In the eighth statement, "I carry out teaching activities systematically as long as learning begins according to the lesson plan," 44% of teachers answered sometimes, 44% of teachers always do, and 4% of teachers almost never do it. This attitude also shows a neutral attitude towards consistency in following lesson plan in carrying out learning activities.

**Table 4.11 Pernyataan 9: Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.**

Classification	Score	Frequency	%	Sum of score
Always	4	10	40%	40
Sometimes	3	13	52%	39
Almost never	2	2	8%	4
Never	1	0	0%	0
Total		25	100%	83

In the ninth statement, "When starting learning I use learning media and learning resources according to the lesson plan that has been designed," the majority of teachers 52% answered sometimes. 44% of teachers always do, while 8% of teachers almost never do it. This shows the positive attitude of teachers in preparing appropriate resources for learning based on the lesson plan that has been prepared.

**Table 4.12 Pernyataan 10: Saya memberikan penilaian atau tugas yang sesuai dengan RPP.**

Classification	Score	Frequency	%	Sum of score
Always	4	15	60%	60
Sometimes	3	9	36%	27
Almost never	2	1	4%	2
Never	1	0	0%	0
Total		25	100%	89

In the last statement, "I give assessments or assignments that are in accordance with the RPP," the majority of teachers 60% always provide assessments or assignments that are in accordance with the lesson plan. 36% of teachers answered sometimes, while only 4% of teachers answered almost never do so. This attitude shows that the majority of teachers have a relatively positive attitude towards the suitability between the assessment and the lesson plan that has been prepared.

Based on this tabulation table, it can be concluded that most teachers have a positive attitude towards lesson plans in EFL classes. The majority of teachers prepare their own lesson plans, pay attention to core competencies and basic competencies, use appropriate learning methods, and provide assessments or assignments in accordance with the lesson plan. However, there are still some aspects that need to be considered, such as following the instructions in the lesson plan and carrying out learning activities on time.

## **B. Discussion**

This study aims to analyze teacher attitudes towards lesson Plans in EFL class in the sidrap area. Data obtained from 25 respondents of English teachers of Madrasah Tsanawiyah in the sidrap area were asked to fill up questionnaire. The statements in the questionnaire describe the teacher's attitude towards the preparation of lesson plans, the use of learning resources, the implementation of learning activities, and the assessment of assignments. A positive attitude is shown if the majority of teachers give an answer "always" or "sometimes" to certain statements, then the data is considered positive, if the majority of teachers give "almost never" or "never" answers to certain statements, then the data is considered negative.

Based on the analysis of the data, overall teachers showed a positive attitude

towards lesson plan. The average score indicates a good perception and acceptance of the importance of lesson plans in the teaching and learning process. This shows that the majority of teachers in the sidrap area recognize the value of comprehensive lesson planning for effective classroom management.

In line with Walgito in Asri N. suggests that attitude can be interpreted as a form of evaluation or emotional reaction to an object. A person's attitude towards an object is a feeling that they support or take sides, as well as a feeling that the object refuses or does not take. Attitude is a pattern of behavior, proactive tendency or will, tendency to conform to the existing situation. Attitudes are responses to conditioned social stimulus. Attitude is the willingness to act towards an object in a particular environment as an appreciation of that object.<sup>25</sup>

Furthermore, according to Langat, a declared attitude is a person's behavior shaped by experiences, situations, objects, how views people, and how respond to positively or negatively to them.<sup>26</sup> So it can be concluded that most of the 25 English teachers in Sidrap have a positive or proactive attitude towards the object of education, in this case lesson plan.

There are several reasons why teachers have a positive attitude towards lesson plans, including:

### **1. Simplify lesson plan**

Teachers have a positive attitude towards lesson plan because of the ease of preparing lesson plan quickly and efficiently. With an effective simplification process, teachers can save time and teachers do not need to spend a lot of time

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<sup>25</sup> Asri N, 'Sikap Profesional Dan Etos Kerja Guru Dalam Peningkatan Efektivitas Kerja', *Inspiratif Pendidikan*, VII.2 (2018), 415 <<http://103.55.216.56/index.php/Inspiratif-Pendidikan/article/viewFile/10209/7033>>.

<sup>26</sup> Langat Alphine Chepkorir, 'Students' Attitude and Their Effect On Learning And Achievement in Mathematic', 2015, 63.

preparing lesson plans. This allows teachers have more time to focus on other important aspects of the learning process, teachers can choose the right teaching method, adjusting the material, and monitoring student progress.

In line with Circular Letter Number 14 of 2019, the Minister of Education and Culture took the initiative to simplify lesson plan in the "freedom of learning" education policy. The simplification of the lesson plan writing format is still related to the curriculum. but it is summarized in a shorter form. The goal is to reduce the administrative burden for teachers and allow teachers to design lesson plans in a short time. If in the past lesson plan consisted of 13 components, now only 3 main components are enough, namely learning objectives, learning activities and evaluation. Although the other components are only complementary.

Teachers who have the skills to prepare lesson plans quickly and efficiently will feel more confident and have a positive attitude towards the task. In this case, simplification of lesson plans becomes a tool that helps teachers optimize their skills in planning lessons. However, it is also important to know that simplifying lesson plans must still maintain the quality and adequacy of information needed in lesson planning. lesson plans should not sacrifice the integrity and quality of the lesson plan itself.

## **2. Lesson plans remain an invaluable guideline**

Teachers have a positive attitude towards lesson plans because teachers realize that lesson plans remain an invaluable guideline in helping them run classes effectively. Especially for teachers who are relatively new or young on the field of education, lesson plan provides a clear structure and direction in planning and implementing lessons.

Lesson plan acts as a guide that helps teachers design learning activities that suit to student needs, choose the right teaching strategy, and evaluate and monitor student learning progress. Lesson plan also assists teachers in organizing teaching materials, managing time, and determining relevant assessments or evaluations.

Priyono et al. affirmed that teachers as educators are people who consciously and systematically bear the responsibility to influence students to have virtue characters that are in accordance with educational ideals.<sup>27</sup>

In line with Mawardi's research, teachers realize and believe in the importance of lesson plans as teacher guidelines in learning. A great sense of responsibility for good learning encourages the desire of teachers to get training, guidance and mentoring to be able to develop their own Learning Implementation Plans. Teachers also learn from the experiences they have gone through in carrying out teacher duties. This belief creates the motivation to keep trying harder and better. Hamzah B. Uno says that people learn faster and perform better when they are highly motivated to achieve their goals. Since they are motivated to achieve their goals, they are always ready to receive advice and advice to improve their performance.<sup>28</sup>

And also in the research of asmianti et al. teacher awareness of lesson plan has a positive relationship, which if the level of teacher awareness is higher both regarding rights and obligations, aspects of professionalism and so on, it will also

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<sup>27</sup> Bayu Hendro Priyono, Nurul Qomariah, and Pawestri Winahyu, 'Pengaruh Gaya Kepemimpinan, Motivasi Guru Dan Lingkungan Kerja Fisik Terhadap Kinerja Guru Sman 1 Tanggul Jember', *Jurnal Manajemen Dan Bisnis Indonesia*, 4.2 (2018), 144 <<https://doi.org/10.32528/jmbi.v4i2.1758>>.

<sup>28</sup> Mawardi Mawardi, 'Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran' *Media Ilmiah Pendidikan Dan Pengajaran*, 20.1 (2019), 69 <<https://doi.org/10.22373/jid.v20i1.3859>>.

increase effectiveness and efficiency during the learning process.<sup>29</sup>

Teachers build their knowledge and skills through experience and reflection on teaching practices. Lesson plan acts as a tool that assists teachers in reflecting on their teaching practices, planning improvements, and developing more effective teaching skills.

By using lesson plans, teachers can plan concrete steps needed to achieve learning objectives. Teachers can think of teaching strategies that will relevant to the curriculum, student needs, and available resources. With structured guidelines in a lesson plans, teachers can optimize their time in planning lessons that allow students to achieve the good results.

Lesson plan also can provides a consistent framework for managing and evaluating learning. Teachers can use lesson plans as a reference to monitor student progress in learning, and make necessary adjustments in their teaching in the class. Thus, lesson plans help teachers run class effectively, providing continuity and consistency in the learning process.

