

ANALYSIS OF APPROPRIATENESS BETWEEN LESSON PLAN AND ITS IMPLEMENTATION ON SENIOR HIGH SCHOOL BIOLOGY IN SLEMAN DISTRICT RELATED TO CURRICULUM OF 2013

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ABSTRACT

This research aimed to analyze appropriateness between lesson plan and its implementation on Senior High School Biology in term of teaching approach, teaching model, and assessment technique related to curriculum of 2013 in Sleman District. This research would make sure that the teaching approach, teaching model, and assessment technique planned by biology teacher in their lesson plan would arise in their teaching and learning process.

This research was descriptive-qualitative research, using observation, documents study, and interview for collecting the research data. Population of this research was all biology teachers in the all test schools for the curriculum of 2013 in Sleman District since the beginning of implementation the curriculum, in 2013. Sample of the research was all biology teachers in three of the test schools that had been chosen using three criteria that were preference level of the schools, information access level of the schools, and recommendation of the Sleman District government. This research had been done in July-November 2016.

The research result showed that (1) assessment techniques used by the teacher in teaching and process was relevant to the curriculum, but no for the lesson plan; (2) teaching approach used by the teacher in teaching and process was only 54,5% relevant lesson plan; (3) almost all the teachers chose and determined the scientific approach and a relevant assessment technique in their lesson plan; and (4) only 10% teachers chose and determined a specific teaching model in their lesson plan.

Kata Kunci: Curriculum of 2013, assessment technique, scientific approach, teaching model