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Trainers' Performance in Entrepreneurship Class; Evidence from Lesson Planning of Non-Formal School in Lombok Timur

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ABSTRACT

Lesson planning constitutes the teacher's critical guide in successful learning activities. Because of its role, lesson planning is prioritised, not as a complement to the teaching administration. Therefore, this study investigates how the trainers' ability to design lesson planning with the learner's response to teaching performance in the classroom. Classroom action research is adopted as a research method implemented in non-formal schools; Bale Beleg Institute, Lombok Timur. Participants came from several representative villages from POKDARWIS (tourism care group). Some were active in the *Karang Taruna* of eleven people studying entrepreneurship under the sub-topic of products and markets. When processing data, three instruments were used; in-depth interviews, observation-participant, and document reviews. Findings show a positive relationship between the ability of trainers to design lesson planning and the performance of teaching trainers in the classroom. Successful indicators refer to the trainer's understanding of the constituent components of lesson planning and learners' opinions from open interviews after the learning. In addition, the better trainers' understanding of designing the lesson planning, the better implication toward learning output must be.

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1. INTRODUCTION

For long decades, it has been discussed that qualified teaching is critical to successful school graduates. Teachers or trainers are vital facilitators for leading learning quality, and it is reflected by how they manipulate teaching activities, including lesson planning design for learners.

Education in the context of learning leads to a learning process involving several elements. Learning is, in principle, the relationship of interaction between trainers and students to exchange scientific information (Elizabeth & Plessis, 2018). Teachers with adequate skills and abilities must guide a good learning process to be innovative (Huang et al., 2020) even though it is a complex task (Molway,

2021). With the provision of these skills, teachers can arouse the interest and enthusiasm of students in learning (Garcia-Ponce & Tagg, 2020). But not a few trainers recognise the functions and tasks of the training, so there are some crucial problems in the learning process in the classroom. One problem becoming a central point in learning is lesson planning that does not follow the expected planning (Nurtanto et al., 2021). The lesson planning supports the quality of teaching (Bowe & Gore, 2017; Schleicher, 2016) to follow throughout the lesson (Contreras et al., 2020).

Teachers are critical facilitators in creating communicative learning in learning (Inharjanto & Lisnani, 2021). The role of the teacher is significant to master teaching techniques for students' better improvement. Adaptive learning is essential (Schipper et al., 2020), achievement-oriented (Suprayogi et al., 2017) but challenging activity (Parsons et al., 2018). A good learning process should refer to learning planning designed, taking into account the needs of learners (Elizabeth & Plessis, 2018). With needs analysis, trainers will be more helpful in preparing and making a communicative and fun learning plan (Banegas et al., 2020).

A common phenomenon that is an obstacle to learning is the enthusiasm of learners (Filgona et al., 2020) and the preparation of lesson planning trainers. These two components have a strong relationship that affects each other. The process of teaching and learning is monotonous; teacher-centred. It was found that students were less able to connect trainer explanations for not understanding concepts with actual practice. Trainers protect learning activities where lectures constitute a robust method of teaching (Serin, 2018).

As cited in (Bakker et al., 2022), learning should be students teachers and experienced teachers. This means that both cooperate to result in expected output and equalise the achievement among them. Trainers must do a needs analysis. Content knowledge is a pivotal aspect to acquire (Schmid et al., 2021). According to (Mok & Staub, 2021), knowing the needs of learners becomes essential so that the prepared learning content can touch the requirements for lesson planning. The next step is for the trainer to make learning plans (Costache et al., 2019) according to the learner's needs. Planning is the management that will underlie how trainers should guide the course of the learning process. The third is to design the priority scale from learning and choose the proper method based on the character of needs.

Participative observation and knowledge sharing with several trainers reveal that teachers often practice the old-fashioned way; lectures (Iqbal et al., 2021). However, the concept of good teaching is the active interaction activity between study subjects and trainers as mentors. Trainers do not build communicative learning activities and are merely passive (Hillman & Ocampo Eibenschutz, 2018). Lack of understanding of trainers in formulating learning activities in lesson planning leads to a source of problems (Wathoni & Basri, 2021). Another fact that helps clarify the issue is that there has not been a positive trainer performance in the design of exciting lesson planning (Kutbiddinova et al., 2016). Still found trainers use existing lesson planning to be used when teaching. They use a lesson planning format without the creativity leading to constructive activity even though not all the teachers do it. Worse, some teachers teach without lesson planning when teaching. This problem will affect the quality of learning.

