

**THE IMPLEMENTATION OF INSTRUCTIONAL PLANNING
IN LEARNING NATURAL SCIENCE AT MI DARUL
MA'ARIF PLANDAAN JOMBANG**

THESIS

By:

Eka Saptaning Pratiwi

ID 09140046



To

INTERNATIONAL CLASS PROGRAM

**DEPARTMENT EDUCATION FOR ISLAMIC PRIMARY SCHOOL
TEACHER DEPARTMENT**

FACULTY OF TARBIYAH AND TEACHING SCIENCES

**MAULANA MALIK IBRAHIM ISLAMIC STATE UNIVERSITY OF
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THESIS

Presented to Maulana Malik Ibrahim State Islamic University of Malang in Partial
Fulfillment of the Requirement for Bachelor Degree of S-1 Sarjana Pendidikan (S.
Pd)

By:

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MALANG**

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APPROVAL SHEET

**The Implementation Of Instructional Planning in Learning
Natural Science at MI Darul Ma'arif Plandaan Jombang**

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The Implementation of Instructional Planning in Learning Natural Science at MI

Darul Ma'arif Plandaan Jombang

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Assalamu'alaikum Wr. Wb

Sesudah melakukan beberapa kali bimbingan, baik dari segi isi, bahasa maupun teknik penulisan, dan setelah membaca skripsi tersebut di bawah ini:

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Judul Skripsi : The Implementation Of Instructional Planning in Learning
Natural Science at MI Darul Ma'arif Plandaan Jombang

maka selaku Pembimbing, kami berpendapat bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian mohon dimaklumi adanya.

Wassalamu'alaikum Wr. Wb.

Pembimbing,

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STATEMENT OF THESIS AOTHORSHIP

Name : Eka Saptaning Pratiwi

ID Number : 09140046

I state that the thesis which is written to fulfill the requirement for the Degree of *Sarjana* S-1 is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotation and bibliography. Therefore, I am the person who is only responsible for the thesis if any objection or claim from others.

Malang, 5 June 2013

Eka Saptaning Pratiwi
09140046

Dedication

My be loved parent, my dad Basis Udiyono

my mom Siti Aisyah



Motto

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ

خَيْرٌ بِمَا تَعْمَلُونَ

Hai orang-orang yang beriman, bertakwalah kepada Allah dan hendaklah Setiap diri memperhatikan apa yang telah diperbuatnya untuk hari esok (akhirat); dan bertakwalah kepada Allah, Sesungguhnya Allah Maha mengetahui apa yang kamu kerjakan.

You who believers, godfearing to god and let every self attentive to what he has committed to tomorrow (hereafter); and bertakwalah to god behold god all-knowing what do you do. (Qs Al Hasyr : 18)¹

¹ *Qur'an in word.*

Acknowledge

All praises be to Allah and in the name of Allah, the most merciful, who blesses the writer with guidance and charity in composing this thesis as on the stipulation to pass the Degree of Sarjana S-1 in Maulana Malik Ibrahim State Islamic University of Malang.

Peace be upon Prophet Muhammad SAW, upon his family, and on his companions that followed struggling to propagate Islam to all over the world. He, Muhammad, as the leader of all prophets and apostles, his family, his companions, and the people who follow his steps in striving for Islam will be only servant of Allah who will be allowed by Allah for the first time to give help to his member of religious community in the next Great Beyond by His consent.

First of all, my greatest gratitude goes to the Rector of Maulana Malik Ibrahim State Islamic University of Malang, Prof. Dr. H. Mudjia Rahardjo, M.Si the Dean of Faculty Tarbiyah and Learning Sciences Dr. H. Nur Ali, M.Pd and the Head of Education Education for Islamic Primary School Teacher Department Dr. Hj. Sulalah, M.Pd who have allowed me to study in this university.

Secondly, my sincere gratitude also goes to Dr. H. M. Zainuddin, MA as my advisor, for their valuable guidance, patience, time, advice and comment that always conscientiously conduct me during the entire process of the thesis composing with all of the beneficial comments which helped me to write this thesis. And all of my teachers in Education Education for Islamic Primary School Teacher Department and all of my teachers since I did not know anything until I can explore the world with invaluable knowledge.

The research did in MI Darul Ma'arif Plandaan Jombang, moreover I would like give my sincere thanks to the principle of school MI Darul Ma'arif Plandaan Jombang Muhammad Nasrullah, S.Pdi and all of the teacher in that school. Because of their help this thesis can be finished as The Implementation of Instructional Planning in Natural Science Learning at MI Darul Ma'arif Plandaan Jombang. This research is about the suitability between the instructional planning in natural science learning with the implement in the learning process.

Finally, I truthfully realize that the thesis still needs the constructive criticism and suggestion from the readers in order to make it perfect and hopefully it can be useful for the readers, especially for the Education Education for Islamic Primary School Teacher Department.

Malang, 5th June 2013

Eka Saptaning Pratiwi
09140046

Attachment

Attachment 1. The Evidence of thesis consultation

Attachment 2. The picture of research

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Abstract

Pratiwi, Eka Saptaning. 2013. The Implementation of Instructional Planning in Learning Natural Science at MI Darul Ma'arif Plandaan Jombang. Thesis. Education for Islamic Primary School Teacher Department. Tarbiyah Faculty. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. H. M. Zainuddin, M. A.

Key word : *Instructional planning, Implementation*

The researcher did this research because in MI Darul Ma'arif Plandaan Jombang, the principle of school had a role that all teacher had to made and instructional planning from syllabus, make a semester's programs (promes), years program (prota), and lesson plan. Especially for natural science's teacher. In this school there had a special teacher for natural science learning who has been teaching for 14 years old.

The research had 3 research problem, there were 1. How to formulate the instructional planing of natural science learning at MI Darul Ma'arif Jombang? Because mostly all the teacher had the obligation to make an instructional planning. 2. How is the suitability between the instructional planing and the implementation of natural science learning at MI Darul Ma'arif Jombang? 3. What is the problem to implementation the instructional planing in natural science learning at MI Darul Ma'arif Jombang ?

The research approach applied in this research is qualitative research as case study research. In general, the definition of qualitative is all type of research which doesn't apply statistics procedure or any other quantitative procedure. Qualitative research is a research approach which tends to let the researcher to understand social phenomenon from the perspective of participant. Then the researcher also use case study as the type of research. In general, study the case is more fit a question if basic research with regard to how or why. Question how and why will be diverted to contemporary, series of events where the research have only a very small to had no chance at all to do control over the incident.

From this research the researcher got a result that a procedure to formulate the instructional planning is using a KBK models and generally use Gagne and Brigs Model. The first step is formulating the goals of learning. Formulating the goals also guided with the curriculum which occurred in that time. The goals have found, then the next step is analyzing the materials of learning. The purpose from analyzing the materials of learning is to determine the group of material, choose the methodology, determine the media that exact with the student's needed. There is no suitability between the instructional planning and learning process in MI Darul Ma'arif Plandaan Jombang.

The problem to implement an instructional planning is from the teacher. It is about the status, and the location of this school. Along the depth interview the teacher usually discuss about the status. She mention in the state Islamic primary school that the teacher make an instructional planning own self. An official servant with a higher salary is the reason from the teacher. She think that when a

teacher become an official servant these teacher will have much spirit to make an instructional planning because it is suitable with the hard work. The next problem is from this school. The private school in the village, there is no competition between the teachers to be the best teacher. Although the headmaster is always asking her to make an instructional planning own self, there is no respect from the environment.



Chapter I

Introduction

There an introduction of this research. About the background of this research till the previous research. The introduction as the first step to start this report of research. Because in this chapter also describe the research problem that used to discuss when the research activities have done. However in this research the important one that make the researcher choose these problem because in this school there a cooperation between the principle of school and the teacher.

The principle of school is ready to guide the teacher to make an instructional plan own self. The relationship between the principle of school and all teachers was not only leader and the teachers, but also as a friends that is sharing in the same struggle. The reason why the principle of school wanted to guided was just to reached the quality as liked as the stated primary school.

The impact from the cooperation between the principle of school and the teachers can look from the teacher's work. They force to make an instructional planning own selves although they feel perforce at the first time. After the teachers often formulate an instructional planning it will be accustoming the teachers to work hard and effort to be an professional teacher.

A. Background of the Study

The learning process is a activities that have many purposes, the purposes of learning process write in government's role as a curriculum. From the curriculum teacher will analyze it, then teacher determine the standart of competency, basic competency and also indicators. The last step, make a lesson plan. The component from curriculum to lesson plan as an instructional planning that every school have to make it.

The planning is so important especially in the learning management because planning include all components that needed in the learning process. especially in this school with a minim students, need to formulate a good planning if the teacher want to get a good study result.

Compile an instructional planning in the learning process is the important one in order to reach the learning goals. The goals of learning can reach with efficient time with the plan and also the design of learning. The point of an instructional planning in the learning process is guide and translation process from the curriculum that occur.

The plan of learning as the translation process from the curriculum that occur. The plan of learning also as a guide for the teachers n the learning process and manage the classroom. The reason for the plan of learning as a translation from the curriculum is written in this statement below,

...sebab kurikulum yang disusun oleh para pengembang pada dasarnya hanya berupa rambu-rambu secara umum.¹

Curriculum have formulated by the developer and it need to analyze by the teacher, for example KTSP curriculum we find a standard of competency and also basic of competency that have to reach. The method or the strategy that used to reach a standard of competency and also basic of competency are decided by the teacher. The teacher not only decide the method or the strategy that used to reach a standard of competency but also determine the time allocate and the indicators as a sign that a standard of competency, basic of competency and the goals of learning have reached.

Make a planning before run a learning process is a obligation, that obligation just occur in state school especially Islamic primary school that there in the village. Mostly there is no lesson plan in the school. The teachers in private islamic primary school don't make an instructional planning because they think that just for state teacher.

Planning can be defined as the process of the preparation of the subject matter, use of media teaching lessons, media use, the use of approaches and teaching methods, and assessments in an allocation of time

¹ Wina Sanaya, *Perencanaan dan desain sistem Pembelajaran* (Jakarta : Kencana, 2008), page 47

which will be held on time in order to achieve the objectives that have been determined².

So that, more deeply study there is William H. Newman in his book Administration Techniques of Organization and Management and it include in Abdul Majid's book said that Planning is determine what will do. Planning containing of steps a verdict broad and penjelasan-penjelasan of purpose, determination policy, determination program, determination methods and procedur certain and determination of activity based on schedule daily³.

Madrasah Ibtida'iyah Darul Ma'arif Plandaan Jombang is an islamic private school that placed in Gebangbunder vilage. Although this school there in the vilage but the education system is like a state school in generally. There are many achievement that have taken from every grade. Then, in the learning system the principle of school always manage and threat the teachers as same as with the teacher in state elementary school. Especially in the natural science learning. The interesting one from this learning that the teacher is not graduated from elementary teacher's education, but she graduated from chemical education. She handle from 3rd grade to 6th grade. The obligation for every teacher is make an instructional

² Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung : PT Remaja Rosdakarya, 2007),, page 17

³ *Ibid.*, page 15

planning like syllabus till lesson plan, and of course the teacher of science learning.