However, it is important to know that lesson plans must remain flexible and adaptable to changing student needs, teacher needs and learning contexts. Teachers need to ensure that lesson plans do not become rigid or overly binding boundaries, but a tool that helps teacher to achieve learning goals effectively.

### **3. Lesson plan is an administrative requirement**

A positive attitude towards lesson plan of teachers because of the administrative required. Lesson plan is one of the administrative documents that must be prepared and submitted by teachers to the school or educational

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<sup>29</sup> Asmiati, Fitriana, and Jamilah. 'Analisis Kesadaran Guru Terhadap Rpp Dalam Proses Pembelajaran Di Mi Miftahul Alim Haba', 1.1 (2019), 31–42

institution. In the administrative process, lesson plans are used as evidence that teachers have planned lessons well and meet the requirements set. Teachers' awareness of the importance of carrying out administrative duties properly in order to maintain professionalism and meet the demands of education regulations. Lesson plan is a document needed in education administration, both as an official requirement in reporting and monitoring the learning process.

In addition, the supervision of education supervisors is also the reason teachers have a positive attitude towards lesson plan. Education supervisors are responsible for monitoring and evaluating the implementation of learning in schools. Lesson plan is one of the references in supervisory evaluation, which can affect teacher performance appraisal. In order to maintain the quality of teaching and obtain constructive feedback from supervisors, teachers tend to see lesson plans as a tool that helps them prepare and demonstrate the quality of their work.

A supervision technique that is important in developing teacher competence is the class visit technique. Correspondingly Gwyn in abd. Kadim termed classroom visitation. With class visits, the supervisor can find out whether the teachers are carrying out the learning process in accordance with the lesson plans that have been prepared, as well as see firsthand the teacher's ability to teach in class.<sup>30</sup>

#### **4. Lesson Plans are used to fulfill Core Competencies and Basic Competencies**

Teachers have a positive attitude towards lesson plans because of the core competencies and basic competencies that must be met in every teaching process in the class. Core competencies and basic competencies are learning standards set by the curriculum and government in an effort to ensure that students achieve

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<sup>30</sup> Abd. Kadim Masaong, *Supervisi Pembelajaran Dan Pengembangan Kapasitas Guru*, 2013.



the expected learning outcomes..

In line with that, Muhammad Hasan in his book research-based learning explains that the learning planning system in education is a process in order to influence students to be able to adapt as well as possible to their environment and which will cause changes in themselves that allow them to function according to their competence in community life. In line with Hamalik's opinion in Muhammad Hasan explained that planning is a management process that defines what should be done and how, outlines the goals to be achieved and develops work programs to achieve those goals.<sup>31</sup>

Therefore, lesson plan becomes a tool that helps teachers plan and organize learning to achieve core competencies and basic competencies that have been set. In lesson plan, teachers can determine relevant learning activities, choose appropriate teaching materials, and adjust teaching methods and strategies to achieve predetermined learning objectives.

In addition, lesson plans also allow teachers to track and observe students' progress in achieving core competencies and basic competencies. By referring to lesson plans, teachers can monitor student progress, identify areas that require more attention, and make necessary instructional adjustments. This helps teachers in providing more targeted and effective guidance to students.

##### **5. Lesson Plans Can Be Designed According To Student Characteristics**

The teacher's positive attitude towards lesson plans is because the ability of lesson plans can be tailored to the needs of students in each class. A lesson plans that teacher designed can allow teachers to plan inclusive learning.

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<sup>31</sup> Muhammad Hasan, *Pembelajaran Berbasis Riset: Dasar Teori, Perencanaan, Pelaksanaan, Dan Evaluasi*, 2016.

Respond to student needs, and achieve optimal learning outcomes. Every classes has different uniqueness and needs, including differences in students' individual abilities, learning styles, challenges, and interests of the students.

Moon in Hamzah B. Uno stated, teachers as learning designers (instruction designers) are required to play an active role in planning learning by paying attention to various components in the learning system which include: 1) making and formulating teaching materials; 2) prepare material relevant to the goals, time, facilities, development of science, student needs and abilities.<sup>32</sup>

Mulyasa's opinion in Indah Fauziah says that a professional teacher is a teacher who has pedagogic competence, is the ability related to student understanding and how to manage learning and teaching, which includes the ability to design and implement learning in the class, it is also to evaluate learning outcomes, and develop students to express students various potentials.<sup>33</sup>

By using lesson plans that teachers have designed, teachers can choose and adapt appropriate learning strategies, select interesting and relevant material for students, also arrange activities that are appropriate to students' level of understanding. Teachers can use variation of approaches and assessments based on student needs, and student character, provides additional help to students who need it, or challenges students who already have a higher understanding.

In this context, lesson plans play an important role to embody an inclusive learning approach in the class. Teachers can use lesson plans to plan and develop

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<sup>32</sup> Mawardi, 'Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran', : *Media Ilmiah Pendidikan Dan Pengajaran*, 20.1 (2019), 69  
<<https://doi.org/10.22373/jid.v20i1.3859>>

<sup>33</sup> Indah Fauziah, 'Peran Guru Dalam Mengembangkan Karakter Peserta Didik', 7.2 (2014), 4–6  
<[CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE](https://osf.io/3hsc4/download#:~:text=Guru sangat berperan dalam membantu,kepribadian yang baik dan profesional.>.</a></p></div><div data-bbox=)

teaching strategies that can accommodate a variety of learning styles, speed of understanding. Thus, lesson plans help teachers create a responsive and inclusive learning environment for all students.

In addition, the use of lesson plans that match student needs also allows teachers to follow learning developments and changes. Teachers can observe student responses to teaching strategies that have been designed and make adjustments if needed. With the flexibility provided by customized lesson plans, teachers can respond effectively to students' individual needs.

#### **6. Lesson plans can be designed for one semester**

Teachers have a positive attitude towards lesson plans because teachers want to structure learning materials for the upcoming semester. By using lesson plans, teachers can plan and organize learning materials well over a longer period of time.

In line with that, Gentry said in Haudi learning planning is a process that formulates and determines learning objectives, strategies, techniques, and media so that general learning objectives are achieved.<sup>34</sup> According to Sanjaya, planning is one of the initial functions of management activities in achieving goals effectively and efficiently. Planning is also defined as a view of the future and creates a framework for directing one's actions in the future.<sup>35</sup>

Furthermore, Kast and Rosenzweig quoted from Muhammad Hasan explained planning is the process of deciding in the future, what to do and how. Planning includes the overall mission, identification of key outcomes and setting specific objectives in addition to developing policies, programs and procedures to

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<sup>34</sup> Haudi, *Strategi Pembelajaran, Biosel: Biology Science and Education*, 2013, II <<https://doi.org/10.33477/bs.v2i2.376>>.

<sup>35</sup> Wina Sanjaya, 'Perencanaan Dan Desain Sistem Pembelajaran', 2008.

achieve those objectives.<sup>36</sup>

In preparing lesson plans for the upcoming semester, teachers can think thoroughly about the topics, concepts, and skills that should be covered in the curriculum. The teacher can plan a logical and progressive sequence of learning, taking into account the understanding of students and the interrelation between materials. By preparing a lesson plan for a semester, or the next semester, teachers can have a clear vision of the direction of learning that teachers will carry out.

A structured lesson plan can help teachers manage the right time allocation for each topic or concept. Teachers can estimate how long it will take to discuss each learning material in class, including activities and assessments from one semester.

With a lesson plan that covers a longer period of time, and can be used in long time, teachers can also design activities using additional relevant resources or materials. For example, teachers can identify and prepare reading materials, videos, or extra activities that support learning for each topic to be taught. This helps teachers increase the diversity and meaningfulness of learning, and provide a richer experience for students.

## **7. The demands of teacher professionalism**

Teachers have a positive attitude towards lesson plans due to the demands of teacher professionalism that require them to develop structured, measurable, and well-documented lesson plans. As professional educators, teachers are expected to have good planning skills to create effective and quality learning

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<sup>36</sup> Hasan, Muhammad, *Pembelajaran Berbasis Riset: Dasar Teori, Perencanaan, Pelaksanaan, Dan Evaluasi*, 2016

experiences for students. To meet the demands of existing professionalism to become a more effective and responsible educator.