Parameter trainers have good teaching performance: (1) Able to provide practical learning to students. Students play an active role in learning by providing learning services to teaching trainer students. Learning activities are not oriented only to teachers (Nurtanto et al., 2021) (2) Able to improve students' achievements to realise quality-oriented learning quality. Trainers as role models (Lunenberget al., 2007) must create valuable learning interactions for students and students' experience (Pourbahram & Hajizadeh, 2018). Teachers' beliefs link to better teaching (Moses & Kelly, 2017). Concrete steps done as an alternative solution are to compile and design a learning plan on target (Dorovolomo et al., 2010; Wathoni & Basri, 2021). This means that the trainer must have the ability to read the context arranged into a solid learning implementation plan. This process can allow trainers to choose tactical methods that can attract children to interact in learning actively.

In teaching contexts, trainers must understand practical teaching steps, including activities and media use (Schutz et al., 2019). The role of the trainer can be done by providing opportunities for learners to learn actively, construct understanding systematically and make conclusions at the end of the findings of discussions with the group. In this way, the trainer can improve teaching performance-centred by emphasising the achievement of learning outcomes. Still, students can build a yearning with cooperation, brainstorming, and discussion, resulting from thoughts that refer to the learner's emotional intelligence.

Although many researchers have studied teaching methods, few researchers pay special attention to the role of designing lesson planning on teaching performance in the classroom, especially in entrepreneurship classes in non-formal school contexts. Therefore, this research is considered necessary to see how good the version of teaching trainers is seen from the quality of the lesson plan made.

2. METHODS

This research has been conducted at the Bale Beleq education and research institute; Lombok Timur adopts the classroom action research model. The study was conducted for two months. The length of the program lasted for three months, from August to October 2021. The subject matter in the entrepreneurship class is about products and marketing, which is taught to eleven learners from several selected villages. The criteria for selecting participants are the first they come from the tourism development area, considering that entrepreneurship knowledge is essential in supporting the tourism industry for local communities. The second reason is that participants are screened from village youth actively involved in tourism care groups (POKDARWIS) and *Karang Taruna* as drivers of the tourism industry.

The collection and data processing are analysed from three instrument sources; in-depth interviews, observation-participant, and document reviews. In-depth interviews collect data from informants (trainers and some randomly selected learners) to provide information about the studied topic. To trainers, questions in the form of teaching experience, how to design teaching materials, the importance of lesson planning to teach, and record their knowledge in general about understanding lesson planning design. Informants from learners are a source of information about how they think about the performance of teaching trainers during the entrepreneurial learning process in the classroom. Furthermore, observation-participant is the second step taken to see how lesson planning design practices are used in the classroom. The last is to check the lesson planning documents made by the trainers to be then analysed and concluded to be reported as a result of class action research.

3. FINDINGS AND DISCUSSION

The case study being investigated examines the relationship of lesson planning design with trainers' performance teaching entrepreneurship classes at one of the educational and research institutions in the non-formal school in Lombok Timur. The research focuses on the trainer's ability to design a lesson plan for teaching performance in entrepreneurship lessons organised by Bale Beleq education and research institute, Lombok Timur. Participants were who learned entrepreneurship from the tourism care group (POKDARWIS) from several villages in East Lombok. The selection of participants was taken based on the level of village needs given an understanding of entrepreneurship, especially in the tourism sector. Furthermore, data sources were collected from three data collection results; trainers and learners through in-depth interviews, observation-participant where we directly witnessed the course of the teaching and learning process in the classroom. The last source is a document review. This document is in the form of lesson planning made by trainers. All findings say that there is a correlative result between the trainers' ability to design lesson planning and learning output produced in non-formal schools as a place to conduct research.

The ability of trainers to plan learning activities is an important thing that significantly influences learners' success. One example that is very close to this context is lesson planning design in

entrepreneurship classes. The document analysis results in lesson planning have met all the requirements for preparing lesson planning in general. It has been standardised to contain teaching topics, learning goals, competencies to be achieved, and teaching techniques even though it is found that lesson planning did not include reference sources. In the formulation of lesson planning, trainers have not listed basic competency and competency standards as a reference for making learning activities. From these two indicators, the trainer should load them to set then the indicators that must be achieved. The determination of learning methods and techniques in the lesson planning is also an essential part of the preparation of this lesson planning so that trainers can do teaching as planned. The last part that trainers include in the lesson planning design is the evaluation as the final teaching and learning activities process.

All lesson planning designs in entrepreneurship classes have met the criteria for preparing good lesson planning. But from the preparation criteria, there is a difference in the focus of trainers in executing teaching content. The two lesson planning analyses found that each trainer who taught entrepreneurship had different methods despite teaching the same topic. Group work was almost the same method practised, although other trainers preferred quiz methods and individual tasks. Reference to the preparation of lesson planning that the trainer has designed is then used as a guideline in carrying out good learning. Trainer performance will look successful when lesson planning represents learning activities. Here's an interview with trainer AA.