In this school location the society mostly sent their child to the state primary school or to the boarding school in the other region. The reason that conclude by the researcher is about the teacher education background in this school. Mostly from the senior high school graduation and the other from the high education but it have no primary school teacher education background.

However the principle of school took a good way to threat the teacher for formulating the instructional planning own self. It purpose to make for the teacher's quality in MI Darul Ma'arif equal with the teacher in the state primary school.

In order to make some instructional planning the curriculum that this school used is follow the government's rule about standard of content⁴. And from the researcher's observation in this school with the natural science's teacher, the researcher got some facts, there are:

⁴ *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.*

- a. The natural science's teacher doesn't make a lesson plan by own self. Its mean that the lesson plan has available from the workshop about teacher professionalism that has followed⁵.
- b. Because the teacher also handle 3rd grade and we know that in this grade still use a thematic learning but the teacher never studied about thematic learning⁶.
- c. Sometimes, teacher forget to make a lesson plan. Just come to the class and teach like usual. Teacher can enjoy the learning process because the teacher have experience in teaching learning more than 14 years old⁷.

It can apologize when teacher just copy and then paste the lesson plan, but the researcher want to know how it will use and how important the lesson plan from the teacher. The researcher feel that the teacher have more experience in teaching learning but the natural science's teacher almost ignore that, instructional planning that an important one to run a learning process.

Standard process for units of primary and secondary education is one of the standard being developed since 2006 by the national standards of education and in 2007 published a regulation of the Minister of national education of

⁵ Daily Observation

⁶ Daily Observation

⁷ Daily Observation

the Republic of Indonesia, namely Permendiknas RI Number 41 years of 2007⁸.

From that citation above, it means that learning process as an educational system have the standard of process. The standard of process use to manage all educational system as the government role. Remember that our country have a purpose in education so that the standard of process also a program of government to reach an educational purpose. We also see the other role in years of 2005 :

As mandated in government regulation number 19 year 2005 on national standard education, one standards must be developed is standard process. Standard process is standard on a unit education related to the learning on a unit education to reach competence graduates⁹.

The process of the learning also arranged in the government role. There are many component from the process of learning. It is about what have to do before run a learning process. The activities above are instructional planning, the learning process as the implementation of instructional planning, the evaluation and the monitoring of learning process.

So the importance of the planning activities recently, so that, in life when an activity or action is done purposefully certainly required by the

⁸ Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta : PT RajaGrafindo Persada, 2011), page 3

⁹ *Ibid*, Page 4

presence of planning. In the absence of systematic planning to affect many things in the implementation of the program, which activities or including recognition of the existence of activity or program from a public audience.

According to government regulation number 19 year 2005 article 20 mentioned that planning a learning process and implementation plan covering the syllabus learning the purpose of learning, at least consist of learning, matter method of learning, the study and learning outcomes judgment¹⁰.

To be able to carry out the learning process with effective, efficient and engaging needed one important device, namely a device implementation plan of instruction. With a good device, systematic and uptade can make communication in the learning process became clear directional class, so misinterpretation by the students in the learning process can be minimized. Thus the analysis of compliance with the implementation of learning learning plans will be able to provide a solution, even though we know that the process of learning in elementary school have the variety and type of which are quite diverse.

In the Islamic side, planning also has a foundation. It can find in the Al-Qur'an Al-Hasyr 18th verse,

¹⁰ *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan.*

يَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَاتَّقُوا اللَّهَ ۗ

إِنَّ اللَّهَ حَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

You who believers, godfearing to god and let every self attentive to what he has committed to tomorrow (hereafter); and bertakwalah to god behold god all-knowing what do you do. (Qs Al Hasyr : 18)¹¹

From these verse there an obligation for all people to make a plan, especially the plan for day after from the attitude that they do today. The verse that also support a plan activities is An-Nisaa 9th verse,

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا

اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

And let those who reverently fear god had left behind them children, weak they worry about their (welfare). Therefore they must guard against evil to god and let them uttering words correctly. (Qs An-Nisaa ; 9)¹²

It is more suitable with the planning in learning process. Since in this verse ask to make a plan for prepare the strong generation. However this verse take to the learning process area the strong generation are the students who learn in the classroom as the next generation.

We can temporally take a conclusion that planning in learning activities is very important. The first step to teach in the classroom makes a

¹¹ Qur'an in word.

¹² Qur'an in word.

lesson plan in order to make easy when the teacher manage the classroom attitude. But, in the reality mostly teacher ignore it. They think that make a lesson plan is very difficult and just spend their time. In MI Darul Ma'arif Plandaan Jombang, the principle of school has a role that all teacher have to make and instructional planning from syllabus, make a semester's programs (promes), years program (prota), and lesson plan. Especially for natural science's teacher. In this school there has a special teacher for natural science learning who has been teaching for 14 years old.

Based on the background of study, the researcher is encouraged to conduct a research titled **The Implementation Of Instructional Planning in Natural Science Learning at MI Darul Ma'arif Plandaan Jombang** which related to science instructional activities especially the students of MI Darul Ma'arif Plandaan Jombang. The researcher take only the instructional planning that just research about make a plan before run the learning process because planning as a simple activities that usually looks easy and mostly teacher just take it easy about it.

The researcher take natural science learning, the researcher think that natural science learning need a plan more. Because in this learning always need some methods, so it has to plan and make sure that the plan of learning will support the learning process and it doesn't throw a long time to finish one competency. In the other words make a time more effective and efficiency.

The research approach applied in this research is qualitative research as case study research. In general, the definition of qualitative is all type of research which doesn't apply statistics procedure or any other quantitative procedure. Qualitative research is a research approach which tends to let the researcher to understand social phenomenon from the perspective of participant. Then the researcher also use case study as the type of research. In general, study the case is more fit a question if basic research with regard to how or why. Question how and why will be diverted to contemporary, series of events where penelitiannya have only a very small to have no chance at all to do control over the incident.

B. Research Problem

Based on the background above, the researcher take a research problem,

1. To formulate the instructional planing is the obligation for the teacher, so the problem research is how to make the instructional planning of natural science learning at MI Darul Ma'arif Jombang?
2. How suitabilities between the instructional planing and the implementation of natural science learning at MI Darul Ma'arif Jombang?
3. What is the problem to implement the instructional planing in natural science learning at MI Darul Ma'arif Jombang ?

C. Objective Of The Study

So that, the objective study that the researcher get are,

1. To describe the procedure to make the instructional planning of natural science learning at MI Darul Ma'arif Jombang
2. To describe the suitabilities between instructional planning and the implementation of natural science learning at MI Darul Ma'arif Jombang.
3. To describe the problem to implement an instructional planning in natural science learning at MI Darul Ma'arif Jombang

D. Significance Of The Study

1. For Teacher

By conducting this research, teacher will be able to do reflection on his or her way of teaching and focus with a make good planning for a learning process.

2. For Madrasah

By conducting this research, madrasah can improve quality of its teachers and furthermore, it is expected to be able to improve the quality of madrasah.

3. For The Next Researcher

By conducting this research, it is expected to be able to be a reference for the next researcher.

E. Delimitation

The researcher take only the instructional planning that just research about make a plan before run the learning process because

planning as a simple activities that usually looks easy and mostly teacher just take it easy about it. And especially take a natural science learning, the researcher think that natural science learning need a plan more. Because in this learning always need some methods, so it has to plan and make sure that the plan of learning will support the learning process and it doesn't throw a long time to finish one competency. In the other words make a time more effective and efficiency.

The researcher selected MI Darul Ma'arif which lies on Gebangbunder Plandaan Jombang, as research location by some reasons. MI Darul Ma'arif is a private Islamic educational institution that have a good program of education and extracurricular also reach some achievement. Then there are two resources of data applied in this research, they are primary data is data obtained directly from the source without any intermediaries, such as interviews and observations.

The researcher conduct interview with the principle of school of MI Darul Ma'arif Gebang Bunder Plandaan Jombang and science teacher of MI Darul Ma'arif Gebang Bunder Plandaan Jombang. Secondary data is data which collected from data that already exist in the form of documents. Secondary data in this research are syllabus, lesson plans, a program of years, a program of semester and others that related with natural science learning.

F. The Operational Definition

The researcher have own operational definition to explain this research, the operational definition there are ;

1. Instructional Planning

Researcher's mean about instructional planning is a instrument that have to make before manage the learning activities. That include of syllabus, semester's program, year's program, and lesson plan. The main instrument is curriculum, since the first step when we make an instructional planning is analyze the curriculum that occur.

2. Natural Science's Learning

A subject that learn about the universe, natural, and environment that purposed to make a learner are able to keep and understand everythings in the world that they live here.

3. Syllabus

The result from analyze a curriculum that include of standar of competency, basic competency, indicator, material, time allocation, the experience to learner and about the evaluation.

4. Lesson Plan

A steps of learning process, the components are like a syllabus components but in the lesson plan there have to write about the strategy that use to reach the competency. Also the materials more complete than in the

syllabus, and about the character education in the lesson plan the character explain more completely.

G. Systematic Study

So this thesis can easily understand, the author needs to limit the writing of scientific papers with the Systematic of discussion as mentioned below:

Chapter I is Introduction, this chapter presents and discusses background of the study, problems of the study, objectives of the study, significances of the study, scope limitation, the definition of the key term and the study systematic.

Chapter II is Review of The Related Literature, this chapter reviews the underlying theories of the study. Those are The Definition of Instructional planing in science learning, science learning and the classroom management.

Chapter III is Research Methods; this chapter presents the research design, research presents, research location, data sources, data collected and data analysis, triangulation, and research step.

Chapter IV is Data Findings, his chapter, the analysis of the data is done based on the formulated the research question by using the research methods and procedures.

Chapter V is Study of The Data Findings, this chapter presents the study about data findings of research object. Here, the researcher explained to answer the research problems.

And the last chapter is Chapter VI, it is Conclusions and Suggestion, this chapter presents the conclusion and suggestion of this research.

H. Previous Study

In this research with the title **The Implementation Of Instructional Planning in Natural Science Learning at MI Darul Ma'arif Plandaan Jombang**, the researcher also study the previous research from Mulhatim. The previous research is about “ANALISIS KESESUAIAN RENCANA PELAKSANAAN PEMBELAJARAN DENGAN PELAKSANAAN PEMBELAJARAN BIDANG STUDI IPA SD”. It is about how is the suitability between the plan of learning and the implementation in the classroom.

Then, the researcher also study some literature like “*Studi tentang sarana prasarana serta perencanaan pembelajaran guru pendidikan jasmani di sekolah menengah pertama se-kecamatan Ringinrejo Kabupaten Kediri by Efendi*”, then some international journal that related with natural science's learning, planning, and classroom management like *Building an Effective Classroom Management Plan by Dr. Sylvia Rockwell*, *A study of students' perceptions of science classroom learning*

environment and teacher-student interaction in Jammu : A cultural perspective by Rekha B Koul and Darrell Fisher .

However this research position is as the review for the previous research, but just how to make a planning of learning and its implementation. It is focuses in private Islamic primary school that the researcher's prediction it will have many problems in the planning activity that influence the learning process and classroom managements.