In line with Nurzaman & et al in Parid Wajdi Almujtaba The position of teachers as professionals aims to implement the national education system and the realization of national education goals. The task of the teacher is to carry out duties related to the overall implementation of the professional role as a teacher. Example; The role of the teacher as a learning planner, then his job is to make lesson planning, etc. In other words, the role is related to his position, while the task is related to the job description or task in carrying out the role possessed by someone.<sup>37</sup>

By using lesson plans, teachers can demonstrate their commitment to good teaching practices and meet the demands of professionalism in education. Lesson plan becomes an important tool for organizing and directing learning activities, identifying specific learning objectives, and determining the steps to be taken when teaching in the classroom. In addition, lesson plan plays an important role in increasing teacher responsibility. A good lesson plan will provide a clear picture of the objectives, strategies, and evaluations carried out in the learning process.

As for professionalism that required teachers to monitor and evaluate student progress periodically. Teachers can use lesson plans as a tool to track student progress, identify student needs. Lesson plan can be used as a source of reflection, allowing teachers to analyze and evaluate learning success and plan improvements or development of lesson plans in teaching practice or design

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<sup>37</sup> Parid Wajdi Almujtaba, 'Guru Dan Profesionalitas Dalam Pendidikan', *Seri Publikasi Pembelajaran*, 1.2 (2021), 1–10.

lesson plans well in the future.

However, the diversity of responses from English teachers also shows some variation in teacher attitudes in the sidrap area, implying that there may be a group of educators/teachers who have different perspectives or face challenges in designing and implementing lesson plans.

For more details of the statements described one by one:

In statement 1 'I prepare my own lesson plan' where 14 out of 25 teachers answer always, 10 teachers who answered sometimes and 1 teacher answered almost never.

Based on Legislation No. 16 of 2007, one of the indicators of pedagogic competence is organizing educational learning. The fourth point in this indicator emphasizes the importance of understanding the principles of educational learning design, developing components of learning design, and compiling a complete learning design for activities in the classroom, laboratory, and field. This requires teachers to always compile their lesson plans.<sup>38</sup>

In relation to the first statement in the questionnaire, it was seen that 14 out of 25 teachers answered that they always prepared their own lesson plans. However, under the law described above, only 14 out of 25 teachers are said to meet the expected standards in drafting a complete and educational instruction. Where most teachers have fulfilled their obligations and some who answer sometimes and almost never indicate the number of teachers who take lesson plans from external sources, this is supported from the questionnaire analysis data above as many as 12 teachers out of 25 teachers who answered 'sometimes' in questionnaire number 2 took lesson plans from the internet and 10 out of 25

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<sup>38</sup> Republik Indonesia, 'Peraturan Menteri Pendidikan Nasional Republik Indonesia', 2007, 245.

teachers who answered 'sometimes' in questionnaire number 3 took lesson plans from work colleague.

In statement 4 'I prepare lesson plans before starting learning, taking into account core competencies and basic competencies' where 16 out of 25 respondents answer always, 3 respondents answered sometimes, 1 answered almost never, and 5 teachers answered never.

Professional Competence is the ability to master learning materials broadly and deeply to meet the competency standards set in the National Education Standards, In the 2007 regulation of the Minister of National Education on professional competence, the indicator "Mastering competency standards and basic competencies of subjects taught", there are important aspects that require teachers to have a deep understanding of competency standards and basic competencies in the eyes the lessons they teach. This is an important prerequisite so that teachers can provide learning in accordance with the objectives and standards that have been set.<sup>39</sup> To be able to realize the educational goals stated, teachers must be able to accommodate the demands of these competency standards and basic competencies. One way that can be done to accommodate the demands of competency standards and basic competencies is to design learning.

In relation to English teachers' answers, there are always 16 out of 25 teachers, indicating that most respondents have mastered the standard of competence and basic competence in the subjects they teach. This indicates that they are able to design learning in accordance with the objectives and standards set. By preparing lesson plans before starting learning and paying attention to

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<sup>39</sup> Musyaroh, 'Kompetensi Guru Dalam Meningkatkan Profesionalisme', 147.March (2016), 11–40.

core competencies and basic competencies, these teachers show sincerity and commitment in integrating learning materials with standards set by the government.

There are some teachers who answer sometimes, almost never, or never, which indicates less professional, in which case it may be necessary to improve their understanding of competency standards and basic competencies. In an effort to improve professional competence, it is important for teachers who have not consistently prepared lesson plans with attention to core competencies and basic competencies to develop a deeper understanding of this matter. Teachers can attend training or self-development related to learning design that meets competency standards, so as to improve the quality of their teaching and provide more effective learning to students.

Statement 5 'I compile lesson plans with attention to the learning methods that will be implemented in the classroom' to which 17 out of 25 English teachers answered always, 7 who answered sometimes, 1 who answered almost never.

Method is a method used to achieve a predetermined goal. In teaching and learning activities, methods are required by teachers and their use varies according to the goals to be achieved after teaching ends. A teacher will not be able to carry out his duties if he does not master the method. The main purpose of the learning method is to facilitate the process and learning outcomes of students so that what has been planned can be achieved as well and as easily as possible by students.<sup>40</sup> Using the right method in learning is very important to determine the success of a learning process, where a teacher must be very good at varying

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<sup>40</sup> H.M. Ilyas and Abd. Syahid, 'Pentingnya Metodologi Pembelajaran Bagi Guru', 04.01 (2005), 58–85 <<https://opac.perpusnas.go.id/DetailOpac.aspx?id=672676#>>.



methods in teaching so that the learning goals that have been set can be achieved.

Thus, most English teachers 17 out of 25 teachers have answered that they always pay attention to learning methods in preparing lesson plans. This shows that they have an understanding / preparation of lesson plans by choosing learning methods that are in accordance with the learning objectives to be achieved. By considering the right learning method, teachers can organize and plan learning activities that are effective and in accordance with student needs.

There are some teachers who answer "sometimes" in this regard. This shows that some teachers may not always pay attention to learning methods when preparing lesson plans, or perhaps they do not fully understand the importance of the role of methods in facilitating student learning processes and outcomes. In this case, in pedagogic competence contained in the regulation of the minister of education that has been determined, that in the indicator 'Mastering learning theory and educational learning principles' there are points that require teachers to apply various approaches, strategies, methods, and educational learning techniques to students, which have not been fully done by some of these English teachers.

In statement 6 'I always follow the instructions contained in the lesson plan when carrying out learning activities'. Which 8 out of 25 English teachers answered always, 15 English teachers answered sometimes, and 2 English teachers answered almost never.

The purpose of making lesson plan is to improve the quality of education in schools and to improve the competence of students in the classroom. Permendikbud No. 22 of 2016 states that the learning process in educational units must be held interactively, inspirationally, fun, challenging, motivating students

to actively participate and providing sufficient space for creativity, independence according to the talents, interests and development of students. In the process of implementing the implementation of learning, each teacher is required to be able to do learning planning well, so that the implementation of the learning process can run as much as possible.<sup>41</sup>

The "always" answer indicates the commitment of the teachers (8 out of 25) to refer to the guidelines and lesson plans they have prepared in advance. By following the instructions in the lesson plan, teachers can maintain consistency, implement planned learning steps, and ensure that learning objectives can be achieved effectively. However, in the available data, only a small percentage of teachers follow/implement the lesson plan they have prepared. English teachers (15 out of 25 teachers) answered "sometimes" in this case indicating that most teachers do not always follow the instructions contained in lesson plans when carrying out learning activities, indicating a lack of teachers who consider the importance of lesson plans being implemented in the classroom at all times, whereas implementing lesson plans can help to achieve learning objectives, and provide a consistent and effective learning experience for students.

In statement 7 'I carry out or close learning activities on time according to the lesson plan that has been designed' which answers always there were 7 teachers out of 25, who answer sometimes there were 16 English teachers, who answer almost never and never each there is 1 teacher.