"For me, teaching activities reflect lesson planning that I have prepared well. I cannot teach freely without any lesson planning. I think lesson planning is a guideline that has always been a teaching handle. I cannot imagine how teaching will be. Lesson planning must be with the teacher's presence in the class"

Entrepreneurial learning outcomes are primarily determined by how trainers design learning activities. In the prior stage, the trainer records what actions will be carried out based upon the analysis of the needs. With this analysis, trainers can plan learning activities to engage learners in meaningful learning situations. Lesson planning design that is not following the needs of learners will tend to create monotonous learning situations so that learners prefer not to participate more in the classroom.

According to trainers AA, several criteria of lesson planning are practical. Good lesson planning design can allow learners to participate in the learning implementation actively. Second, lesson planning can arouse students' motivation with contextual learning systems. Third, lesson planning leads to a collaborative pattern between learners and trainers.

"As far as I am concerned, not all teachers have the ability to adjust lesson planning. There are types of trainers who only prefer to provide knowledge about the material; they are experts in that field but sometimes not trained to plan learning activities. But I would argue that the success of teaching in the classroom cannot be separated from good planning before teaching."

It can be understood that the completion of good lesson planning dramatically affects the performance of teaching trainers in the classroom. This can happen because trainers must be more systematic in designing lesson planning in compiling and formulating teaching meters for learners. The material preparation will then be carried out by choosing a method that will be used to teach the discussed material to give birth to an interactive class. Planning in this way will significantly help trainers in managing classes better.

Participants' information collection is then carried out through data crossing through observation. We directly observe the learning process of entrepreneurship classes in predetermined classes. The observed course obtained data almost the same as the explanation revealed by the informant when interviewed. For example, from this data, teaching conducted using lesson planning design by the entrepreneurship trainer concerned shows the results of more lively learning activities. When teaching and learning occur, the trainer looks busy directing the learner with various questions about the material to be discussed. Trainer invites learners to dialogue on the problem of the need to find the

right solution. After the process ends, the trainer then divides the protégé into group accompanied by material in text containing marketing products. Learners are asked to summarise comments in the form of solutions to problems following the content of the text. As the teaching and learning process progresses, trainers monitor learners' activities and help groups that look weak. Here's our interview with trainer BB:

"Teaching is simple. I have to study at home to prepare. I then design learning activities from the existing material, allowing learners to be involved. Usually, I always include a quiz as the final evaluation in every meeting. My goal for the quiz was to challenge the learners as a resting vehicle for them after a long series of learning processes."

Observational studies summarise very communicatively and interactive learners between trainers and learners. As a challenging alternative activity, Quizzes allow students to express their ideas and knowledge by answering several questions raised. The quiz in question belongs to two types of quizzes: the true or false quiz and the short Q&A. The true-false quiz contains six clarifying statements, giving the only true or false response. The second type of quiz is a quick Q&A that includes six questions students must answer.

The procedure for applying quizzes carried out in the classroom based on observations rests on two-way interaction. First, the trainer gives directions on the quiz. Students are asked to concentrate by trying to remember the existing material. When students are seen to be ready, the trainer then begins to read out statements in the form of true or false. The first benefit of the quiz is that it can know in passing the learner ability to understand the subject matter. Quizzes are excellent activities to use. Quizzes provide an expressive opportunity to build confidence to argue and take responsibility. Quizzes can also offer a sense of being accessible and unattached.

During the observation process, the trainer looks to guide learning well in teaching entrepreneurship. Here the trainer looks at his performance as being able to accommodate learning by creating a varied learning atmosphere and challenging students in education. Here's an excerpt of an interview with one of the students who took an entrepreneurship class to support this description.

"I am thrilled to learn entrepreneurship. Trainers allow us to exchange ideas in groups with friends. In addition, we were given quizzes that greatly challenged us, and we tried to remember the lessons learned. The trainer's ability to design learning activities greatly affects our value. So, the trainer's ability is the same as he taught us."

Conclusions drawn from all the data presented in the explanation above explain that the ability to design lesson planning dramatically affects trainers' performance in teaching entrepreneurship in the tourism classroom. This information can be seen from the support of data we review from all instruments used, interviews, document reviews, and observations. Of the three tools concluded that the more creative trainers design the lesson plan, it will have positive implications for teaching performance.

