

Teachers' Perception on The New Policy Called *Merdeka Belajar*; a Page of Lesson Plan

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Abstrak

Kementerian Pendidikan dan Kebudayaan (Kemendikbud) merilis surat edaran pada tahun 2019 berjudul *Merdeka Belajar* yang salah satunya berisi tentang kebijakan penyederhanaan RPP. Di dalamnya dijelaskan tentang format baru RPP yang hanya perlu mencantumkan atau memasukkan 3 komponen inti yaitu; Tujuan Pembelajaran, Kegiatan Pembelajaran dan Penilaian daripada harus mencantumkan keseluruhan komponen dari format RPP biasa. Terkait dengan kebijakan baru tersebut, penelitian kualitatif ini memiliki tujuan untuk mengetahui persepsi paraguru terhadap kebijakan tersebut dan mengumpulkan pendapat mereka terhadap penyederhanaan RPP dengan menggunakan instrumen penelitian berupa angket. Hasil penelitian menunjukkan bahwa para guru setuju bahwa 3 komponen inti tersebut merupakan komponen yang paling penting untuk dimasukkan dalam penyusunan RPP. Hasil penelitian juga menunjukkan bahwa ada segelintir guru yang menganggap bahwa tambahan lampiran masih sangat dibutuhkan, sedangkan yang lainnya berpendapat bahwa memiliki dan merancang rencana pembelajaran yang sederhana namun padat itu lebih baik.

Kata Kunci: Merdeka Belajar, RPP, Kebijakan

Abstract:

The Ministry of Education and Culture released a form letter in 2019 called *Merdeka Belajar* containing the policy of simplification of the RPP/Lesson Plan. Therein explained about the new format of lesson plan that only need to put or include 3 core components which are; Learning objectives, Learning activities and Assessment rather than putting all of the components from the usual lesson plan. Regarding to the new policy, this qualitative study aims to know teachers' perception on it and collect their opinions toward the simplification of RPP/Lesson Plan using questionnaires as the instrument. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The result also showed that although few of them think additional attachments are still needed, while others think that it will be better to arrange and have such kind of lesson plan, which is simple but solid.

Keywords: Merdeka Belajar, RPP, Policy

INTRODUCTION

To improve the quality of education in Indonesia, Ministry of Education and Culture always make changes in the curriculum in Indonesia. Curriculum, based on *PERMENDIKBUD No. 22/2016*,¹ is a set of plans and rules about the teaching and learning guidelines; the goal, content and learning material, used to reach the education goals. The curriculum covers the course, all activities and learning experiences. Curriculum is held in and outside the class depended on the objective of the learning. To decide the media and strategy used in the process of learning is based on the students' factors as the main priority to be considered.

If the curriculum is changing, the components of the curriculum, which are syllabus and lesson plan, are changing too because they should be in line with the curriculum. Recently, there are some updated on the curriculum in Indonesia. In 2013 KTSP (*Kurikulum Tingkat Satuan Pendidikan*) was changed into 2013 curriculum (K-13) and recently the curriculum has been updated to 2013 curriculum (K-13) *revised* version. There are a lot of changes from KTSP to K-13 and there are some additions to the K-13 revised version. KTSP has been implemented since 2006 and teacher became the center of the learning process (teacher-centered), the indicators for the lesson plan and the assessment already stated in the syllabus. In KTSP the learning steps include only exploration, elaboration, and confirmation. KTSP is designed to make the school more autonomous². It let the school to plan and develop the components of the curriculum including the syllabus and designing the lesson plan. But KTSP is changed into K-13 because in the implementation of KTSP there are different perceptions³ and understandings among teachers that make the students' competence and performance were difficult to be standardized.⁴

¹ Author gurubagi, "Permendikbud Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah," *Guru Bagi* (blog), 6 Juni 2021, <https://gurubagi.com/permendikbud-nomor-22-tahun-2016-tentang-standar-proses-pendidikan-dasar-dan-menengah/>.

² Sofyan A. Gani, Teuku Zulfikar, dan Tri Sulisdawati, "Perceptions of English Teachers About Lesson Plans For The KTSP and The 2013 Curricula," *English Education Journal* 8, no. 4 (2 Oktober 2017): 503–17.

³ Sholeh Hidayat, *Pengembangan Kurikulum Baru*, vol. 2013 (Bandung: PT. Rosdakarya, t.t.).