Teacher discipline is a voluntary attitude to comply with all existing rules

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<sup>41</sup> Salsabilla Sulistiyani and others, 'Impelementasi Rencana Pelaksanaan Pembelajaran (RPP) Dalam Sekolah Dasar', *Cerdika: Jurnal Ilmiah Indonesia*, 1.2 (2021), 146-56  
<<https://doi.org/10.36418/cerdika.v1i2.18>>

and standards in the implementation of their duties and as a form of responsibility for the education of their students. Because ultimately a teacher is a reflection of his attitude or example to his students, and the teacher's discipline attitude reveals much better educational results. One of them is to enter the class on time or open or close the lesson on time.<sup>42</sup>

English teachers who answered "always" (7 out of 25) in this case showed that the teachers had the awareness and commitment to start and end learning activities on time according to the schedule that had been planned in the lesson plan. This action reflects an important disciplinary attitude in education, since efficient and regular time contributes to the creation of an effective and productive learning environment.

Yet most teachers (16 out of 25) answered "sometimes" in this case. This shows that most teachers lack discipline in starting or closing lessons on time. There may be several factors that influence this, such as constraints in the classroom, unexpected activities or situations, or inadequate planning. However, it is important to raise awareness of the importance of time discipline in carrying out learning activities. Time discipline not only affects learning effectiveness, but also sets a positive example to students about the importance of respecting time and responsibility.

In statement 8 'I carry out teaching activities systematically during the beginning of learning (including core activities) in accordance with the RPP'. There were 11 who answer always out of 25 English teachers, who answer sometimes there were 12, who answer almost never and never each 1 teacher.

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<sup>42</sup> Harini Irawati, 'Efektif Untuk Meningkatkan Disiplin Kehadiran Guru Dikelas Pada Kegiatan Belajar Mengajar. Data Yang Diperoleh Menunjukkan Bahwa Setelah Diadakan Penerapan Tindakan Berupa', 2017, 77-95.

The learning process is a series of activities and interactions between students and teachers that are controlled through lesson planning. The implementation of the learning process needs to be carried out systematically based on existing learning procedures. In general, the learning stages become three, namely the initial learning activities, the core learning activities and the final learning activities. Each of these stages needs to be taken systematically, effectively and efficiently. One aspect that affects the success of learning is the teacher's ability to manage learning, in the process the management must be directed to become an effective and conducive process in the formation of student abilities. Therefore, the learning process needs to be taken through systematic and systemic procedures.<sup>43</sup>

10 out of 25 teachers answered that they always carry out teaching activities systematically as long as learning starts in accordance with the lesson plan. This shows that a small percentage of respondents have a positive attitude related to their ability to manage learning systematically. The answer "always" in this case shows that the teachers consistently follow the procedures and steps that have been planned in the lesson plan when carrying out teaching activities.

Most English teachers (13 out of 25) answer "sometimes" in this case. Which indicates that teachers do not always carry out teaching activities systematically as long as learning begins in accordance with the lesson plan. There may be several factors that influence this, such as the teacher preferring to improvise when the learning activity begins.

In statement 9 'When starting learning I use learning media and learning resources in accordance with the lesson plan that has been designed' of 25

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<sup>43</sup> Toto Ruhimat, 'Prosedur Pembelajaran', *Universitas Pendidikan Indonesia*, 2010, h. 6-7.

English teachers there were 10 teachers who answer always, there were 13 who answer sometimes and only 2 who answer almost never.

As one of the learning resources for students is the role possessed by learning media. Students can get messages and information from teaching media so that new knowledge is formed in students. It has become something very important with the existence of learning media. Because mastery of the material is easily obtained through learning media. The teaching method is not only based on oral communication alone because this teaching medium is what makes it varied and not monotonous. Learning is not only listening to the teacher's explanation, but students also have other activities such as observing, doing and applying the learning materials they will face.<sup>44</sup>

Even in the Ministry of National Education in pedagogic competence teachers are required to use media in helping the continuity of learning in the classroom, where in the existing data analysis only 10 teachers always use learning media when teaching, most of them sometimes which indicates that these teachers only use their learning media occasionally when teaching. Although this shows a positive attitude, it needs to be a concern to increase the use of relevant teaching media.

In statement 10, 'I give an assessment or assignment according to the lesson plan' the teacher who answers always there were 15, who answers sometimes there were 9 and who answer almost never there was 1 teacher.

In the Ministry of National Education on pedagogic competence in the point of 'organizing assessment and evaluation of learning processes and outcomes' which means that teachers are required to assess and evaluate the

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<sup>44</sup> Ida Wati, 'Pentingnya Media Dan Sumber Belajar Dalam Pendidikan Di Sekolah', *Ida Wati*, (1967)

learning process and student learning outcomes. This task includes collecting data on student learning progress, analyzing competency achievement, providing appropriate feedback, and taking corrective actions in order to improve the quality of learning.

In this context, teachers are responsible for planning and executing various forms of assessment, such as tests, assignments, projects, observations, etc., to measure the extent to which students have achieved the assigned competencies. In addition, teachers also need to evaluate the learning methods used and identify successes or shortcomings in the learning process. Through comprehensive assessments and evaluations, teachers can gain useful information to understand student progress, identify their learning needs, and take appropriate action to facilitate improved learning. Thus, teachers can help students achieve optimal learning outcomes and increase the effectiveness of the overall learning process.

In the analysis data of 15 teachers who answered always indicated that they had consistently given assessments or tasks in accordance with the lesson plan, it can be said that the teacher had fulfilled one aspect of pedagogic competence. This statement shows that teachers understand the importance of the relationship between the lesson plans that have been prepared and the assessment instruments used. While a small number of teachers who answered occasionally (9 teachers) and almost never (1 teacher) have not been consistent in providing assessments or assignments in accordance with the lesson plan, this shows that a small number of teachers do not have a commitment to the lesson planning that has been prepared.

In its conclusion, the study highlights several findings related to teachers'

attitudes towards lesson plans. Although there are some teachers who show a positive attitude and meet the expected standards, most teachers still need to improve some aspects of their pedagogical competence. In order to improve professionalism, it is important for teachers to improve their understanding and skills in developing effective lesson plans, following established competency standards, and carrying out learning activities consistently in accordance with the plans that have been prepared.

Some teachers have different views on lesson plans and lesson methods that teachers should follow. Although teachers have the same goal of teaching students well, these differences in approach can result in variations in teacher attitudes in implementing lesson plans.

Some teachers face different challenges in implementing lesson plans due to limited resources and others. Some schools may not have adequate access to textbooks, technological devices, or laboratory equipment needed to support teaching. This lack of resources can limit a teacher's ability to implement lesson plans that teachers have designed, and teachers need to find alternative ways or use creative strategies to maximize student learning experiences.

Which is related to Arikunto's opinion, educators' attitudes and behaviors vary. This is because the teacher's attitude and behavior when they teach in the class are influenced by the uniqueness of the teacher.<sup>45</sup>

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<sup>45</sup> Suharsimi Arikunto and Cepi Safrudin Abdul Jabar, *Evaluasi Program Pendidikan*, 2018, p. 228.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the results of the research obtained by data analysis, the analysis of the mean and variance of the data obtained, overall teachers showed a positive attitude towards lesson plan. The average score 31,20 indicates a good perception of lesson plans in the teaching and learning process. This shows that the majority of teachers in the sidrap area recognize the value of comprehensive lesson planning for effective classroom management.

The calculation results show a variance value of 12 and a standard deviation of 3.464. The relatively low variance indicates that teachers' attitudes toward lesson plans tend to be homogeneous, with little variation among their responses. The relatively low standard deviation also indicates a fairly high level of consistency in their attitude towards lesson plan.

Most English teachers in Sidrap have shown a positive attitude towards lesson plans, use of learning media, and time discipline. However, there are some teachers who are not consistent in following lesson plans, utilizing learning media, and carrying out learning activities systematically. The use of learning methods and competency standards also needs to be improved. There needs to be an effort to improve teachers' understanding and professional competence in designing lesson plans in accordance with established standards.