Chapter II

Review of Related Literature

In this research, the researcher study many literatures about the instructional planning. From the meaning of instructional planning, the models of instructional planning, the basic concept of instructional planning and the use of instructional planning. As the principle the researcher take more in the instructional planning's model point.

A. The Meaning of Instructional Planning

Recite the meaning of instructional planning it is better to look at Gagne opinion in the Wina Sanjaya's book said about the instructional planning.

Instruction is a set of event that effect learners in such a way that learning is facilitated¹.

Gagne opinion was teaching as a part of instruction. The function of the teacher as main role in the learning process have to be able manage and make a various kinds of learning sources that will used the students to learn everything. In the complete statements Gagne said that :

Why do we speak of instruction rather than teaching? It is because we wish to describe all of the events that may have a direct effect on the learning of a human being, not just those set in motion by individual who is a teacher. Instruction may include events that are generated by a page of print, by a picture, by a television program, or by combination of physical

¹ Wina Sanjaya, *Loc. Cit.*, page 27

objects, among other things. Of course a teacher may play an essential role in the arrangement of any of these events²

Gagne describe that the instruction is also important thing, he explain more that we wish to describe all of the events that may have a direct effect on the learning of a human being, not just those set in motion by individual who is a teacher. Instruction may include events that are generated by a page of print, by a picture, by a television program, or by combination of physical objects, among other things.

After recite from Gagne's opinions, we recite the instructional planning from the terminology side. The instructional planning consist of two words. There are instruction and planning. Firstly, the planning as a plan. We can say that a plan is taking a decisions about the act which have to choose for reaching the goals.

Make a planning have to start from make the goals which will reach from the analyzing of the needed and also the complete documents. Decided the steps is the next activities after analyzing the needed that to make a goals.

Perencanaan adalah awal dari semua proses suatu pelaksanaan kegiatan yang bersifat rasional. Dengan demikian seorang perencana harus dapat memvisualisasikan arah dan tujuan yang harus dicapai serta bagaimana cara untuk mencapai tujuan tersebut melalui pemanfaatan berbagai potensi yang ada agar proses pencapaian tujuannya itu efektif dan efisien³

² *Ibid.* page 28

³ *Ibid.* page 25

The planning is the first step to make goals of everything. The planning is also use in the instruction or learning, as we know that learning as a system that is usually have a goals which have to reached by the students. Instruction as a process from the planning. From the terminology side instruction or learning are able to said as the interaction process between teacher and students.

Pembelajaran dapat diartikan sebagai proses kerja sama antara guru dengan siswa dalam memanfaatkan segala potensi dan sumber yang ada baik potensi yang bersumber dari dalam siswa itu sendiri seperti minat, bakat dan kemampuan dasar yang dimiliki termasuk gaya belajar maupun potensi yang ada di luar diri siswa seperti lingkungan, sarana dan sumber belajar sebagai upaya untuk mencapai tujuan belajar tertentu⁴.

The steps to reach a goals in the instruction or learning process is an instructional planning. Instruction as a process from the planning. From the terminology side instruction or learning are able to said as the interaction process between teacher and students and relate with it The planning is the first step to make goals of everything. The planning is also use in the instruction or learning, as we know that learning as a system that is usually have a goals which have to reached by the students.

Perencanaan pembelajaran adalah proses pengambilan keputusan hasil berfikir secara rasional tentang sasaran dan tujuan pembelajaran tertentu, yakni perubahan perilaku serta rangkaian kegiatan yang harus dilaksanakan sebagai upaya pencapaian tujuan tersebut dengan memanfaatkan segala potensi dan sumber belajar yang ada. Hasil akhir dari proses pengambilan keputusan tersebut adalah tersusunnya dokumen yang berisi tentang hal-hal diatas, sehingga selanjutnya dokumen tersebut

⁴ *Ibid.* page 26

dapat dijadikan sebagai acuan dan pedoman dalam melaksanakan proses pembelajaran⁵.

From the concept that we get from the meaning of instructional planning, we can take the conclusion that the instructional planning have a special characteristics. The characteristics from the instructional planning as the standard to formulate the instructional planning.

Dari konsep tersebut, maka jelas perencanaan pembelajaran memiliki karakteristik sebagai berikut⁶ :

1. *Perencanaan pembelajaran merupakan hasil dari proses berpikir, artinya suatu perencanaan pembelajaran disusun tidak asal-asalan akan tetapi disusun dengan mempertimbangkan segala aspek yang mungkin dapat berpengaruh, disamping disusun dengan mempertimbangkan segala sumber daya yang dapat mendukung terhadap keberhasilan proses pembelajaran⁷.*
2. *Perencanaan pembelajaran disusun untuk mengubah perilaku siswa sesuai dengan tujuan yang ingin dicapai. Ini berarti focus utama dalam perencanaan pembelajaran adalah ketercapaian tujuan⁸.*
3. *Perencanaan pembelajaran berisi tentang rangkaian kegiatan yang harus dilaksanakan untuk mencapai tujuan. Oleh karena itulah, perencanaan pembelajaran dapat berfungsi sebagai pedoman dalam mendesain pembelajaran sesuai dengan kebutuhan⁹.*

There are three characteristics of the instructional planning. The first characteristics is the instructional planning as a system that arrange from thinking process. Make a planning have to start from make the goals

⁵ *Ibid.* page 28

⁶ *Ibid.* page 29

⁷ *Ibid.* page 29

⁸ *Ibid.* page 29

⁹ *Ibid.* page 29

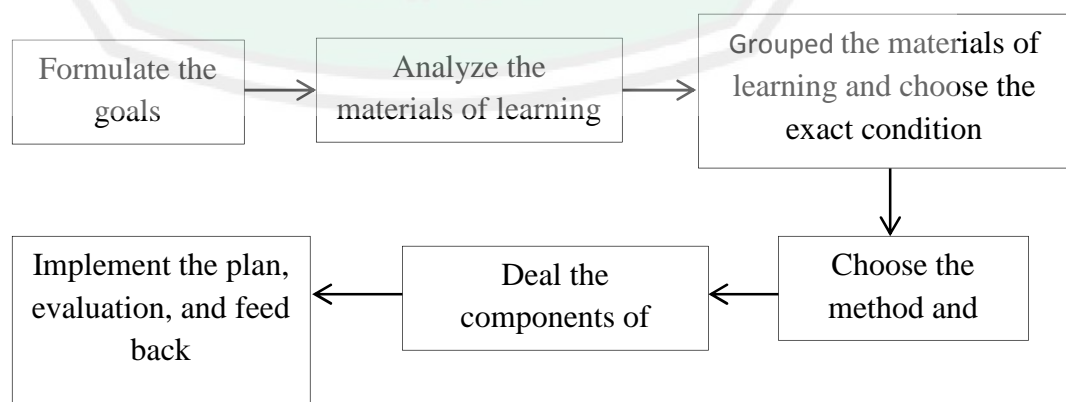
which will reach from the analyzing of the needed and also the complete documents. Decided the steps is the next activities after analyzing the needed that to make a goals.

The second characteristics are about the aim of instructional planning. Instructional planning arranged to change the student's behavior and attitude. The main focuses of instructional planning are the reach of the goals.

The last characteristics are about the steps of instructions or learning process. The steps of instruction or learning process are for reaching the goals. The instructional planning as a guide in the instruction's design process.

B. The Instructional Planning's Models

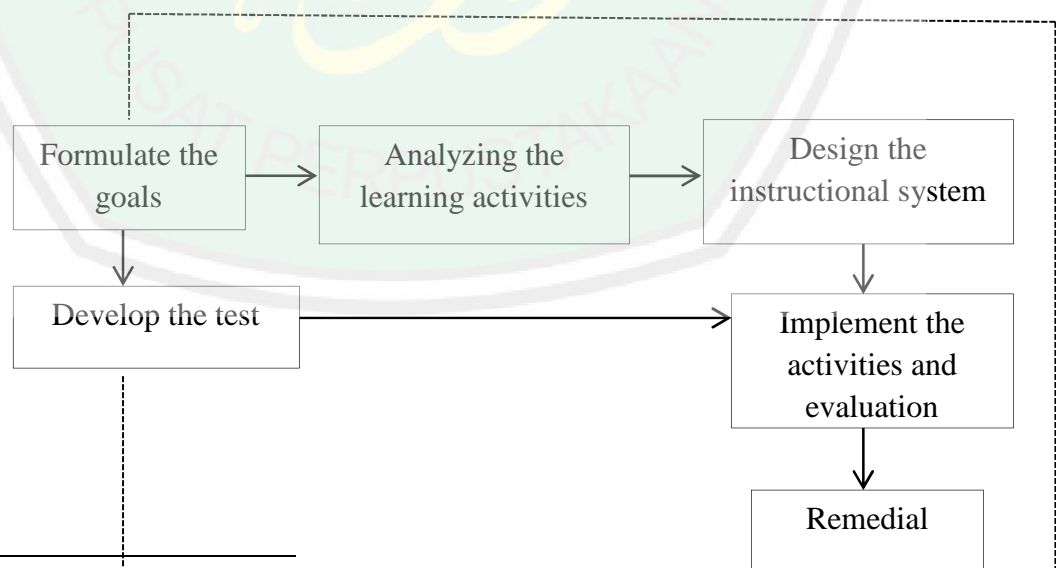
The instructional planning has many models. Every models there are many steps that used to reach the goal of learning. One kinds of the model is from Gagne and Brigs. The models that developed by Gagne and Brigs are like in the picture below.



Tahap awal dalam perencanaan pembelajaran dilakukan dengan merumuskan tujuan yang ingin dicapai. Dari tujuan yang ingin dicapai tersebut kemudian dilakukan analisis materi belajar yang akan disajikan dalam proses pembelajaran¹⁰.

The first step is formulating the goals of learning. Formulating the goals also guided with the curriculum which occurred in that time. The goals have found, then the next step is analyzing the materials of learning. The purpose from analyzing the materials of learning is to determine the group of material, choose the methodology, determine the media that exact with the student's needed.