⁴ Khurotul Aeini, "The Implementation Of Curriculum 2013 Revision On Lesson Plans Made By English Teachers Of SMAN 2 Magelang In School Year 2018/2019", *Journal of Research on Applied Linguistics Language and Language Teaching*, Vol. 2, No. 1, (Mei, 2019), 2.

2013 curriculum (K-13) has changed the KTSP a lot. K-13 was launched in July 2013. The learning process in K-13 based on *PERMENDIKBUD No. 67/2013*⁵ was changed into students-centered and the teachers have roles to monitor and assess the students learning process. Teachers are required to be more creative in developing the curriculum components especially in teaching practice. Teachers have to make their own the indicators and the rubric assessment as well because they are not stated in the syllabus anymore. They also required using Scientific Approach (SA) (observing, questioning, experimenting, associating and communicating) as the teaching approach implemented in the classroom and in their lesson plan. There is nothing much different between K-13 and the revised version. In K-13 *revised* version it is added with literacy that includes 4C (communication, collaborative, critical thinking & problem solving and creativity & innovation) and also complemented with HOTS (High Order Thinking Skill) that aims to make students think more critically. To be remembered that the changes in the curriculum will affect teachers' lesson plan especially the indicators, learning activities and the rubric for students' assessment in K-13 and the revised version.

Lesson Plan or *Rencana Pelaksanaan Pembelajaran (RPP)* is a plan of learning activity based on basic competence or subtheme for one or more meetings. Lesson plan is the developing of the syllabus used as a guide for teachers in their teaching activity to achieve the basic competence. A study by Hammer reported that lesson plan helps teachers to prepare their teaching so that they can teach well in the classroom and help the students to learn a lot.⁶ A study about teacher that teaches without providing a lesson plan gives a result that the teaching-learning process was poorly conducted⁷. The teacher was difficult in delivering the materials properly and the students also difficult to understand what is taught to them. The teacher also has less attention to the students. Therefore, lesson plan is important as an instructional plan that consists and describe about the learning objectives, materials, methods and techniques, media, sources and assessment. The success of making the lesson plan will influence teachers' real teaching

⁵ "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 67 Tahun 2013," diakses 4 Desember 2021, <https://peraturanpedia.id/peraturan-menteri-pendidikan-dan-kebudayaan-nomor-67-tahun-2013/>.

⁶ Jeremy Harmer, *The practice of English language teaching*, t.t.

⁷ Putu Ngurah Rusmawan, "CONDUCTING TEACHING ACTIVITIES IN JUNIOR HIGH SCHOOL BY NOT PROVIDING AN OFFICIAL DOCUMENT OF LESSON PLAN," *EDUCAFL: Journal of Education of English as Foreign Language* 1, no. 1 (16 Januari 2018): 26–31, <https://doi.org/10.21776/ub.Educafl.2018.001.01.05>.

practice and process, and help teachers achieved the objective of the curriculum.⁸ But, arranging and designing the lesson plan is not an easy thing to do. To arrange lesson plan, teachers' at least have to pay more attention with these three components: (1) the purpose, (2) the kinds of activities, and (3) the strategy to establish students' understanding.⁹ Besides, a lot of considerations needed when teachers are designing and developing the lesson plan. Basic components on lesson plan based on *PERMENDIKBUD No. 22/2016* are learning objective, basic competence, learning material, learning method, learning sources, learning activity and learning Assessment. A lot of things to be prepared and considered before teachers do the real teaching practice.

There have been studies about teachers' perception and difficulties in designing the lesson plan and some which compared the difficulties based on the three curriculums. Gani, et al stated that teachers are familiar and didn't face any challenges in designing and implementing lesson plan for KTSP. It is also supported by Darma, Suwarno, & Mulyadi, that they found that teachers didn't find any significant difficulties in designing the lesson plan based on KTSP. It is because teachers accustomed with KTSP since it was already implemented from 2006. They have enough time to learn and understand about every aspect included in KTSP. It can be concluded that the period of time matters for teachers.