## B. Suggestion

Based on the results of the research obtained, there are several suggestions that researchers will convey in connection with this research, including:

1. For English teachers

English teachers should be encouraged to enhance their awareness and knowledge regarding the importance and benefits of lesson plan, ultimately improving the quality of teaching English in school.

2. For the future researcher

The current study provides valuable insights into teachers' attitudes toward lesson planning. However, further research is needed to explore additional factors that may influence teachers' attitudes. Conducting comparative studies across different educational settings or different subject areas, can provide a broader understanding of teachers' attitudes toward lesson plan.

PAREPARE

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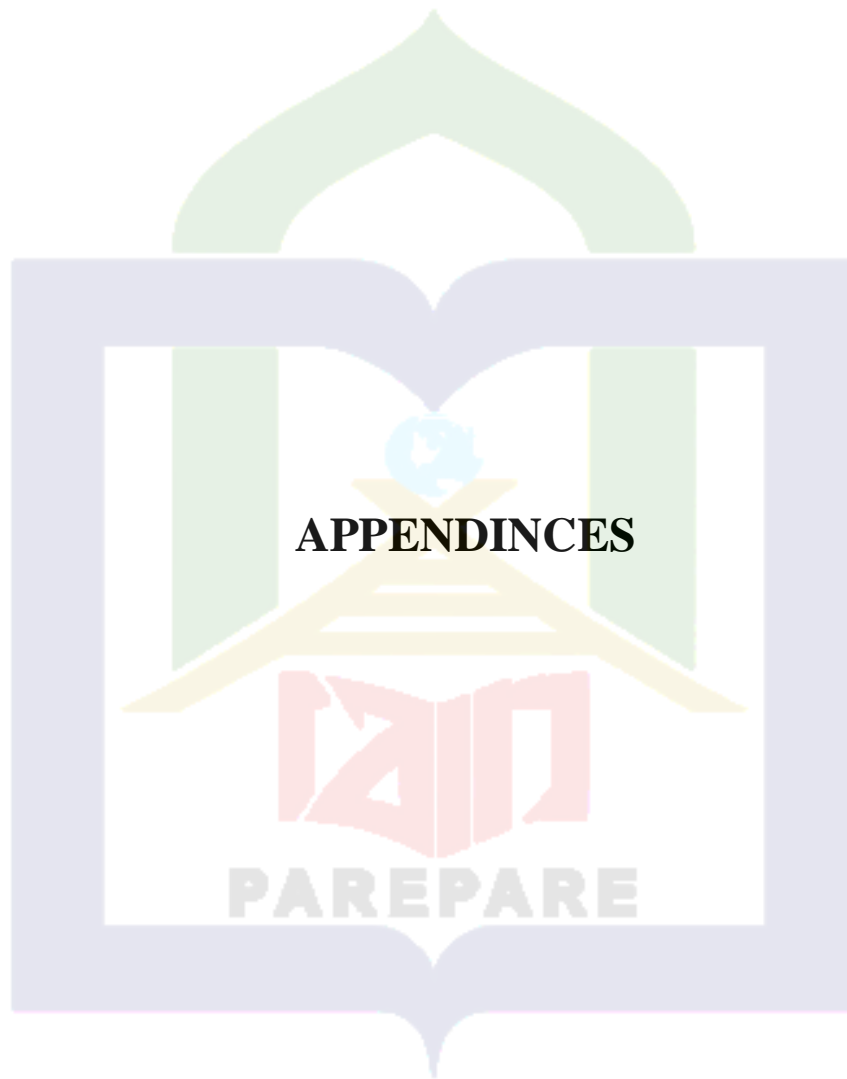
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**APPENDICES**

**PAREPARE**

**Appendix 1: SK Consultant**

 <b>KEPUTUSAN DEKAN FAKULTAS TARBİYAH NOMOR : 441 TAHUN 2023 TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE</b>	
<b>DEKAN FAKULTAS TARBİYAH</b>	
Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahkan tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare, 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 164 Tahun 2023, tanggal 13 Januari 2023 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023. c. Usul Wakil Dekan I tentang Pergantian Pembimbing Skripsi.
Menetapkan	: <b>MEMUTUSKAN</b> <b>KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;</b>
Kesatu	: Menunjuk saudara; 1. Dr. Zulfah, M.Pd. 2. Kalsum, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : St. Fauziyah Syahar NIM : 19.1300.058 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Teachers' Attitude Toward Lesson Plan Fo Efl Class
Kedua	: Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.
Ditetapkan di : Parepare Pada Tanggal : 30 Januari 2023  Dekan,  Dr. Zulfah, M.Pd. NIP. 19830420 200801 2 010	

**Appendix 2:** Instrument that used to collect and analyze

**KUISIONER PENELITIAN**

Kepada Yth

Bapak /ibu

Di tempat

*Assalamu 'alaikum warohmatullahi wabarakatuh*

Bapak/ibu dalam menyelesaikan karya tulis (skripsi) pada program studi pendidikan bahasa inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri (IAIN)

Parepare maka saya

Nama : St. Fauziyah Syahar

Nim : 19.1300.058

Judul : Teachers' Attitude Toward Lesson Plan For EFL Class

Untuk membantu penelitian ini, saya memohon dengan hormat kesediaan bapak/ibu untuk mengisi kuisisioner penelitian ini. Atas partisipasinya bapak/ibu/ untuk menjawab pertanyaan atau pernyataan pada kuisisioner penelitian ini, kami ucapkan terimakasih

*Wassalamu 'alaikum warahmatullahi wabarakaruh.*

Hormat Saya

St. Fauziyah Syahar

## I. IDENTITAS RESPONDEN

1. Nama :
2. Asal sekolah :
3. Jenis kelamin :
4. Umur :

## II. PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikanya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri				
2.	Saya mengambil RPP dari internet				
3.	Saya mengambil RPP dari teman sejawat saya				
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas				
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.				
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang				
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.				
9.	Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.				
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.				



**Appendix 3: The result of the questionnaire**

**I. IDENTITAS RESPONDEN**


- 1. Nama : KAHARUDDIN, S.PD
- 2. Asal sekolah : MTsN 3 SIDRAP
- 3. Jenis kelamin : LAKI-LAKI
- 4. Umur : 39 TAHUN

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

  
 ( KAHARUDDIN, S.PD )

**I. IDENTITAS RESPONDEN**


1. Nama : *SUL HAJRAH SAIFUL SPTJ*
2. Asal sekolah : *MTsN 3 SIDENRENG RAPPANG*
3. Jenis kelamin : *PEREMPUAN*
4. Umur : *41 tahun*

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar		✓		
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

  
 ( ..*Sul Hajrah S.*..... )

**I. IDENTITAS RESPONDEN**

1. Nama : Annisya Nurmaladewi, S.Pd
2. Asal sekolah : MTs 001 Kalosi
3. Jenis kelamin : Perempuan
4. Umur : 28

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :

- SL Selalu = 4  
 KD Kadang-kadang = 3  
 HTP Hampir tidak pernah = 2  
 TP Tidak pernah = 1

3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden



( Annisya Nurmaladewi )

**I. IDENTITAS RESPONDEN**


1. Nama : Sarinah, S.Pd.
2. Asal sekolah : MTSS DDI Kalosi
3. Jenis kelamin : Perempuan
4. Umur :

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
( Sarinah, S. Pd. )

**I. IDENTITAS RESPONDEN**

1. Nama : Nur Aprianti, s pd
2. Asal sekolah : MTs Pp DDI As-salaman Aliakuang
3. Jenis kelamin : Perempuan
4. Umur : 27 Tahun

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan schaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikanya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar		✓		
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas			✓	
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

  
 (.....)  
 NUR APRIANTI, s pd.