The other instructional planning's models also developed by Bellah Banathy. The models have the comparison with Gagne and Brigs model. The first step is still formulating the goals, like in this picture:

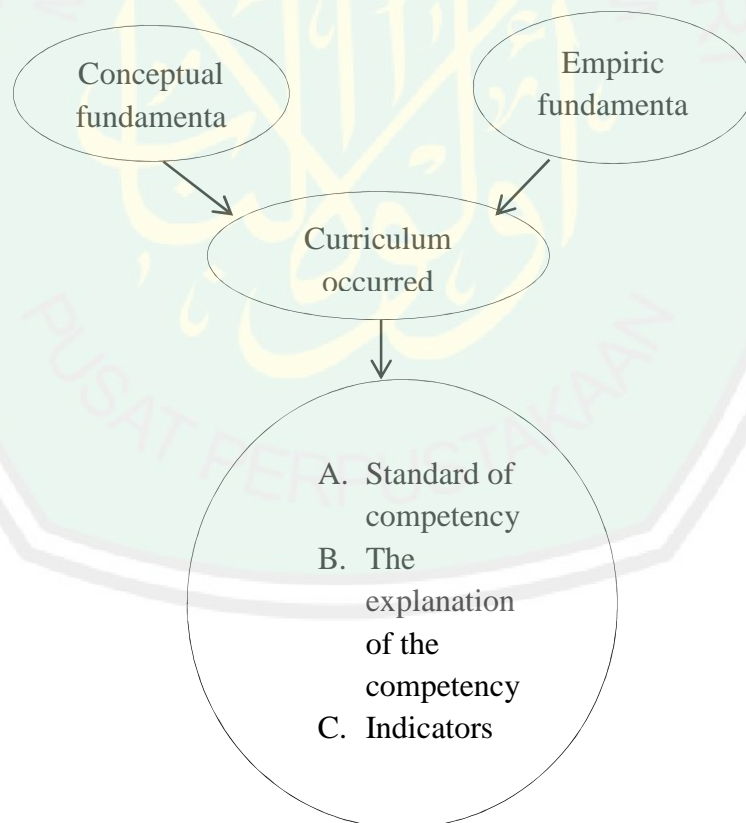


¹⁰ Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN-MALIKI Press, 2010), page 10

Feed back rows

Banathy mengembangkan rencana pembelajaran yang dimulai dari proses merumuskan tujuan. Dari hasil rumusan tujuan tersebut digunakan untuk menganalisis kegiatan pembelajaran dan mengembangkan tes¹¹.

Banathy model use a feed back rows. It is mean that all of the steps of make an instructional planning will be used to make a feed back when need to formulate the goals again. The model that used in Indonesia is KBK (basic curriculum of competency). Although the occurred curriculum right now is KTSP but the basic model to develop still use KBK model.



¹¹ *Ibid*, page 12

The implement of the standard of competency, after it has analyzed. It will be a syllabus of the subject. Syllabus for the subject will be described more in the instructional planning.

C. The Concept of Instructional Planning

Talk about an instructional planning usually related with the sets of equipment in that use in the learning process. However it is not about task book and the tools that students use. It is about the steps which will do to reach the purposes that have given in the curriculum. Make an instructional planning have to adjust with the needed of deadline, up to the owner of planning.

To study more deeply, first steps is study about the means of instructional planning. Here some arguments from people that explain about planning and will concluded to what is an instructional planning.

William H. Newman in his book Administration Techniques of Organization and Management and it include in Abdul Maid's book said that Planning is determine what will do. Planning containing of steps a verdict broad and penjelasan-penjelasn of purpose, determination policy, determination program, determination methods and procedur certain and determination of activity based on schedule daily¹².

The point we get from William H. Newman is live will run well if we have a plan. Since planning is determine what will we do and how to do, it will help us to manage our mind to make some combinations of

¹² Abdul Majid, *Loc. Cit.*, page 15

decisions from the purposes. It will become a procedure of our daily schedule. In the other side, Terry also said about the planning.

Terry, still in Abdul Majid's book said that planning is setting the work to be carried out by the group to achieve the objectives outlined. Planning includes the decision-making activities. For it takes the ability to organize and view visualizations to the fore in order to formulate a pattern of actions for the future¹³.

The main idea of plan is how to reach the goals. The first and second opinions has a equality, that they said about the management in the organizations. The organization has some purposes and formulate some system of action to actualized in the future. Then, the other opinion that related with both opinions said that a plan is early, beginning and the first step to do something.

Banghart and Trull, said that planning is the beginning of all processes that are rational and contain the nature of optimism based on the trust that will be able to overcome the various problems¹⁴.

Nana Sudjana , said that planning is a systematic process in decision about actions that will be undertaken in the future¹⁵.

Hadari Nawawi, said that planning means drawing up of measures the settlement something problem or exercise of an occupation was routed on the achievement of specific objectives¹⁶.

¹³ *Ibid*, page 16

¹⁴ *Ibid*

¹⁵ *Ibid*

¹⁶ *Ibid*

Since, planning have two kinds of goals. General goals and objective goals. It will decided in the system, especially in education system and soon. As the information, the systematic in education system is decide the purpose. After decide the purpose make a patterns of learning, combination and some activities that will reach the purpose. In the simple sentence :

The effectiveness of planning with regard to the preparation of a series of activities to achieve the purpose, can be measured with a factor of cooperation work programme planning, formulation of the madrasah, and the work programme implementation efforts in achieving the objectives¹⁷.

Only look at the planning's definition we have a temporal conclusion. How about the learning, to conclude what is an instructional planning also need to review about what is the learning. Learning as a process and the olanning in the learning side.

Mulyani Sumantri said that teaching is a way how to prepare learning experiences for learners¹⁸.

We can say that learning as a process that guided by the teacher, help the students and orientate the students. The activities of learning process has a purpose that give the experiences for students. However, make a plan in learning process consist of two concepts. Make a decision

¹⁷ *Ibid*

¹⁸ *Ibid*

process and professional knowledge of learning process. The decision that taken by the teacher have a various kinds from the simple decision to complex decision. The example of simple decision is about manage the classroom activities, then the complex decision is about the material that students will learn today.

Temporal conclusion from the planning and learning process is :

Planning can be defined as the process of the preparation of the subject matter, use of media teaching lessons, media use, the use of approaches and teaching methods, and assessments in an allocation of time which will be held on time in order to achieve the objectives that have been determined¹⁹.

There are mane concept in the instructional planning that look from some sides :

1. Instructional planning as a technology
2. Instructional planning as a system
3. Instructional planning as a discipline
4. Instructional planning as a science
5. Instructional planning as the process
6. Instructional planning as a realities

Instructional planning as the technology is the use of technique to develop the behavior and attitude of the students and it relate with the learning theory. The theory of learning that suitable with the instructional

¹⁹ *Ibid*, page 17

planning as the technology is constructivism theory to the solution of learning problems.

A planning that encourages the use of techniques that can develop cognitive and behavior theories of constructive solutions and problems of teaching²⁰.

The instructional planning as the system, because in instructional planning there is a procedure to run the learning activities. There is written about steps and the sources of learning.

A series of resources and procedures to drive instruction. Instructional systems development through a process of systematic subsequently implemented with reference to the planning system²¹.

Actually, instructional planning is a discipline and a science. Instructional planning as a discipline because an instructional planning always notice in the result of some research and some theories of learning strategy. It can influence the implementation in learning process.

Planning of learning is a branch of knowledge that always pays attention to the results of his research and theories on teaching strategies and the implementation of the strategy²².

However, the instructional planning also include as science because :

creations in detail the specifications of the development, implementation, evaluation, and maintenance of learning facilities and the situation will be

²⁰ *Ibid*

²¹ *Ibid*

²² *Ibid*

against a vast units and is narrower than the subject matter with all its complexity levels²³.

Then, an instructional planning as a process because in the instructional planning there are many steps. The steps how to learn, and how to evaluate the result of learning process. There always make analysis from every process and has a regular plot.

Development of learning in systematic used specifically on the basis of theories of learning and teaching of quality assurance of learning. In planning is done analysis necessity of learning process with groove that systematic method to achieve a purpose of learning. Including in evaluating against the subject matter and aktifitas-aktifitas teaching²⁴.

The last is an instructional planning as the realities. There is a flash back to make sure that the instructional planning has done suitable with the target. The target of science and do with systematic way.

The idea of teaching developed by providing teaching relationships over time in a process carried out with Planner check carefully that all activities were in accordance with the demands of science and implemented systematically²⁵.

The instructional planning have to suitable with the curriculum that occur at the time. Curriculum, especially syllabus become a guide to arrange the planning program, but the condition of school, environment, student's condition and teacher condition is the important one, don't ignore it.

²³ *Ibid*

²⁴ *Ibid*, page 18

²⁵ *Ibid*

D. The Principles of Instructional Planning

There are six principles of instructional planning;

1. The differences between the students
2. Make an active participations of students
3. Develop reading and writing culture
4. Feedback and action
5. Related
6. Implement the information and the communication technology

From six principle of instructional planning, we can explain one by one. For the first principle is the differences between students. It is about the needed of every student is different and the ability from each person have a level.

Implementation plan learning arranged with regard to gender differences, ability beginning, the level of intellectual, interest, motivation learning, talent, potential, ability social, emotions, learning style, special needs, speed learning, cultural backgrounds, norm, value and environmental learners²⁶.

Since, teacher have to consider where he teach, who is the students, when he teach and the important one is for what he teach, it is needed or no. especial for the students that have a special needed, teacher to fulfill their needed. Perhaps teacher can prepare a special material or implement certain strategy to teach that student. The ability to catch the material also

²⁶ Rusman, Opcit., page7.

need a full attention from the teacher when make an instructional planning.

Decide the time allocation, and the standart of material that will prepared.

The second principle is make an active participation of the students.

We can analyze this citation ;

A learning process designed with centered on learners to encourage motivation interest, creativity, the initiative inspiration; autonomy, and spirit of learning²⁷.

Students as the centre of learning process. There teacher make an instructional planning write the activity that make student active and always think. It is depending on the strategy, mostly the supervisor never give a suggestion to use a speech strategy only. They have to choose the other strategy or learning models that can increase student's activities.

The third principle is develop reading and writing culture. In the instructional planning is expected to increase student's interesting in reading and sometimes practice them to express with write something.

The learning process is designed to develop a penchant for reading, comprehension, and reading a variety of expression in various forms of writing²⁸.

This principle relate with the principle above. When teacher make many activities for students, this principle also include in as material's develop. We can see this principle in the lesson plan of language subject.

²⁷ *Ibid*, page 8

²⁸ *Ibid*

Sometimes we also find in the natural science subject, that students have to make a portfolio or the report from their experiment.

Still related with the second and the third principle, the fourth principle is about feed back and the action in learning activities. About how to make a question and the exercise that students have to do .

The draft implementation plan contains a learning program giving positive feedback, reinforcement, enrichment, and remidi²⁹.

Implementation plan learning arranged with regard to interconnectedness and integration between standard competence, competence base, matter of learning, learning activities, indicator attainment competence, judgment and source of learning in one indivisibility learning experience³⁰.

There must a coordination between standard of competency, basic competency, and indicators. As we know, when teacher make an instructional planning the firs steps is analyze the curriculum then make a syllabus. From syllabus we get a standard competency and basic competency. The next steps, teacher make a indicator, from that indicators we can decide about the materials, strategy that we will use, and about the evaluation that will take to measure the competency reach.

The last principle is implement the information technology and communication technology. We can look at this citation ;

Implementation plan learning arranged by considering the implementation of information technology and communication in an integrated, systematic, and effective appropriate for the situation and conditions³¹.

²⁹ *Ibid*

³⁰ *Ibid*

³¹ *Ibid*

Use the technology, information technology and communication technology as a media in learning activities. Mostly, teacher use video as a media. Now, we can find many kinds of media, like macromedia flash player and soon. So, make an instructional planning also plan about the media that will use, of course the media must explore the information and communication technology.

E. The Use of Instructional Planning

Many review of the instructional planning use. It make us realize how is the important to make a planning before we implement something. As an architect to make a great building, need a design and planning. It also occurred for the professional teacher.

Planning is agreement process and utilization of resources integrally expected can support activities and upaya- efforts would be held in efficient and effective in achieving its goal³².