According to Gani et al. study about teachers' difficulties in designing the lesson plan for K-13 curriculum and the result showed that teachers still learning and adapting to the curriculum at that time although it has been applied for 4 years. Teachers found that K-13 curriculum need more detailed assessment for students' achievement because they have to assess students' output, input and their process of learning. Also, teachers have to assess students' cognitive, psychomotor and affective aspects of learning. Teachers must formulate the indicators based on the basic competence because unlike KTSP that the indicators already stated in the syllabus. The same study about teachers'

⁸ Suci Dwina Darma, Bambang Suwarno, dan Mulyadi Mulyadi, "ENGLISH TEACHERS' DIFFICULTIES IN DESIGNING A LESSON PLAN (RPP) BASED ON KTSP (A STUDY ON ENGLISH TEACHERS AT VOCATIONAL HIGH SCHOOLS IN BENGKULU CITY)," *JOALL (Journal of Applied Linguistics and Literature)* 2, no. 1 (2017): 72–82, <https://doi.org/10.33369/joall.v2i1.5871>.

⁹ Ratnawati Ratnawati, "DEVELOPING A LESSON PLAN FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ADULT LEARNERS AT A PRIVATE UNIVERSITY," *JALL (Journal of Applied Linguistics and Literacy)* 1, no. 2 (13 September 2017): 33–42, <https://doi.org/10.25157/jall.v1i2.1729>.

perception on developing lesson plan of K-13 was conducted by Saputra¹⁰ and the result showed that most of the teachers already adapted and showed positive perception towards the K-13 curriculum. They also discovered that by modifying the lesson and materials can help them to achieve their teaching objectives. Over time teachers feel comfortable and familiar with K-13 although some still got difficult to adapt because Richard¹¹ argues that some teacher may welcome with the new syllabus and materials and some others will not. It works the same way with K-13 revised version.

The upgrading and changing not only happened on the curriculum but also on the lesson plan. Recently, education in Indonesia has been updated with new policy called *Merdeka Belajar*¹² proposed by the Ministry of Education and Culture. There are 4 new main policies rose that regulate about USBN, UN, RPP and PPDB. In the case of RPP or lesson plan, the new policy directed teachers to have only a piece of paper of lesson plan by cut off some components on the old models of lesson plan. It is stated above that lesson plan consist of some components that make teachers difficult in designing the lesson plan.¹³ It is such a waste of time for teacher to develop each component to make a good lesson plan. To ease teachers' administration and making the lesson plan, the Ministry suggested a new policy that allows teachers to make and develop their own models of lesson plan.

The different factors of the old lesson plan and the newest, based on Circular Letter Number 14 of 2019¹⁴, are the format, components and the duration of writing the lesson plan. Ministry of Education and Culture believed that the format of the old lesson plan was too rigid, so it changes the format into a free style, means that teachers are allowed to choose, make, implement and develop the lesson plan using their own format. The old lesson plan also has too much components and teachers are required to write in detail for each component that resulting on more than 5 pages of lesson plan. The new

¹⁰ Dwi Bayu Saputra, "The Implementation of Curriculum 2013: English Teachers' Perceptions on Developing Lesson Plan and Teaching Materials," *Linguists : Journal Of Linguistics and Language Teaching* 5, no. 2 (14 Oktober 2019): 54–67, <https://doi.org/10.29300/ling.v5i2.2386>.

¹¹ Jack C. Richards, *Curriculum Development in Language Teaching* (Germany: Cambridge University Press, 2001), 159.

¹² Kemendikbud dan Mohammad Tohir, *Empat Pokok Kebijakan Merdeka Belajar*, 2019, <https://doi.org/10.31219/osf.io/67rcq>.

¹³ Muhammad Syaiful, Ach Sayyi, dan Moh Zaiful Rosyid, "Arah Baru Pendidikan Islam Di Sekolah Pada Era Kenormalan Baru," *TADRIS: Jurnal Pendidikan Islam* 16, no. 1 (20 Juni 2021): 193–203, <https://doi.org/10.19105/tjpi.v16i1.4286>.

¹⁴ Kemendikbud dan Tohir, *Empat Pokok Kebijakan Merdeka Belajar*.

policy stated that teachers now can focus only to 3 main components; teaching and learning objectives, activities and assessment that can be simplified into a page of lesson plan. Other components can still be mentioned in the lesson plan, it is up to the teachers what they want to include on their lesson plan. And the new policy about lesson plan also believed that it can be done efficiently and effectively so that teacher can focus more in preparing and evaluating the real teaching and learning activities.