**I. IDENTITAS RESPONDEN**

- 1. Nama : NURJANNAH HAMMA .S.pd.
- 2. Asal sekolah : MTs AS-SALMAN ALLAKUANG
- 3. Jenis kelamin : PEREMPUAN
- 4. Umur : 48 TAHUN

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
( NURJANNAH .S.pd )

**I. IDENTITAS RESPONDEN**


1. Nama : INDAH, s-pd
2. Asal sekolah : MTS- PP DDI AS- Salaman Allakwang
3. Jenis kelamin : Perempuan
4. Umur : 35

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SI. Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SI	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Saya mengambil RPP dari internet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Saya mengambil RPP dari teman sejawat saya	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responden

  
 ( ..... )  
 INDAH, s.pd

**I. IDENTITAS RESPONDEN**

- 1. Nama : MUHAMMAD AYYUB, S.Ag., M.Pd.
- 2. Asal sekolah : MTs. 2 SIDRAP
- 3. Jenis kelamin : LAKI-LAKI
- 4. Umur : 34 TH.

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden  


( MUHAMMAD AYYUB, S.Ag., M.Pd )



**I. IDENTITAS RESPONDEN**

1. Nama : Muhammad Faried Wadjedy, S.Pd, M.Pd
2. Asal sekolah : MTsN 2 SIBANRANG RAPPANG
3. Jenis kelamin : Laki-Laki
4. Umur : 36 Tahun

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya			✓	
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

*Muhammad Faried Wadjedy, S.Pd, M.Pd*

## I. IDENTITAS RESPONDEN


1. Nama : NURHASNATI .
2. Asal sekolah : MTs NEGERI 2 SIDRAP
3. Jenis kelamin : PEREMPUAN
4. Umur : 35 THN

## II. PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya			✓	
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
(.....)

**I. IDENTITAS RESPONDEN**

- 1. Nama : Nining Andriyanti, S.Pd.I., M.M.
- 2. Asal sekolah : MTsN 2 Sidenreng Rappang
- 3. Jenis kelamin : Wanita
- 4. Umur : 42 tahun

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya			✓	
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

(Nining Andriyanti, S.Pd.I., M.M.)

**I. IDENTITAS RESPONDEN**

- 1. Nama : AMIR CANNI, S.Pd.
- 2. Asal sekolah : MTS. MAHAD DDI PANGKATENE
- 3. Jenis kelamin : LAKI - LAKI
- 4. Umur : 36 TAHUN

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

*Amir Canni*  
AMIR CANNI, S.Pd.

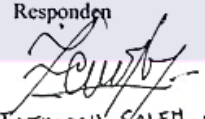
**I. IDENTITAS RESPONDEN**

- 1. Nama : FITRIANI SALEH, S.Pd.
- 2. Asal sekolah : MTS. MAHAD DDI RANGKAJENE
- 3. Jenis kelamin : PEREMPUAN
- 4. Umur : 33 TAHUN

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet			✓	
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang				✓
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden  
  
 FITRIANI SALEH, S.Pd.

**I. IDENTITAS RESPONDEN**

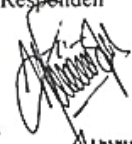
- 1. Nama : Nurdiana Ayuningtyas
- 2. Asal sekolah : M.Iss. Ma'had DDI Pangkajene
- 3. Jenis kelamin : Perempuan
- 4. Umur : 35 tahun

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	4✓			
2.	Saya mengambil RPP dari internet		3✓		
3.	Saya mengambil RPP dari teman sejawat saya			2✓	
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.	4✓			
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		3✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	4✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

  
 ( Nurdiana Ayuningtyas )

## I. IDENTITAS RESPONDEN

1. Nama : ASYIAH, S.Pd.
2. Asal sekolah : MTs. Mahad DDI Pangkepene
3. Jenis kelamin : Perempuan
4. Umur : 24 Thn.

## II. PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

( ..... ASYIAH, S.Pd. .... )

**I. IDENTITAS RESPONDEN**


- 1. Nama : YL
- 2. Asal sekolah : MTS. N 3 SIDENRENG RAPPANG
- 3. Jenis kelamin : PEREMPUAN
- 4. Umur : 41

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				✓
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
 ( .....YL..... )



**I. IDENTITAS RESPONDEN**


1. Nama : PUSMA
2. Asal sekolah : MTsN 1 SIDRAP
3. Jenis kelamin : PEREMPUAN
4. Umur : 38

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				✓
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
 ( .....PUSMA.....)

**I. IDENTITAS RESPONDEN**


1. Nama : Drs. H. Hamka
2. Asal sekolah : MTsN 1 Sidrap
3. Jenis kelamin : Laki - Laki
4. Umur :

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet			✓	
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar			✓	
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.			✓	
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
 (Drs. H. Hamka)

**I. IDENTITAS RESPONDEN**

- 1. Nama : *Dra. Supriati*
- 2. Asal sekolah : *MTsN 1 Sidrap*
- 3. Jenis kelamin :
- 4. Umur :

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet			✓	
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				✓
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.			✓	
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

*Supriati*  
 (.....*Dra. Supriati*.....)

**I. IDENTITAS RESPONDEN**


1. Nama : ERVA
2. Asal sekolah : IAIN 1 GORONTALO
3. Jenis kelamin : PEREMPUAN
4. Umur : 37

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya				✓
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				✓
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang	✓			
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
 ( ERVA ..... )

**I. IDENTITAS RESPONDEN**

1. Nama : Nurhikmah, S.Pd.
2. Asal sekolah : M.Ts. YMPI Pappang
3. Jenis kelamin : Perempuan
4. Umur : 31 Tahun

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet		✓		
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.		✓		
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

*Nurhikmah, S.Pd.*  
 (.....)

**I. IDENTITAS RESPONDEN**


1. Nama : MARDIANAH, S Pd
2. Asal sekolah : MTs YMPI RAPPANG
3. Jenis kelamin : PEREMPUAN
4. Umur : 37 TAHUN

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya			✓	
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

  
( MARDIANAH, S.Pd )

**I. IDENTITAS RESPONDEN**


- 1. Nama : ZAINAL ABIDIN
- 2. Asal sekolah : MTS YMPI RAPPANG
- 3. Jenis kelamin : LAKI-LAKI
- 4. Umur : 38 TAHUN

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda checklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri	✓			
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar	✓			
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.	✓			
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.		✓		
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.		✓		

Responden

  
 ( ZAINAL ABIDIN..... )

**I. IDENTITAS RESPONDEN**

- 1. Nama : ALIM AKFAS
- 2. Asal sekolah : MTs YMPI
- 3. Jenis kelamin : Male
- 4. Umur : 30

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikannya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri			✓	
2.	Saya mengambil RPP dari internet			✓	
3.	Saya mengambil RPP dari teman sejawat saya	✓			
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar		✓		
5.	Saya menyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas		✓		
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.			✓	
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang			✓	
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.			✓	
9.	Saat memulai pembelajaran saya menggunakan media pembelajaran dan sumber belajar sesuai dengan RPP yang telah di rancang.			✓	
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.			✓	

Responden  
  
 ( ..... ALIM AKFAS ..... )



**I. IDENTITAS RESPONDEN**

- 1. Nama : *Ramdhani Halid S.Pd*
- 2. Asal sekolah : *MTs DDI WANIO*
- 3. Jenis kelamin : *Laki-laki*
- 4. Umur : *23*

**II. PETUNJUK PENGISIAN**

- 1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik- baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
- 2. Berilah tanda cheklist pada jawaban bapak/ibu pada kolom pernyataan, dengan keterangan di bawah ini :
  - SL Selalu = 4
  - KD Kadang-kadang = 3
  - HTP Hampir tidak pernah = 2
  - TP Tidak pernah = 1
- 3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
- 4. Terimakasih atas kebaikanya sebagai partisipan dalam penelitian ini.