The process of planning should be conducted in collaborative or coöperation, it means by involving the personnel school in all the planning stages³³.

The instructional planning will also have provoked those feelings (sense of belonging) that can give impetus to school teachers and personnel to try to the plan successfully. Certainly scope of this component include

³² Syaiful Sagala, *Konsep dan Makna Pembelajaran* (Bandung: Alfabeta, 2009), page 141

³³ *Ibid*

educational planning administration in curriculum, supervision, kemuridan, financial facilities, employment, special service, and public relations.

Planning learning plays an important role in guide the teacher for the job of professional as educator in serve the needs of learning the students. Planning teaching also meant as an initial step before a process of learning goes. A teacher before emptying into the classroom, have prepared a number of matter and teaching materials that will be delivered to students, so as to delivery of the materials conforming the direction and objectives set, it will be first in susun a planning that is feasible and mature. With a preparation of the planning that is ripe this technical problem can be overcome, stay teacher set scenario of learning that is effective in class according to the plan.

Chapter III

Research Method

In this chapter the researcher will describe about the research methodology. It is about the kind of data, the place of research and the type of research. Research approach applied in this research is qualitative research as case study research. In general, the definition of qualitative is all type of research which doesn't apply statistics procedure or any other quantitative procedure. Qualitative research is a research approach which tends to let the researcher to understand social phenomenon from the perspective of participant.

A. Approach and Type of The Research

Research approach applied in this research is qualitative research as case study research. In general, the definition of qualitative is all type of research which doesn't apply statistics procedure or any other quantitative procedure. Qualitative research is a research approach which tends to let the researcher to understand social phenomenon from the perspective of participant¹. Qualitative research has two main purposes: the first, to describe and explore and the second, to describe and explain².

The characteristics of qualitative research are:

¹Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2011), hlm.116

²*Ibid.*, hlm.60

- a. Kajian naturalistik: melihat situasi nyata yang berubah secara alamiah, terbuka, tidak ada rekayasa pengontrolan variabel
- b. Analisis induktif: mengungkap data khusus, detil, untuk menemukan kategori, dimensi, hubungan penting dan asli, dengan pertanyaan terbuka
- c. Holistik: totalitas fenomena dipahami sebagai sistem yang kompleks, keterkaitan menyeluruh tak dipotong padahal terpisah, sebab-akibat.
- d. Data kualitatif: deskripsi rinci-dalam, persepsi-pengalaman orang
- e. Hubungan dan persepsi pribadi: hubungan akrab peneliti-informan, persepsi dan pengalaman pribadi peneliti penting untuk pemahaman fenomena-fenomena
- f. Dinamis: perubahan terjadi terus, lihat proses desain fleksibel
- g. Orientasi keunikan: tiap situasi khas, pahami sifat khusus dan dalam konteks sosial-historis, analisis silang kasus, hubungan waktu-tempat
- h. Empati netral: subjektif murni, tidak dibuat-buat³

Based on the characteristics of qualitative research, the researcher try to Qualitative method is classified into two kinds, they are interactive qualitative and non-interactive qualitative. Interactive qualitative method is in –depth study which apply technique of data collection from the informant in his or her environment directly⁴. Non interactive qualitative method, also known as analytical research, tends to do research by doing documentary analysis. It does not collect data interactively or it does not apply interaction with human beings directly because the resources of data are from documentaries⁵.

In this research, the researcher apply interactive qualitative method and study case as its research design. It means that the research will be

³*Ibid.*, hlm.63

⁴*Ibid.*, hlm.61

⁵*Ibid.*, hlm.65

focused only on one elected phenomenon and it will be understood deeply by neglecting other phenomenon⁶. The phenomenon in this research is teaching learning management in science learning in 6th grade of MI Darul Ma'arif Jombang.

Then the researcher also use case study as the type of research. In general, study the case is more fit a question if basic research with regard to how or why. Question how and why will be diverted to contemporary, series of events where the research place have only a very small to have no chance at all to do control over the incident.

Studi kasus adalah suatu inkuiri empiris yang⁷ :

- Menyelidiki fenomena didalam konteks kehidupan nyata
- Batas-batas antara fenomena dan konteks tak tampak dengan tegas
- Multi sumber bukti dimanfaatkan

B. The Attendance of The Researcher

The attendance of the researcher is definitely important in this study because the researcher is the key instrument. In this study, the researcher act as participatory observer. Participatory observer join the activities of the group, but keep in doing her role.

C. Research Location

The researcher selected MI Darul Ma'arif which lies on Gebangbunder Plandaan Jombang, as research location by some reasons.

⁶*Ibid.*,hlm.99

⁷ Robert K. Yin, Studi Kasus Desain dan Metode, (Jakarta :PT. Rajagrafindo, 2006), hlm 18

MI Darul Ma'arif is a private Islamic educational institution that have a good program of education and extracurricular.

D. Source Data

There are two resources of data applied in this research, they are:

a. Primary Data

Primary data is data obtained directly from the source without any intermediaries, such as interviews and observations. The researcher conduct interview with the principle of school of MI MI Darul Ma'arif Gebang Bunder Plandaan Jombang and science teacher of MI Darul Ma'arif Gebang Bunder Plandaan Jombang

b. Secondary Data

Secondary data is data which collected from data that already exist in the form of documents. Secondary data in this research are syllabus, lesson plans, student assessment instruments, KKM, list of students' mark, and others.

E. Data Collected

a. In-depth Interview

Generally, in-depth interview is the process of obtaining information by giving question directly between the researcher and informant, with or without using interview guideline, in which the

interviewer (the researcher) and the informant involved in the social life for a relatively long time.

In this research, the researcher prepares interview guideline which consists of questions list to be answered by respondent.

b. Observation

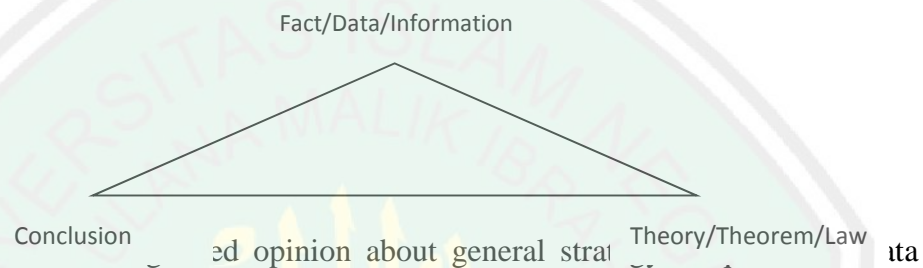
Observation is a technique or a way of collecting data by conducting ongoing observation. The researcher acts as participant observation in this study so that the researcher participating in activities happened in madrasah. Things that are observed in this study is the situation in the planning, implementation, and assessment phase of science learning in 5th and 6th grade in MI Darul Ma'arif Gebang Bunder Plandaan Jombang.

c. Documentary Study

Documentary study is a technique of data collection by obtaining and analyzing documentaries. The researcher obtain data, such as (1) instructional planning documents which covers lesson plans, syllabus, etc, (2) instructional implementation documents which covers classroom observation form (3) instructional assessment documents which covers assessment instrument, KKM, and students' mark.

F. Data Analysis

Qualitative analysis tends to apply inductive logic approach, in which the syllogism is built based on specific things or data in the field and lead to general conclusions. Thus, this approach uses logical thinking like a pyramid as below.



analysis as follows:

Bogdan & Biklen, (1982) mengatakan analisis data kualitatif adalah upaya yang dilakukan dengan jalan:

- a. Bekerja dengan data
- b. Mengorganisasikan data
- c. Memilah-milahnya menjadi satuan yang dapat dikelola
- d. Menyintesiskannya
- e. Mencari dan menemukan pola
- f. Menemukan apa yang penting dan apa yang dipelajari
- g. Memutuskan apa yang dapat diceriterakan pada orang lain

G. Checking The Validity of Data

a. Prolonged and Persistent Field Work

Qualitative researcher is person who conducts interview and observation to informants directly. Thus, qualitative researcher has long time with the informants until data saturation is attained⁸. By doing

⁸Burhan Bungin, *Penelitian Kualitatif: Kualitatif, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya* (Jakarta: Kencana, 2010), hlm.255

prolonged and persistent field work, it expected that the researcher can have longer time to check the validity of information.

b. Persistent Observation

In order to attaining high data validity, the researcher should increase persistence in conducting observation⁹.The purpose of doing persistent observation is to get in-depth data.

c. Triangulation

One of the most important and the easiest way to check the validity of data in research is by doing method triangulation, theory triangulation, and data resources triangulation.Triangulation in this research ismethod triangulation, theory triangulation, and data resources triangulation that is triangulation is the principle of school of MI Darul Ma'arif, science teacher in MI Darul Ma'arif, and documentaries.

H. Phase of The Research

a. Pre Field Phase

In this phase, the researcher visited the location of research, that is MI Darul Ma'arif Gebang Bunder Plandaan Jombang to get correct

⁹*Ibid.*,hlm.256

description about the object of research. The researcher find out information from people who have in-depth understanding about the location of research, which in this case are the principle of school of MI Darul Ma'arif Gebang Bunder Plandaan Jombang. The researcher prepared permission to conduct research, elected informants, and research equipment which will be needed along the research.

b. Research Phase

The researcher continue observation in the location of research. In this phase, the researcher try to get deeper information.

c. Data Analysis Phase

The third phase is data analysis phase. The researcher docheck data validity to the data collected. The data collected which already valid will be processed to get the final result of the research.

Chapter IV

Research Report

In this chapter, the researcher will describe about the result of observation, depth interview as a research activities. As the profile of the school the researcher write the history of MI Darul Ma'arif and the next point is describing the result of research activities. The researcher also show many photos that have taken when the researcher come to this school.

A. The School's History

MI Darul ma'arif had built since 1950 century. It placed west from An Nur Mosque in Gebang Bunder. However the situation at that time was colonized era, then the studied activities moved from door to door.

In the 1965 Mr. Abdul Wahab the one of figure in the society invited the other society figure to discussed built this school again but moved to the other placed, the figures were : Mr. Ahmad Dayus, Mr. Anwar, Mr. Abdul Ghofur. They got the result that would built Islamic primary school again. So, in the 1966 there was started to built one building of the school on the Mr. Djayus's land with the fee of society. The learning activities started in the morning and the main subject was religious subject (diniyah).

Then the teachers were the person that wanted to guided with pleasure. In the 1968 the school was moving in the Mrs. Muslichah's donated land with the building as 16 m in the length and wide more that 7 m. The building's fee was gotten from the government about Rp. 20.000 and from the society.

In the begining this school was including as Mambaul Ma'arif Denanyar jombang, so the school's named was Madrasah Mambaul Ma'arif. The years of 1984 one of figure wanted to built own instituted and leaved Mambaul Ma'arif instituted Denanyar. Finally, as the suggestion from Mr. Haliem then it had built Darul Ma'arif Institution, it changed to be MI Darul Ma'arif. The learning activities was in the morning and the first principle of school is Mr. Hasyim.