Knowing that curriculum is updated and teachers still get difficulties in designing the lesson plan for the new curriculum, the Ministry of education and Culture published a new policy about designing a page of lesson plan. Regarding to that issue, this study is questioning about:

1. How do teachers perceive the new policy regarding to the lesson plan from Ministry of Education and Culture?
2. What are the components that teachers think are important to be included in a page of lesson plan?

METHOD

This study conducted using qualitative study, a study that focusing on words analyzing and revealing the detailed perspectives of the subjects who involved and have been studied.¹⁵The subject that included in this study is teachers from high schools without any considerations because this study needs as much as subject to be included so that the data to be collected can be varying. Target of the subject of this study is ranging from 70-75 teachers. The data on this study will be teachers' perception and their personal opinion. To collect the data, this study using questionnaire as the instrument.¹⁶ There were 2 sections on the questionnaires, the first section is used to collect how teacher perceive the new policy and what they know about it, while the second section collects their opinion of the important components that should be written in the new lesson plan.

The writer arranged the questionnaire by using Google form and shared the link through social media. This study uses the online questionnaire by considering that there

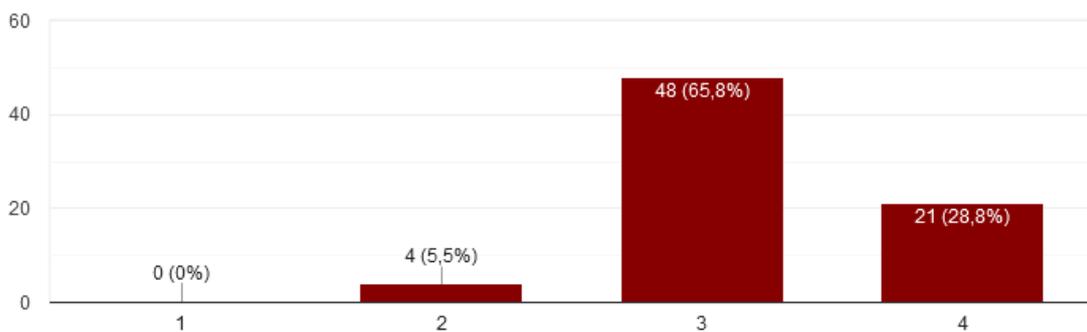
¹⁵ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction 7th Ed* (Malang: Universitas Negeri Malang, 2019), 77.

¹⁶ Ach Sayyi Ach Sayyi dkk., "Management Model of Kitab Kuning Reading Acceleration Program at Mambaul Ulum Islamic Boarding School, Bira Timur Sampang," *FIKROTUNA* 13, no. 01 (8 Oktober 2021), <http://ejournal.kopertais4.or.id/madura/index.php/fikrotuna/article/view/4788>.

are so many teachers are spread widely in Indonesia. It will help the writer to reach out teachers that located far away and to save time in collecting many data. Teachers have to give their own answers to every question stated in the questionnaire. The questionnaire contains several questions that expected to collect teachers' perception on the new policy and also their opinions on the lesson plan and its components that they think are important to be written on the new version of lesson plan from *Merdeka Belajar*. The data collected were compiled in Google SpreadSheet in the form of Table and Graphics to know the percentage of the participants who understand and familiar with *Merdeka Belajar* and who didn't. This study also gathered the participants' views and difficulties while preparing their lesson plan in the old format of lesson plan and the new one.

RESULT

This study reporting detailed views about teachers' perception of the simplification of Lesson Plan preparation in the new policy called *Merdeka Belajar*. Table 1 shows that from the total 73 participants, 4 participants showed that they still didn't really understand about the systematic preparation of the lesson plan while the rest, 48 and 21 participants, claimed that they quite understand and really understand about the systematic preparation of the lesson plan.



The result also showed in Figure 2 that 76% of participants always use the systematic preparation of the lesson plan based on the PERMENDIKBUD while 24% sometimes use it when they preparing their lesson plan. However, all of them agreed that they still face difficulties in preparing the lesson plan. As explained in the previous chapter, as the curriculum changes the lesson plan will change as well. A lot of reasons that make teachers difficult in preparing the lesson plan have been uttered in their answers in the questionnaire given.