No	Indikator	Pilihan jawaban			
		SL	KD	HTP	TP
1.	Saya menyusun RPP saya sendiri		✓		
2.	Saya mengambil RPP dari internet				✓
3.	Saya mengambil RPP dari teman sejawat saya		✓		
4.	Saya menyusun RPP sebelum memulai pembelajaran, dengan memperhatikan kompetensi inti dan kompetensi dasar				✓
5.	Saya meyusun RPP dengan memperhatikan metode pembelajaran yang akan dilaksanakan dalam kelas	✓			
6.	Saya selalu mengikuti petunjuk yang terdapat dalam RPP ketika melaksanakan kegiatan pembelajaran.		✓		
7.	Saya melaksanakan ataupun menutup kegiatan pembelajaran dengan tepat waktu sesuai RPP yang telah di rancang		✓		
8.	Saya melaksanakan kegiatan mengajar secara sistematis selama pembelajaran dimulai (termasuk kegiatan inti) sesuai dengan RPP.				✓
9.	Saat memulai pembelajaran saya menggunakan media pembelajar-an dan sumber belajar sesuai dengan RPP yang telah di rancang.	✓			
10.	Saya memberikan penilaian atau tugas yang sesuai dengan RPP.	✓			

Responden

*R. Halid*  
( *Ramdhani Halid* )

**Appendix 4: SPSS Data****Tabulation table**

NO.	NAMA RESPONDEN	PERNYATAAN										JUMLAH
		1	2	3	4	5	6	7	8	9	10	
1.	Muhammad Faried Wadjedy, S.Pd., M.Pd.	4	3	2	4	4	4	3	4	4	4	36
2.	Nining Adriyanti, S.Pd., M.M	4	3	2	4	4	4	3	4	4	4	36
3.	Nurhasanah	4	3	2	4	4	3	3	4	4	4	35
4.	Nurdiana Ayuningtyas	4	3	2	4	4	4	3	4	4	3	35
5.	Nurjannah Hamma, S.Pd	4	3	3	4	4	3	3	3	4	4	35
6.	Sarinah, S.Pd	3	3	1	4	4	4	3	4	4	4	34
7.	Muhammad Ayyub, S.Ag., M.Pd.I	3	3	3	4	4	3	4	4	3	3	34
8.	Asiyah, S.Pd	4	3	3	4	4	3	3	3	3	4	34
9.	Sul Hajrah Saiful, S.Pd.I	4	1	3	3	4	4	4	4	3	3	33
10.	Kaharuddin, S.Pd.I	3	1	3	4	3	4	3	4	4	3	32
11.	Annisya Nurmaladewi, S.Pd	4	3	1	4	3	3	3	3	4	4	32
12.	Indah, S.Pd	4	3	3	4	3	3	3	3	3	3	32
13.	Mardianah, S.Pd	4	1	2	4	4	3	3	4	3	4	32
14.	Zainal Abidin	4	1	3	4	4	3	3	4	3	3	32
15.	Fitriani Saleh, S.Pd	4	2	1	4	4	4	1	4	3	4	31
16.	Amir Canni, S.Pd	4	1	1	4	4	4	3	3	3	4	31
17.	Nurhikmah, S.Pd	3	3	3	4	3	3	3	3	3	3	31
18.	Nur Aprianti, S.Pd	3	3	3	3	2	3	4	3	3	3	30
19.	Drs. H. Hamka	3	2	1	2	3	3	4	3	2	4	27
20.	Risma	3	1	1	1	4	3	4	3	3	4	27
21.	YL	3	1	1	1	4	3	4	3	3	4	27
22.	Erna	3	1	1	1	4	3	4	3	3	4	27
23.	Ramdhani halid, S.Pd	3	1	3	1	4	3	3	1	4	4	27
24.	Dra. Supiati	4	2	1	1	3	2	3	3	4	3	26
25.	Alim Akkas	2	2	4	3	3	2	2	2	2	2	24

**Frequency distribution**

Statement	Always	percent	sometimes	percent	Barely never	Percent	never	percent
Statement 1	14	56%	10	40%	1	4%	0	0%
Statement 2	0	0%	12	48%	4	16%	9	36%
Statement 3	1	4%	10	40%	5	20%	9	36%

Statement 4	16	64%	3	12%	1	4%	5	20%
Statement 5	17	68%	7	28%	1	4%	0	0%
Statement 6	8	32%	15	60%	2	8%	0	0%
Statement 7	7	28%	16	64%	1	4%	1	4%
Statement 8	11	44%	12	48%	1	4%	1	4%
Statement 9	10	40%	13	52%	2	8%	0	0%
Statement 10	15	60%	9	36%	1	4%	0	0%

**Measure of central tendency (mean, median, mode) and Measure of variability (range, variance, standard deviation)**

#### Descriptive Statistics

Questionnaire

N	Valid	25
	Missing	0
Mean		31.20
Median		32.00
Mode		27 <sup>a</sup>
Std. Deviation		3.464
Variance		12.000
Range		12

a. Multiple modes exist. The smallest value is shown

## Appendix 5: Recommendation Letter From IAIN Parepare



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Dakki No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.2140/In.39/FTAR.01/PP.00.9/05/2023

29 Mei 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-

Kab. Sidrap

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : St. Fauziah Syahar  
Tempat/Tgl. Lahir : Sidrap, 31 Juli 2001  
NIM : 19.1300.058  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : BTN Wesabbe Blok G/12, Desa Batulappa, Kec. Watang Pulu  
Kab. Sidenreng Rappang

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul "**Teachers' Attitude Toward Lesson Plan For EFL Class**". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

**Appendix 6:** Recommendation Letter From Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kab. Sidenreng rappang

  
**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG  
PROVINSI SULAWESI SELATAN  
Telepon (0421) - 3590005 Email : ptsp\_sidrap@yahoo.co.id Kode Pos : 91611

---

**IZIN PENELITIAN**  
**Nomor : 264/IP/DPMTSP/5/2023**

DASAR 1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang  
2. Surat Permohonan **ST. FAUZIYAH SYAHAR** Tanggal **30-05-2023**  
3. Benta Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE** Nomor **B.2140/In.39/FTAR.01/PP.00.9/05/20** Tanggal **29-05-2023**

**M E N G I Z I N K A N**

KEPADA  
NAMA : **ST. FAUZIYAH SYAHAR**  
ALAMAT : **BTN WESABBE BLOK G/12, KEL. BATU LAPPA, KEC. WATANG PULU**  
UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :  
NAMA LEMBAGA / : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
UNIVERSITAS  
JUDUL PENELITIAN : **TEACHERS' ATTITUDE TOWARD LESSON PLAN FOR EFL CLASS**

LOKASI PENELITIAN : **MTsN DAN MTsS SE-KABUPATEN SIDRAP**

JENIS PENELITIAN : **KUANTITATIF**  
LAMA PENELITIAN : **30 Mei 2023 s.d 30 Juni 2023**  
Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng  
Pada Tanggal : 12-06-2023


**Biaya : Rp. 0,00**

Terbusan :

- KEPALA SEKOLAH MTsN 1 SIDRAP
- KEPALA SEKOLAH MTsN 2 SIDRAP
- KEPALA SEKOLAH MTsN 3 SIDRAP
- KEPALA SEKOLAH MTsS MAHAD DDI PANGKAJENE
- KEPALA SEKOLAH MTsS DDI KALOJE
- KEPALA SEKOLAH MTsS DDI WANJO
- KEPALA SEKOLAH MTsS YMPI RAPPANG
- KEPALA SEKOLAH MTsS AS-SALMAN ALLAKUANG

**Appendix 7: Letter of Research Completing**

**YAYASAN MADRASAH PENDIDIKAN ISLAM  
MADRASAH TSANAWIYAH YMPI RAPPANG**

*(STATUS TERAKREDITASI A)*

*Alamat : Jl. Angkatan 66 No. 29 Rappang, Kode Pos 90611 Telp. (0411) 919111 Email: [mpympi@rappang11a.sma11.com](mailto:mpympi@rappang11a.sma11.com)*

**SURAT KETERANGAN PENELITIAN**

Nomor : 282 / MTs.21.18.0021 / PP.01.1 / 06 / 2023

Yang bertanda tangan di bawah ini:

Nama : ANDI SALEH B., S.Pd., M.Pd.I  
 NIP : 19720118 200312 1 002  
 Jabatan : Kepala Madrasah  
 Alamat : Jl. Angkatan 66 No. 29 Rappang

Menerangkan bahwa:

Nama : ST. FAUZIYAH SYAHAR  
 NIM : 19.1300.058  
 Program Studi : Pendidikan Bahasa Inggris