Previous research shows a similar result to what has been carried out by investigating trainers' performance in lesson planning design in non-formal classrooms. Within investigation, it is found that there is a robust correlation between trainers' performance and their ability to design lesson planning. In other words, a better understanding of compiling lesson planning will positively impact the better learning output. A comprehensive study conducted by (Dorovolomo et al., 2010; Wathoni & Basri, 2021) revealed the same thing that teaching creativity links to the colourful activities within classroom teaching.

Designing teaching content in lesson planning is a constructive task for trainers in carrying out educational tasks. Quality of teaching has widely been developed throughout countries (Lefstein et al., 2020). Teaching as part of learning activities will be practised well if trainers have the creativity to build a learning area for students actively involved in the learning process. Teaching takes a long time to form (Boeskens & Nusche, 2021). The competence of trainers in design lesson planning has implications

for teaching performance, especially in entrepreneurship classes. The quality of teaching will usually reflect what has been prepared before. Lesson planning plays an essential role in the success of a teaching and learning process in the classroom.

The critical factor why lesson planning should be owned is that lesson planning serves as a guideline for implementing learning activities in which learners participate (Cruickshank, 2018; Wraga, 2017). Successful learning depends on how complete the activities are prepared and constructed by the teacher before teaching. Lesson planning serves as a controller of learning activities so that teachers can maximise learning time. The performance of teaching teachers is determined mainly by lesson planning because it can provide direction and guidance.

At the time of observation, trainers seem to be able to organise the class into live learning. The existence of communicative learning activities evidences this both with trainers and with fellow learners. Learning activities following our observations show the presence of solid learning interaction. There is a return on communication. Analysis of lesson planning documents made by trainers follows the standards understood together. They know that several essential components must be outlined in lesson planning, such as clarity of topics, formulation of learning goals, achievement indicators, and material delivery techniques.

The way trainers present teaching materials in entrepreneurship classes can be concluded that there is a significant relationship between trainers' ability to design lesson planning with good teaching performance applied when teaching entrepreneurial materials. This fact is supported by interviews conducted with several informants who stated in line with this description. Several informants interviewed clearly stated that trainers' ability to design learning plans significantly affects teaching performance. One indicator of trainers' knowledge to develop a pre-assessment plan can be revealed from varied learning activities to allow students to be seen in the designed learning process. This finding supports the previous theory that the better the teacher's preparation in the design of teaching materials, the better the quality and output of learning, as lesson planning is a teaching backbone (Nordgren et al., 2021).

The response of learners, when asked for information about the relationship between the ability of trainers to design lesson planning with the performance of trainers in teaching entrepreneurship classes, is optimistic. They agreed with the findings that the quality of teaching trainers is influenced a lot by the preparation of lesson planning made before teaching. This belief is directly proportional to the results where the analysis of document review lesson planning designed by the trainer reflects learning activities in the classroom.

4. CONCLUSIONS

Trainers have successfully taught entrepreneurship classes at Bale Beleg education and research institutes, Lombok Timur. In addition, the preparation of teaching instructional through lesson planning design runs according to the implementation plan. We found positive support from the learners' view of trainer preparation through the lesson planning design. The ability of trainers to prepare lesson planning is appropriate following the general standards of preparing lesson planning which is generally used in schools, both formal and non-formal. Provision of teaching topics, formulation of learning goals, and indicators of learner achievement are contained in the lesson planning sheet. Two document reviews found that the selection of different learning activities did not significantly affect the decline in learning quality.

Mastery of teaching materials and involvement of learners is the key to success in lesson planning design. Furthermore, the selection of learning techniques is listed even though there are differences in the choice of teaching activities. The group task model of one trainer creates a lively class because learners are involved in sharing ideas on the topic under study. Other activities, such as giving quizzes by other trainers, are no less engaging because there are challenges that the learner must complete, and the results satisfy the learner according to the interview results. In essence, the ability and understanding of designing lesson planning in guiding the teaching and learning affect trainers'

performance in delivering teaching content. It is clearly said that the better trainers' understanding of the lesson planning design, the better the learning output of learning must be. Such a pedagogical implication positively leads to the improvement of teaching quality.

Because the limits and scope of this research study are limited to non-formal schools with small sample sizes of only POKDARWIS group, future research is expected to examine the same language in a broader range, for example, in formal schools. Research subjects can be expanded by researching teachers in formal schools to ensure more credible findings with more outstanding sample analysis. The following research will be more interesting to investigate how strongly teachers in formal schools understand lesson planning and how creatively they arrange it to meet learning needs in the classroom. This recommendation will provide additional knowledge and educational data, especially in learning, such as the competence of lesson planning extension.

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