Figure 1 The percentage of the participants' understanding of the lesson plan preparation

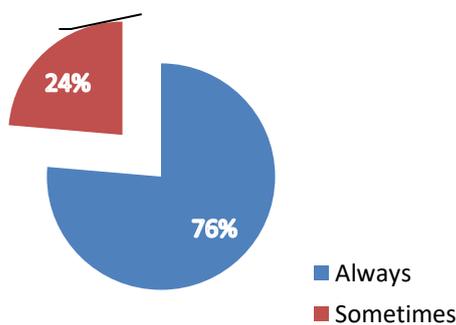


Figure 2 The percentage of teachers who following PERMENDIKBUD 2013 in arranging the lesson plan

Around 52.1% of the participants agreed that they are struggling in preparing the lesson plan since it contains numbers of components. The components of lesson plan based on *PERMENDIKBUD No. 22/2016* are school identity, the subject study or theme/subtheme, students' level, subject matter, time allocation, the learning objective, core competence, basic competence, indicator of

competence achievement, learning material, learning method, learning media, learning Sources, learning activity and learning assessment. Teachers need more time preparing the lesson plan and sometimes get confused because of the numbers of the components. As seen in Figure 3 that 56.2% of the participants found that it is difficult to find and choose the method and learning models because they also have to consider the students' needs and characteristic in order to make the students easy to understand the materials and enjoy the learning process. 46.6% choose the learning assessment is the difficult

component to be prepared because teachers have to mention what will be assessed from the students and they also required making their own assessment rubric.

It is quite tiring because there are a lot of aspects to be put in the learning assessment and also need some consideration regarding to the students level and benchmarks in seeing students progress and achievement. It also applies in arranging the learning activities in Figure 3, 17.8% of the participants found it difficult to arrange the learning activities because, first, as known that in curriculum 2013 revised version, teachers are struggling to put High Order Thinking Skills (HOTS) on their lesson plan and to the learning process. Second, arranging the learning activities are carried out to achieve the learning goals according to the indicator of competence achievement,

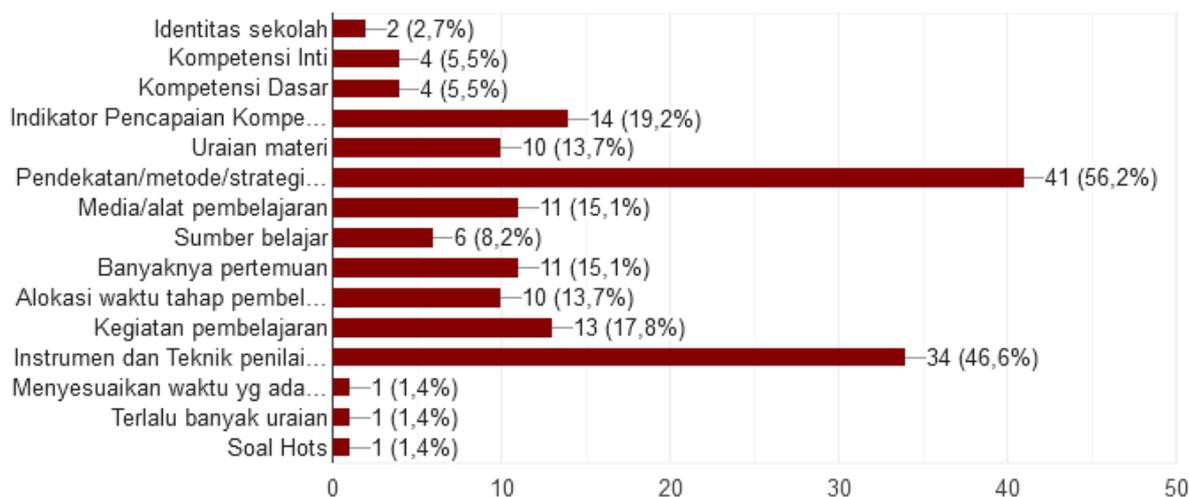


Figure 3 Lesson plan components that Teacher's found difficult to arrange

cognitive styles and even future learning and goals of all students, so that the learning activities are effective, efficient and enjoyable for all. Because arranging the learning activities aim to achieve the indicator of competence achievement, some teacher also mentioned that developing the indicator of competence achievement is also an issue for them because they have to consider their students as well.