In the 1986 MI Darul Ma'arif had a learning activities in the morning again with the next principle of school was Mr. Badjoeri. MI Darul Ma'arif got an operational licensed from the religious ministry at 1st of April 1989. The licensed was number : W.m. 06.02/7.202/A/Kep./1989 as the ministry was Mr. H.A.M. Harwono, LML.

This school also had many achievements in the academic area and non academic area. And now, this school is placed in Jln. Arjuna No. 08 Gebangbunder Plandaan Jombang, Indonesia 61456. The principle of school is Mr. Nasrullah with his programs. Once of his program is take a

dhuha prayer together, then continuous with practice to learn Al Qur'an. This Activities is start in the 06.30, and the learning activities is starting from 07.30. MI Darul Ma'arif has a vision and mission, these are :

VISI¹

“ TERWUJUDNYA INSAN YANG BERIMAN, BERILMU, BERAMAL, BERAKHLAKUL KARIMAH, KREATIF DAN MANDIRI “

MISI²:

1. Menumbuhkan sikap, perilaku, dan amaliah keagamaanislam di Madrasah.
2. Meningkatkan kualitas mutu pendidik dan tenaga kependidikan dengan selalu berorientasi pada pelajaran.
3. Mendorong, membantu dan memfasilitasi siswa untuk mengembangkan kemampuan, bakat, dan minatnya, sehingga dapat dikembangkan secara optimal dan memiliki daya saing yang tinggi.
4. Mewujudkan madrasah sebagai lembaga yang mendapatkan kepercayaan dari masyarakat.

This Islamic primary school have a good program to develop the religious view for the students. But the society in this village were uninteresting to make their child to study here³. Mostly, the students come from the other area. The researcher knew when the researcher come to this school and saw many student didn't come to school own selves. Then the researcher asked a question to the teacher who researcher met. On 16th of

¹ Vision of MI Darul Ma'arif Plandaan Jombang

² mission of MI Darul Ma'arif Plandaan Jombang

³ The researcher daily observation

May 2012, the first steps of observation before research activities, at 09:00 met with Mrs. Uswatun Nuriyanah, S. Pd the teacher of first grade.

Rata-rata siswa yang belajar di sekolah ini berasal dari luar daerah. Mungkin karena tempat sekolah ini berada di perbatasan antara kabupaten Nganjuk dan kabupaten Jombang⁴.

The researcher asked again about the society, why the society didn't interest with this school. Then M.rs Uswatun answered :

Madrasah di daerah ini juga masih kalah dengan SD negeri. Masyarakat sekitar sini lebih suka menyekolahkan anak-anaknya di sekolah tersebut⁵.

The researcher got a conclusion that the society still though if the Islamic school had low quality than the state primary school. For that day, the observation stopped after the researcher looked around all the school then discussed with the principle of school what class would took. The researcher explained that the research would not a classroom action research so the researcher only asked the natural science's teacher in this school.

B. The Cooperation Between Principle of School and The Teacher

The principle of school was ready to guided the teacher to made an instructional plan own self. The relationship between the principle of

⁴ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of May 2012

⁵ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of May 2012

school and all teachers was not only leader and the teachers, but also as a friends that was sharing in the same struggle. The reason why the principle of school wanted to guided was just to reached the quality as liked as the stated primary school.

The impact from the cooperation between the principle of school and the teachers may looked from the teacher's worked. They forced to made an instructional planning own selves although they felt perforce at the first time. After the teachers often formulate an instructional planning it would be accustoming the teachers to work hard and effort to be an professional teacher.

The other impact as the researcher daily observation, at the October 2012 there would be an supervisor from the department of religion. The teacher looked so busy to prepared some instructional planning from analyze an effective day till lesson plan. The perforce to made an instructional planning gave them the positive impact. That they didn't need an other hard worked to prepared it.

The researcher felt that was an interested finding in the private village that located in the village with the minim students and mostly the teacher were not from the primary school education background. However mostly just copied and pasted from the other documents, but it was the

indicator that the teacher had a volition to made the planning that would handle their class.

C. The Background to Formulate The instructional Planning

The planning was so important especially in the learning management because planning included all components that needed in the learning process. especially in this school with a minim students, needed to formulated a good planning if the teacher wanted to get a good study result.

In this village the society mostly sent their child to the state primary school or to the boarding school in the other region. The reason that concluded by the researcher was about the teacher education background in this school. Mostly from the senior high school graduation and the other from the high education but it had no primary school teacher education background.

However the principle of school took a good way to threated the teacher for formulating the instructional planning own self. It purposed to made for the teacher's quality in MI Darul Ma'arif equal with the teacher in the state primary school.

In MI Darul Ma'arif Plandaan Jombang as a private Islamic primary school had a rule for all the teachers to make an instructional planning own self. A normal procedure to make an instructional planning

is from view steps. The first step is analyze the basic competency and Standard of competency. Teachers get the standard of competency and basic of competency from curriculum in the standard of content. If the teacher get the standard of competency and basic competency, they have to make an indicators as the signal that their purpose of learning have reach.

The teachers get some important point of learning process. It is not the last steps. The next obligation for the teachers are determine the allocation of time. Time is the most important one in the learning process. Time hold the management of classroom. To manage the time teachers usually analyze the academic calendar. Every school have each academic calendar then the teachers have to get it.

Teacher analyze the calendar of academic to make an effective weekly planning (RPE). An effective weekly planning is about the determine of time in every standard of competency, basic of competency and the indicators. In every meeting how minutes they need to finish some indicators or one basic competency.

There is the determined of the time in the effective weekly planning. How many meeting will need to solve one standard of competency. It is not finish yet because the next activities are make a program of the year (prota). In this program of the year there write a standard of competency and basic of competency then the time that needed.

D. Data Presentation

Madrasah Ibtida'iyah Darul Ma'arif Plandaan Jombang, have one special teacher that only handle the Natural Science learning. The teacher is mrs. Eny Mustikawati, S. Pd. When the researcher was observing in there school, the principle of school Mr. Nasrullah recommended her as the informant in this research. Then this was the structure of organizations,

Before met the natural science's teacher, the researcher talked with the principle of school. Mr. Nasrullah is graduated from the same university as the researcher study now. Maulana Malik Ibrahim State Islamic University of Malang. But he studied at Islamic Study Department, however it also the same faculty with the researcher department. He was very kind, he talked more about his program like take dhuha prayer together before study. He explained, that this program was purposed to make a students usual with dhuha prayer from the primary school. Before dhuha prayer the students had an activities like in TPQ Activities. Heard it, the researcher felt so amazed. Was that a real character education in the primary school.

The principle of school also permitted The researcher to take some picture and asked the other question. The researcher asked the main aim went to this school. The researcher asked about science learning and about

the instructional planning in the science learning. Then, the researcher also take a picture about the other teacher's data.

Then, it was time to found Mrs. Enny. One of the student run to called her. Because at that time she still in the 5th class to did her activities. The natural science's teacher was coming to the office. So, Mr. Nasrullah introduced her. We asked each other and once more she introduced her self again.

She was graduated from IKIP Surabaya known State University of Surabaya in the chemical department. That made the researcher interested because she teach in the primary school level but she never got study about basic education.

“Saya itu backgroundnya bukan dari pendidikan dasar, saya lulus dari IKIP Surabaya tahun 1997 kemudian pulang ke kampung halaman dan mengajar di MI ini sebagai guru IPA dari kelas tiga sampai kelas 6”⁶

That was the result of the depth interview in 20th of May 2012, when the researcher did the interview the situation was very silent because in the morning all students have obligation to took a dhuha prayer in the school's mosque. The researcher had heard the teacher's story about her graduation, then the researcher though that there is no problem if she didn't has a knowledge about basic education. So, the researcher asked about the instructional planning in science learning especially in that school.

⁶ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 20th of May 2012

In the other side the researcher got a depth interview with principle of school, M. r. Nasrullah said that although MI Darul Ma'arif was a private school in the village but he made a role for all teachers in that school to make an instructional planning in the each learning own selves.

How interesting, mostly in that school the teacher didn't graduate from first degree. They were graduating from senior high school then continued their study in the opened University. Also the students that study there mostly from the other sub district not from native people.

The researcher's interview continued on 16th of October 2012. That deliberated, the researcher came to the school without any confirmation. The acted like that was purposed to got a real information and situation. So that this research had a actual information with real conditions and situations.

Arrived at 09:00 pm, the school was very quite because all the students had to learned. The researcher walked to the teacher office. Fortunately, the science's teacher was still there. She had a class at 09:45 a. m, today she got a 3rd grade natural science subject. We were waiting for the time, so the researcher used the time to get a little interview with Mrs. Enny.



This picture was the situation when the researcher arrived to this school. All of the students got a subject in each classroom. The main destination was the teacher's office, because the researcher knew that M.rs

Enny didn't has a schedule in the morning.

Saw the researcher come to this school, M.rs Enny felt surprised. She explained about her schedule this day. Then she also said something that make the researcher felt disappointed.

Hari ini saya tidak membuat RPP, Mbak. Daridulu saya tidak pernah membuat RPP kecuali nanti di kalau ada supervisi baru saya menyelesaikan perangkat yang lain juga⁷

How a surprised, in the lecturer proses the researcher as the candidate of a teacher was learned about a lesson plan that the obligation for the teacher before run a learning process. The researcher was very curious, so ask some question and Mrs. Enny answer the question fluently.

Kalau pelatihan pembuatan RPP itu sering saya ikuti. Tapi tetap saja saya kurang paham. Orang pada akhirnya kita dapat soft file jadi bisa langsung copy paste saja.⁸

⁷ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of October 2012

Beda lagi untuk guru yang ada di MIN, seperti MIN Kauman Utara Jombang atau paling dekat MIN Pojok Klitih, mereka bias membuat RPP sendiri. Mungkin status mereka PNS jadi semangat membuat RPP.⁹

That was a difficult situation when she compare official teacher with the teacher in that school. However a professional teacher was a teacher that can fulfill their obligation, one of the obligations was making a lesson plan and the other instructional planning. Then the researcher gave some question again, that was about what did she though if she run a learning process without any preparations before.

Saya sudah terbiasa begini selama 16 tahun mengajar. Sama sekali tidak ada kesulitan. Dari dulu RPP sudah ada namun namanya bukan RPP. Dan yang saya rasa mengajar dengan RPP memang baik, namun saya tidak menguasai apa itu EEK (eksplorasi, elaborasi, konfirmasi. Begini saja, yang penting para siswa mengerti dan target materinya cepat selesai.¹⁰

So that the teacher feel that she had many experienced, then what lesson plan for if she could got a target to finish materials on time. She took an instructional planning then gave to the researcher. The instructional planning sets were about RPE, prota, promes, syllabus, lesson plan and academic calendar.

⁸ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of October 2012

⁹ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of October 2012

¹⁰ Deph interview with Mrs. Enny, the natural science's teacher in MI Darul Ma'arif Jombang, in 16th of October 2012

Ini beberapa perangkat mengajar saya. Mulai dari kalender akademik sampai rpp. Kebetulan minggu depan ada supervisi dan saya harus menyelesaikan untuk semester ini beberapa perangkat lagi

It was forced or no, she had work as a professional teacher in the state primary school liked usual. Analyze the standard of competency and basic competency. Although she didn't make an indicators own self.