Telah mengadakan penelitian di MTs YMPI Rappang, Kecamatan Panca Rijang Kabupaten Sidenreng Rappang sejak Mei sampai dengan Juni 2023 dalam rangka Penyusunan Skripsi Strata Satu (S-1) dengan judul :

**“TEACHERS' ATTITUDE TOWARD LESSON PLAN FOR EFL CLASS”**

Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Rappang, 16 Juni 2023

Kepala Madrasah,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG**  
**MADRASAH TSANAWIYAH NEGERI 1**  
Jalan Poros Pinrang No. 1A Baranti Kabupaten Sidrap Telepon (0421) 3683897 Kotak Pos 91652  
Email : admin@mtsn-baranti.sch.id Website:www.mtsn-baranti.sch.id

**KETERANGAN PENELITIAN**

Nomor : /MTs.21.18.0001/6/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang menerangkan bahwa :

Nama : ST. Fauziah Syahar  
N I M : 19.1300.058  
Program Studi : Bahasa Inggris  
Nama Lembaga : IAIN Parepare

Benar telah mengadakan / melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Sidenreng Rappang, Tanggal, 30 Mei 2023 s.d 30 Juni 2023 dengan judul penelitian "Teahers Attitude toward lesson plan for efl class di MTsN 1 Sidrap "

Demikian keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Baranti, 30 juni 2023  
Plt. Kepala,



Muhammad Nasir / S. Pd.  
NIP. 196901162005011004



**KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG  
MADRASAH TSANAWIYAH NEGERI 3 SIDENRENG RAPPANG**

Jalan Poros Sengkang No.316 Salomallori, Kec. Duapitue91681

e-mail : mtsn3sidrapsulsel@gmail.com

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

**No.307/MTs.21.18.03/PP.00.5/06/2023**

Yang bertanda tangan dibawah ini :

Nama : **Hj.Kamariah,S.Ag.,M.MPd.**  
NIP : **197403212005012006**  
Jabatan : **Kepala MTsN 3 Sidenreng Rappang**

Dengan ini Menyatakan bahwa Mahasiswa yang Beridentitas :

Nama : **St.Fauziah Syahar**  
NIM : **19.1300.058**  
Program Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Tarbiyah IAIN Parepare**

Telah selesai melakukan penelitian dan pengambilan data penelitian di **MTsN 3 Sidenreng Rappang** terhitung pada Bulan Juni 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul "**Teachers' Attitude Toward Lesson Plan for EFL Class** "

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya

Salomallori, 12 Juni 2023

Kepala Madrasah,

**Hj.Kamariah,S.Ag.,M.MPd**  
**NIP.197403212005012006**





# MTS DDI KALOSI

KECAMATAN DUAPITUE KABUPATEN SIDENRENG RAPPANG

Jalan Poros Sengkang Pangkajene

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN  
Nomor : 138/MTs.21.18.0011/6/2023

Yang bertanda tangan dibawah ini :

Nama : **SULAEMAN, S.Pd**  
NIP : **197802112014121003**  
Jabatan : **Kepala MTsS DDI Kalosi**

Dengan ini menyatakan bahwa mahasiswa yang beridentitas :

Nama : **St Fauziyah Syahar**  
NIM : **19.1300.058**  
Pogram Studi : **Pendidikan Bahasa Inggris**  
Fakultas : **Tarbiyah IAIN Parepare**

Telah selesai melakukan penelitian dan pengambilan data penelitian di MTsS DDI Kalosi terhitung pada Bulan Juni 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi \* **Teacher Attitude Toward Lesson Plan For EFL Class** \*

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SIDENRENG RAPPANG**  
**MADRASAH TSANAWIYAH NEGERI 2 SIDENRENG RAPPANG**  
Alamat : Jl. Masjid Agung No. 2 Pangkajene Kel.Lakessi Kab. Sidrap  
Telepon (0421) 90344  
Email : [mtsnpangkajene@yahoo.co.id](mailto:mtsnpangkajene@yahoo.co.id) WEB. MTsN2Sidrap.com

**SURAT KETERANGAN**

Nomor : 200/MTs.21.18.02/KP.01.1/06/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Sidenreng Rappang, menerangkan bahwa :

Nama : St. Fauziyah Syahar  
NIM : 19.1300.058  
Tempat Tanggal Lahir : Sidrap, 31 Juli 2001  
Jenis Kelamin : Perempuan  
Instansi/Pekerjaan : Mahasiswa (S1)

Bahwa yang tersebut namanya di atas, Telah melaksanakan Penelitian Skripsi di MTs. Negeri 2 Sidenreng Rappang, mulai Juni 2023. Dengan Judul :

" Teachers' Attitude Toward Lesson Plan For EFL Class"

Demikian Surat Keterangan ini kami buat dengan sebenar-benarnya dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Pangkajene, 14 Juni 2023  
Kepala,  
  
HARSONO



معهد نادر الدعوة والإرشاد السَّلمان الكوانج  
PONDOK PESANTREN DDI AS-SALMAN ALLAKUANG  
MADRASAH TSANAWIYAH (MTs)

Alamat : Jl. Lahalede No. 96 Desa Allakuang Kec. Mantonggare Kab. Sidrap- Sulawesi Selatan Email: ma@ddisalman.sch.id

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor: 025/MTsS/PP.DDI/As-Salman/VI/2023

yang bertanda tangan di bawah ini :

Nama : KM. Nurhasim, S.Pd.I.,Gr.,M.Pd  
Jabatan : Kepala Madrasah MTsS PP DDI AS-Salman Allakuang  
Alamat : Jl. Lahalede No.96

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : St. Fauziyah Syahar  
NIM : 19.1300.058  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah IAIN Parepare

Telah selesai melakukan penelitian di MTs PP DDI As-Salman Allakuang, terhitung pada bulan juni 2023 untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul :**“Teachers' Attitude Toward Lesson Plan for EFL Class”**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Allakuang, 14 Juni 2023

Kepala Sekolah,



**KM. Nurhasim, S.Pd.I.,Gr.,M.Pd**



**MADRASAH TSANAWIYAH  
MAHAD DDI PANGKAJENE  
KABUPATEN SIDENRENG RAPPANG**

Alamat : Jl. Rusa No. 16 Kel. Lautang Benteng Kec. MaritengngaE Kab. Sidenreng Rappang  
Telp. 0852-9924-5275 Email: mtsddimahad@gmail.com Web : www.mtsmahad.site

NSM : 121273140008

NPSN : 40320156

TERAKREDITASI B

**SURAT KETERANGAN**

Nomor : 182/MTs.21.18.0023/PP.01.1/6/2023

Yang bertanda tangan dibawah ini Kepala MTs. Mahad DDI Pangkajene menerangkan bahwa:

Nama : ST. FAUZIYAH SYAHAR  
Prodi : Pendidikan Bahasa Inggris  
Jurusan : Tarbiyah & Adab  
Instansi : IAIN Parepare  
Keterangan : Telah melakukan penelitian menggunakan instrumen kuisiner  
(angket)

Mahasiswa tersebut benar-benar telah melakukan penelitian di MTs. Mahad DDI Pangkajene pada tanggal 05 Juni 2023 Dengan judul penelitian "TEACHERS' ATTITUDE TOWARD LESSON PLAN FOR EFL CLASS".

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Kepala

MTs Mahad DDI Pangkajene



Hj. Yusni, S.Ag., MA.

NIP.197412102005012007

**Appendix 8: Documentation**



**Appendix 9:****CURRICULUM VITAE**

The writer name is St. Fauziah Syahar, she was born on July 31<sup>st</sup> 2001 in Sidrap, South Sulawesi. She is the 2<sup>nd</sup> child of couple Syahrudin and Rahmawati. She is a student of English Education Program in Tarbiyah Faculty State Islamic Institute of Parepare. Her education background, she began her study at SDN 5 Bila Sidrap and graduated on 2013, at the same year she continued the study in MTsN 2 Sidrap and then continued the study in MA PP Rahmatul Asri and graduated on 2019. During collage, she was active in a organization HMPS. The last, she completed her final with the tittle of thesis “Teachers’ Attitude Toward Lesson Plan for EFL Class” on 2023.