DISCUSSION

Because of the changes, teacher should be able to adapt their knowledge about the new update to the curriculum particularly adapt their lesson plan with the new model. But government didn't just let the teachers learn by themselves. The government provides training with the expert that will help the teacher adapting with the new curriculum. Although teachers got help from the training they joined, they still face some difficulties

while arranging the lesson plan. What is difficult and make the teachers confuse in the process of preparing the lesson plan is that there is no standard formulation of lesson plans. For example in a training, instructor A uses a formula or format on the other hand, the other instructor uses another formula or format of lesson plan but both are right because each instructor has the same basis.

Teachers' Perception on a Page of Lesson Plan and Its Components

From the data collected to answer the research question number 1, teachers tend to welcome and support the new policy that make the lesson plan into only a page of RPP rather than 5-10 pages but they also come up with suggestion and addition. 91.8% of participants or 67 teachers have already known about *Merdeka Belajar* and the new policy on the simplification of lesson plan. As the form letter from the ministry of education and culture number 14/2019 about the simplification of the lesson plan's components, teachers are given a chance to design and prepare their lesson plan freely, means that they can arrange the lesson plan using their own model and format. The form letter also stated that from numbers of components of the lesson plan there are only 3 main components; the learning objectives, activities and assessment.

There are so many opinions elaborated by the participants about the new policy that simplify the component of lesson plan. According to the result of the questionnaires, the participants' perception, the simplification of components in the lesson plan aims to make lesson plans simpler, efficient and ease the teachers to implement it. It makes the lesson plans become denser, clear and right on target also in accordance with the learning objective. It makes the preparation of the lesson plan do not give a burden to the teacher and they can be more flexible in determining the concepts and methods of learning that will be implemented in the real teaching practice. The teachers feel that that kind of lesson plan is like a concept map. However, it also requires teachers to be more mature in preparing learning materials, the use of media and resources that will be used when teaching class and also determines the assessment rubric to be used.

The result showed that Teachers who approved and support the policy of the simplification of the components in the RPP/Lesson Plan argue that although some components do not need to be included in the preparation of the RPP but supplementary attachments such as material grids or questions and assessments rubric are still needed and it will be better to attach them if that is possible.

“Lebih simple sehingga dapat focus ke pembelajaran dan evaluasinya”
“Pasti ada segi positifnya, yaitu guru tdk banyak pekerjaan. Segi negatifnya adalah guru kurang ada pedoman dalam pbm”

For some teachers, they have assumed that simplifying the contents of RPP will ease their teaching learning administration because it is more efficient which can save time in its preparation. The one-page of RPP is intended to ease and facilitate teachers' performance and activities in the preparation of RPP, but practically, other guidelines are still needed to be attached in RPP as the additional guidelines to perfect the learning implementation. The purpose of the one-page RPP is considered very well for most participants, because the attention and time they have can be more useful to be focused to the learning practice and assessing their students, but adequate teacher competence must be noted and improved as well. Some argue that regardless of the format and components, RPP is prepared with expectations to achieve the expected learning goals and is used as a guide in carrying out teaching and learning activities. The teacher who agreed to trimming the components of the lesson plan argues that although some components do not need to be included in the preparation of the lesson plan, supplementary attachments such as material grids or questions and assessments are still needed and need to be attached if that is possible.

However, despite the many benefits offered, some participants agreed with the importance of further socialization on this one-page RPP policy. Although teachers are given freedom there should be training for teachers to be able to make RPP that is in accordance with government standards, so that teachers are able to make RPP that is not only according to standards but can also facilitate them in evaluating students. And can make it easier for students to follow the lessons well.

As known from above explanation that Lesson plan that has been presented and regulated in Minister of Education and Culture Regulation (PERMENDIKBUD) *No. 22/2016* has lots of components. Components of RPP/Lesson Plan consist of; (1) Identity, (2) Theme, (3) Class, (4) Main Material, (5) Time Allocation, (6) Learning Objectives, (7) Basic Competence, (8) Learning Materials, (9) Learning Method, (10) Learning Media, (11) Learning Sources, (12) Learning Steps, and (13) Learning Assessment. Teachers must arrange all of those components into their lesson plan. They have to pick

the materials, decide the time allocation, and choose the learning method that appropriate and easy to apply until deciding how to assess the students' performances by themselves. Because in the K13 curriculum there is no indicator in the syllabus, teachers have to formulate it by themselves and it is a challenge for them because they have to make it appropriate for the basic competencies in the lesson plan,¹⁷ teachers have to formulate their indicators in the lesson plan based on basic competence. It will help teachers to determine the success of the teaching process and ease teachers to determine the learning methods and also the assessment. All of it is done to achieve the objective of the learning.