This was a cover of instructional planning sets. The instructional planning set's condition was not good again because the corner of it look some broke. The researcher tried to opened this document. Liked as the cover it consisted of the instructional planning set. The main destiny was lesson plan. However it was right that the lesson plan just take from the exist document, it was just copying then paste.

The prota and the promes like as usual program in the state primary school. Then the researcher question was, it implementing or just a beautiful writing in the white paper? The researcher question was answered with the teacher's respect that she never made a lesson plan, so the temporal conclusion the teacher never saw the allocation of the time and made a learning process just to gave out the natural science's material.

The Years program (prota) had shown by the teacher. The researcher didn't get a soft file from the teacher. The teacher said that she didn't make a soft file. Then the teacher also said that the cover of all

instructional components in the wrong condition. It was because the teacher never used this documents.



It was time to come to the class. The teacher and the researcher went to class together. The class was so crowded. The picture in the side is the situation when M.rs Enny started the learning process. The

researcher come to the classroom. The teacher was opening the learning process. It was greeting. Then, she asked about the last met. The researcher understood, that the theme of this day was the health environments. It planed or not planed, the teacher use an interactive learning with asked the students one by one about the example in each environments. When the learning process was running, the researcher looked around the classroom. There was no guided book for students. In the student's table there was a note book and student's worksheet.

In the behind of the classroom, there was a portfolio. This portfolio was for the student's worked and task. It was not tidy up. Back to the learning process. The class become crowded again. It was because the teacher made them to did their worksheet. Then they discuss together. Till the last of learning process, the researcher never seen the media of learning. So, temporal conclusion again that the teacher never prepared her activities

in the learning process. It was about her experience, just coming to the classroom, teaching, and gave the homework. She also said that the media for teaching natural science broke. There were many media for natural science teaching set. Although if the media didn't break the teacher was never invite the students to got a simple experience.

The learning process was over. Back to teacher's office there was a little discussion between natural science's teacher and the researcher. Based on the researcher observation in the classroom the teacher had use exploration, elaboration and confirmation. Exploration, when she asked the student's knowledge about the health environment and the kind of health environment. Elaboration had done, but in this case the learning process is focused to the teacher not to the students. Then, the confirmation when the teacher and the students discussed together from the student's worksheet. It was a kind of confirmation.

How to opened the learning process is standard. Just greeting and asked the last learning. If there any problem, teacher would to explain again but if there was no problem the learning process had to go on.

It was about the planning of learning. Planning can be defined as the process of the preparation of the subject matter, use of media teaching lessons, media use, the use of approaches and teaching methods, and assessments in an allocation of time which will be held on time in order to

achieve the objectives that have been determined. The teacher was able to use exploration, elaboration and confirmation without make a lesson plan. But it was not good as a professional teacher. Although she had many experience in the teaching process, but she never prepare her activities to the classroom.

And from the researcher's observation in this school with the natural science's teacher, the researcher got some facts, there are:

- a. The natural science's teacher doesn't make a lesson plan by own self. Its mean that the lesson plan has available from the workshop about teacher professionalism that has followed.
- b. Because the teacher also handle 3rd grade and we know that in this grade still use a thematic learning but the teacher never studied about thematic learning.
- c. Sometimes, teacher forget to make a lesson plan. Just come to the class and teach like usual. Teacher can enjoy the learning process because the teacher have experience in teaching learning more than 16 years old.

It can apologize when teacher just copy and then paste the lesson plan, but the researcher want to know how it will use and how important the lesson plan from the teacher. The researcher feel that the teacher have more experience in teaching learning but the natural science's teacher

almost ignore that, instructional planning that an important one to run a learning process.

It had there in the government's role that teacher before run a learning process had to made an instructional planning. Especially in natural science learning. The researcher also get an interview with the students of this school. At the 31st of October 2012 with the 4th grade students. A little girl said that she liked natural science subject. But seldom, it made her felt bored. Never got a simple experience just did her student's worksheet. But it still made her loved this subject so much. And the other students expected that a natural science learning had to run with enjoying situation. Not just opened task book, heard the teacher said then it happened again and again, did their student's worksheet.

Chapter V

Research Discussion

A. The Procedure to Formulate The Instructional Planing of Natural Science Learning at MI Darul Ma'arif Jombang

In MI Darul Ma'arif Plandaan Jombang as a private Islamic primary school had a rule for all the teachers to make an instructional planning own self. A normal procedure to make an instructional planning is from view steps. The first step is analyze the basic competency and Standard of competency. Teachers get the standard of competency and basic of competency from curriculum in the standard of content. If the teacher get the standard of competency and basic competency, they have to make an indicators as the signal that their purpose of learning have reach.

The teachers get some important point of learning process. It is not the last steps. The next obligation for the teachers are determine the allocation of time. Time is the most important one in the learning process. Time hold the management of classroom. To manage the time teachers usually analyze the academic calendar. Every school have each academic calendar then the teachers have to get it.

Teacher analyze the calendar of academic to make an effective weekly planning (RPE). An effective weekly planning is about the

determine of time in every standard of competency, basic of competency and the indicators. In every meeting how minutes they need to finish some indicators or one basic competency.

There is the determined of the time in the effective weekly planning. How many meeting will need to solve one standard of competency. It is not finish yet because the next activities are make a program of the year (prota). In this program of the year there write a standard of competency and basic of competency then the time that needed.

Natural science learning there are many standard of competency and mostly the meeting in the one week is three days with allocation two hours more than 35 minutes in a day. If the teachers have finished the program of year they have to make a semester program (promes). A semester programs consist of standard of competency, basic of competency, indicators and also the allocation of the time. The allocation of the time that needed to reach the natural science learning purposes for one semester. We can see many colors in the semester program. The red one usually use as ineffective week and the other color is about effective week that is usually use to run the learning process. natural science learning has three time for one week and it need more time, like mathematics learning.

The semester program have cleared, the next steps is formulate a syllabus. In the syllabus there is a media, materials, and the purposes of

science learning. Syllabus is a key to make a lesson plan. It makes the researcher feel sorry when the researcher know that the natural science teacher didn't make a lesson plan. If teacher is able to make an indicators, the conclusion that can take is the teacher able to develop the lesson plan with the various learning methods.

Make a lesson plan from the old lesson plan, just copy then paste to the own documents. It is not wrong, but it makes the teacher look no creativity. No creation then teacher feel that the planning in the learning process is unimportant one.

Planning process is influence the learning process. from the research activities above the researcher got many things that related with the planning process. Look the activities on the classroom, how to opened the learning process is standard. Just greeting and asked the last learning. If there any problem, teacher would to explain again but if there was no problem the learning process had to go on.

It was about the planning of learning. Planning can be defined as the process of the preparation of the subject matter, use of media teaching lessons, media use, the use of approaches and teaching methods, and assessments in an allocation of time which will be held on time in order to achieve the objectives that have been determined. The teacher was able to use exploration, elaboration and confirmation without make a lesson plan. But it was not good as a professional teacher. Although she had many

experience in the teaching process, but she never prepare her activities to the classroom.

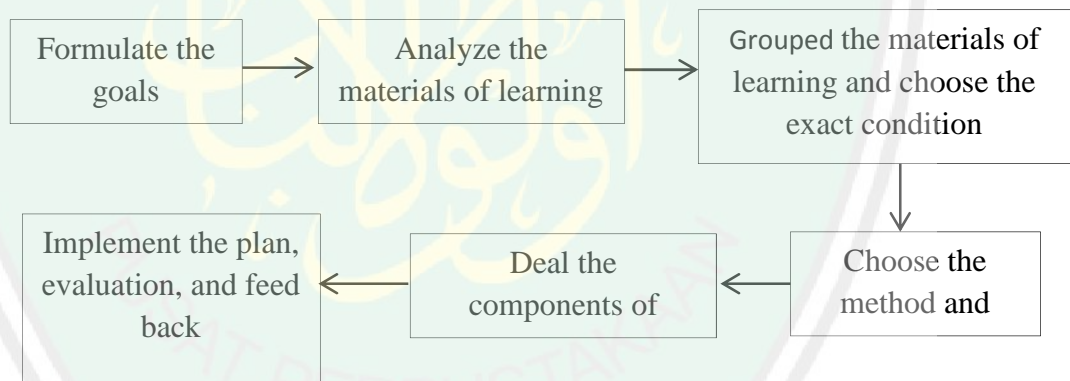
And from the researcher's observation in this school with the natural science's teacher, the researcher got some facts, there are the natural science's teacher doesn't make a lesson plan by own self. Its mean that the lesson plans has available from the workshop about teacher professionalism that has followed. Because the teacher also handle 3rd grade and we know that in this grade still use a thematic learning but the teacher never studied about thematic learning. Sometimes, teacher forgets to make a lesson plan. Just come to the class and teach like usual. Teacher can enjoy the learning process because the teacher has experience in teaching learning more than 16 years old.

It can apologize when teacher just copy and then paste the lesson plan, but the researcher want to know how it will use and how important the lesson plan from the teacher. The researcher feel that the teacher have more experience in teaching learning but the natural science's teacher almost ignore that, instructional planning that an important one to run a learning process.

It had there in the government's role that teacher before run a learning process had to made an instructional planning. Especially in natural's science learning.

As the models of instructional planning, the teacher has to follow the steps. For example use a KBK models because it suitable with the curriculum that occurred right now. Generally we can see in the Gagne models, look at the picture :

The first step is formulating the goals of learning. Formulating the goals also guided with the curriculum which occurred in that time. The goals have found, then the next step is analyzing the materials of learning. The purpose from analyzing the materials of learning is to determine the group of material, choose the methodology, determine the media that exact with the student's needed.



One of the example to make an instructional planning. Between KBK models, Gagne and Brigs Model there are a relationship. The Gagne and Brigs models as the general description for KBK models. KBK models is a special design that occurred in Indonesia and as the basic foundation of occurred curriculum, KTSP.

If we look at the lesson plan that used by the teacher, the lesson plan is suitable. But it is not teacher's work. Teacher doesn't make an instructional planning own self.

B. The Suitability Between The Instructional Planing and The Implementation of Natural Science Learning at MI Darul Ma'arif Jombang

Talk about an instructional planning usually related with the sets of equipment in that use in the learning process. However it is not about task book and the tools that students use. It is about the steps which will do to reach the purposes that have given in the curriculum. Make an instructional planning have to adjust with the needed of deadline, up to the owner of planning

Based on the models of instructional planning, there should be an implementation of the instructional planning. In this case the teacher doesn't make an instructional own self. How it can implement in the classroom.

There is no suitability between the instructional planning and the implementation in the classroom. as a reference, the instructional components that she give to the principle of school and the supervisor she

never implement it in the classroom. The main idea of plan is how to reach the goals. The first and second opinions has a equality, that they said about the management in the organizations. The organization has some purposes and formulate some system of action to actualized in the future. Then, the other opinion that related with both opinions said that a plan is early, beginning and the first step to do something.

When the teacher never implement the instructional planning in the classroom and we know that The main idea of plan is how to reach the goals, then we can say that the teacher doesn't reach the goals of learning. Teacher only reach the fastest time to using up the time. The materials have finished before the last semester examination.