Teachers think that there are a lot of considerations needed to arrange one lesson plan that has so many components. They also think that actually not all of the components that the minister gave is important or at least have to be put in the lesson plan. After the survey, they are given a chance to pick the important components of all that they think should be put in their lesson plan because the new policy simplifies the components of lesson plan into three main components which are teaching and learning objectives, activities and assessment. The result showed that 3 components have chosen a lot by the teachers; Indicators of the Competence Achievement, Learning Activities and Assessment. They also agree that the learning materials, sources and time allocation are not really necessary to be included in the arrangement of the lesson plan. Thus, can be concluded that what was decided by the minister of education and culture related to the preparation of the lesson plan was in accordance with and fulfilled the wishes of the teacher although not as a whole.

Teachers have their own views related to the many components in the lesson plan. Many of the teachers thought that not all of the components need to be included in the lesson plan preparation. But not a few of them also thought that many components are already suitable and there is no need for simplification. In other words, they did not mind with the numbers of components in the lesson plan because according to them all of these components are interrelated and very helpful for teachers to follow the flow of lesson plans preparation. They also argued that all components need to be included to achieve perfection in planning the learning process in class. On the other hand, teachers who agreed with the simplification of components in the lesson plan expressed their opinions

¹⁷ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan: Sebuah Panduan Praktik*. (Bandung: PT Remaja Rosdakarya, 2007), 218.

about what components they considered important and prioritized to be included or written in their lesson plans. Components such as school identity, Learning Objectives that also include basic competencies and indicators, learning steps and assessments are components that are required to be located or mentioned in their lesson plans or components that can affect the learning process. For them it would be better to list the basic components of all the existing components.

So most of the teachers are happy to accept the simplification of the components of the lesson plan but they are also quite critical because they thought it is as a good step but still need to be given some additional components to make the one-page of lesson plan can be even better. Many of the teachers agreed to add the Indicator of Competency Achievement to the one-page lesson plan because it is also included what goal to be achieved in the learning process. In addition, according to the teachers, components such as the description of the material and others are already included in the learning support books; therefore they feel no need to include them again in the lesson plan. In the end, the teachers considered that simplifying the components in the lesson plan can facilitate the work of the teacher because the most important thing for them is the learning objectives achieved so that the lesson plans should be written briefly with a clear identity.

CONCLUSION

The focus of this study is a new policy on RPP/lesson plan that simplifies and cuts most of its components leaving 3 core components namely Learning Objectives, Learning Activities and Learning Assessment. Because curriculum changes and lesson plans are issues that teachers still faced, this study looked at how teachers' perceive the new policy issued by the minister. The result showed that most teachers agree with the simplification of the components in the lesson plan because according to them not all components must be included in the lesson plan. Moreover, the numbers of components that must be written in the lesson plan make the teacher difficult in preparing the lesson plan and it is too time-consuming. So with the existence of the new policy they were welcome and happy with it because they can save their time in preparing the lesson plan so they can pay more attention to their teaching practice and evaluate their students.

Then, they also added that this new policy made RPP/lesson plan more flexible because teachers can easily arrange it without spending a lot of time. Moreover, it can

be adjusted to the learning needs of the teachers to teach in class and also students' condition and needs. They prefer to arrange lesson plans freely according to their needs with not too many components and pages to facilitate and ease the administration of learning and save their time so that they can focus on classroom learning and student assessment. Although they can freely prepare their own lesson plan and choose the important components to be included in their lesson plan, they still have to be considered the students' need and the classroom management because the important thing about lesson plan that it is used as a guidance for teachers in their real teaching practice. It is not made just for the sake of teaching and learning administration, but it is used to be a guide or preparation for teachers before they do the real teaching practice in classroom. Therefore it is very important and need to be remembered by the teachers when preparing the lesson plan, they must prepare and arrange the needs in the lesson plan as well and as detailed as possible.

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