It is also run into the principle of instructional planning. We kow that there are six principles of instructional planning;

1. The differences between the students
2. Make an active participations of students
3. Develop reading and writing culture
4. Feedback and action
5. Related
6. Implement the information and the communication technology

From six principle of instructional planning, we can explain one by one. For the first principle is the differences between students. It is about

the needed of every student is different and the ability from each person have a level.

Since, teacher have to consider where he teach, who is the students, when he teach and the important one is for what he teach, it is needed or no. especial for the students that have a special needed, teacher to fulfill their needed. Perhaps teacher can prepare a special material or implement certain strategy to teach that student. The ability to catch the material also need a full attention from the teacher when make an instructional planning. Decide the time allocation, and the standard of material that will prepared.

Students as the centre of learning process. There teacher make an instructional planning write the activity that make student active and always think. It is depending on the strategy, mostly the supervisor never give a suggestion to use a speech strategy only. They have to choose the other strategy or learning models that can increase student's activities.

The third principle is develop reading and writing culture. In the instructional planning is expected to increase student's interesting in reading and sometimes practice them to express with write something.

This principle relate with the principle above. When teacher make many activities for students, this principle also include in as material's develop. We can see this principle in the lesson plan of language subject.

Sometimes we also find in the natural science subject, that students have to make a portfolio or the report from their experiment.

Still related with the second and the third principle, the fourth principle is about feed back and the action in learning activities. About how to make a question and the exercise that students have to do .

There must a coordination between standard of competency, basic competency, and indicators. As we know, when teacher make an instructional planning the first steps is analyze the curriculum then make a syllabus. From syllabus we get a standard competency and basic competency. The next steps, teacher make a indicator, from that indicators we can decide about the materials, strategy that we will use, and about the evaluation that will take to measure the competency reach.

Planning learning plays an important role in guide the teacher for the job of professional as educator in serve the needs of learning the students. Planning teaching also meant as an initial step before a process of learning goes. A teacher before emptying into the classroom, have prepared a number of matter and teaching materials that will be delivered to students, so as to delivery of the materials conforming the direction and objectives set, it will be first in susun a planning that is feasible and mature. With a preparation of the planning that is ripe this technical problem can be overcome, stay teacher set scenario of learning that is effective in class according to the plan.

There are just a theory in the book. In the reality, teacher teach without many preparation. If folded back, based on the researcher observation the teacher has use an exploration and elaboration to the students. But we can't say that there is a suitability, because the researcher mean about the suitability between planning and the learning process. it was not suitable Because the natural science teacher never make an instructional planning own self. She just copied than pasted it from the other documents. When she was teaching at the classroom she didn't use a lesson plan as guidance. She will use the lesson plan when she knows that the principle of school come to her class, but when the principle of school has gone from the classroom she back to her own teaching style. The teacher's learning style was only open the worksheet then do the exercise. The last activities was giving the homework.

C. The Problem to Implementation The Instructional Planing in Natural Science Learning at MI Darul Ma'arif Jombang

In order to make some instructional planning the curriculum that this school used is follow the government's rule about standard of content¹. And from the researcher's observation in this school with the natural science's teacher, the researcher got some facts, there are:

- a. The natural science's teacher doesn't make a lesson plan by own self. Its mean that the lesson plan has available from the workshop about teacher professionalism that has followed.
- b. Because the teacher also handle 3rd grade and we know that in this grade still use a thematic learning but the teacher never studied about thematic learning.
- c. Sometimes, teacher forget to make a lesson plan. Just come to the class and teach like usual. Teacher can enjoy the learning process because the teacher have experience in teaching learning more than 14 years old.

It can apologize when teacher just copy and then paste the lesson plan, but the researcher want to know how it will use and how important the lesson plan from the teacher. The researcher feel that the teacher have more experience in teaching learning but the natural science's teacher almost ignore that, instructional planning that an important one to run a learning process.

The problem to implement an instructional planning is from the teacher. The teacher feel lazy to make an instructional planning, especially make a lesson plan. When the teacher make lesson plan it also decide what a certain learning strategy, it influenced by the count of the students. There is minim students in this school so the teacher will think again if will use a certain strategy.

It is also about the status, and the location of this school. Along the depth interview the teacher usually discuss about the status. She mention in the state Islamic primary school that the teacher make an instructional planning own self. An official teacher with a higher salary is the reason from the teacher. She think that when a teacher become an official teacher these teacher will have much spirit to make an instructional planning

The problem is from the teacher. Along the depth interview the teacher usually discuss about the status. She mention in the state Islamic primary school that the teacher make an instructional planning own self. An official teacher with a higher salary is the reason from the teacher. She think that when a teacher become an official teacher these teacher will have much spirit to make an instructional planning because it is suitable with the hard work.

The next problem is from this school. The private school in the village, there is no competition between the teachers to be the best teacher. Although the principle of school is always asking her to make an instructional planning own self, there is no respect from the environment.

Chapter VI

Conclusions and Suggestion

A. Conclusion

From the research activities, the researcher get the conclusion :

1. The procedure to formulate the instructional planning is using a KBK models and generally use Gagne and Brigs Model. The first step is formulating the goals of learning. Formulating the goals also guided with the curriculum which occurred in that time. The goals have found, then the next step is analyzing the materials of learning. The purpose from analyzing the materials of learning is to determine the group of material, choose the methodology, determine the media that exact with the student's needed.
2. There is no suitability between the instructional planning and learning process in MI Darul Ma'arif Plandaan Jombang. Because the natural science teacher never make an instructional planning own self. She just copy than paste it from the other documents. When she teach at the classroom she don't use a lesson plan as guidance. She will use the lesson plan when she knows

that the principle of school come to her class, but when the principle of school has gone from the classroom she back to her own teaching style.

3. The problem to implement an instructional planning is from the teacher. The teacher feel lazy to make an instructional planning, especially make a lesson plan. When the teacher make lesson plan it also decide what a certain learning strategy, it influenced by the count of the students. There is minim students in this school so the teacher will think again if will use a certain strategy. It is also about the status, and the location of this school. Along the depth interview the teacher usually discuss about the status. She mention in the state Islamic primary school that the teacher make an instructional planning own self. An official teacher with a higher salary is the reason from the teacher. She think that when a teacher become an official teacher these teacher will have much spirit to make an instructional planning because it is suitable with the hard work. The next problem is from this school. The private school in the village, there is no competition between the teachers to be the best teacher. Although the principle of school is

always asking her to make an instructional planning own self, there is no respect from the environment.

B. Suggestion

The researcher has the suggestion to the next researcher who will take this topic, the suggestion are:

1. Learn more literature that relate with the instructional planning and the components of instructional planning.
2. Study about the curriculum more, perhaps understanding about the occur curriculum or the last curriculum to help the research activities.
3. Choose the suitable school to run this research. When the research choose the suitable school the research activities will get many important things.

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(<http://yogoz.wordpress.com/2011/04/29/281/#more-281> at 04 : 45 am on 30th of
September 2012)





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EVIDENCE OF THESIS CONSULTATION

Name : Eka Saptaning Pratiwi
ID No. : 09140046
Dep/Faculty : PGMI/Tarbiyah Faculty
Advisor : Dr. H. M. Zainuddin, M. A
Title of Thesis : The Implementation Of Instructional Planning in Natural
Science Learning at MI Darul Ma'arif Plandaan Jombang

No.	Date	Description of Supervision	Signature
1.	3 th July 2012	Proposal Thesis	
2.	30 th July 2012	Make a right methodology methods	
3.	25 th October 2012	Chapter I	
4.	14 th November 2012	Revision of chapter I and then chapter II	
5.	19 th March 2013	Chapter II revision and III then make chapter IV	

6.	21 st march 2013	Chapter IV and V	
7.	30 th March 2013	Revision of Chapter IV and V	
8.	30 th May 2013	Chapter VI	
9.	3 th June 2013	Chapter IV, V and VI then make an abstract	

Malang, 5th June 2013

Dean of Faculty Tarbiyah and
Teaching Sciences UIN Malang

Dr. H. Nur Ali, M.Pd

NIP 19650403 1998031 002

LEGITIMATION SHEET

The Implementation of Instructional Planning in Learning Natural Science at MI

Darul Ma'arif Plandaan Jombang

THESIS

Prepared and compiled by

Eka Saptaning Pratiwi (09140046)

Has been defended in front of the board of examiners on July 2nd, 2013 and has
been stated

PASSED

And has been approved by the board of examiners as the requirement to earn an
undergraduate Bachelor of Islamic Primary School Teacher Education (S.PdI)

Committee of Examiners	Signature
Chairman, Mokhammad Yahya, MA., Ph.D NIP 19740614 2008011 016	: _____
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Legitimate,

Dean of Faculty Tarbiyah and Teaching Sciences UIN Malang

Dr. H. Nur Ali, M.Pd

NIP 19650403 1998031 002

Attachment 2. The picture of research

a. The situation in the 3th grade before class.



b. The teacher was opened the lesson



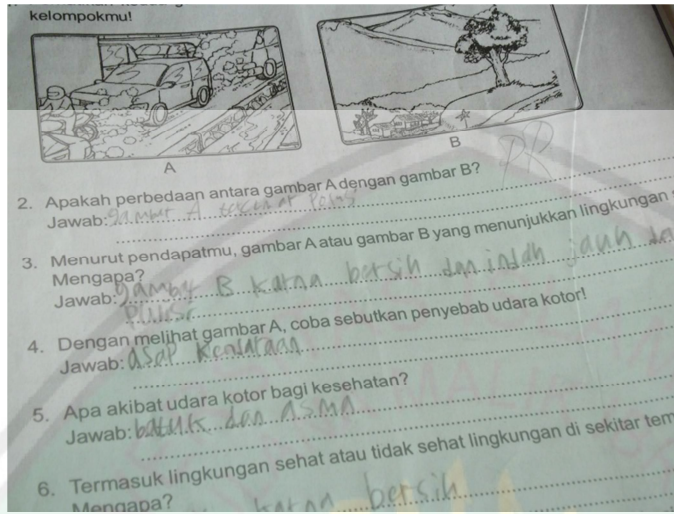
c. The crowded situation when the teacher convey the materials



d. Teacher center was the approach that used



e. The task for students (homework)



f. Portfolio



c. Prota (Program Tahunan)

PROGRAM TAHUNAN

Mata Pelajaran : Ilmu Pengetahuan Alam (IPA)
 Satuan Pendidikan : MADRASAH MANIAH GERANGREJEN
 Tahun Pelajaran : 2011 / 2012
 Kelas : IV

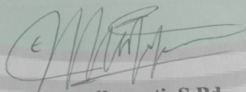
No	Standar Kompetensi/Kompetensi Dasar	Alokasi waktu	Keterangan
7	Energi dan Perubahannya Memahami gaya dapat mengubah gerak dan arah suatu benda 7.1 Menyimpulkan hasil percobaan bahwa gaya (dorongan dan tarikan) dapat mengubah gerak suatu benda 7.2 Menyimpulkan hasil percobaan bahwa gaya (dorongan dan tarikan) dapat mengubah bentuk suatu benda <i>Ulangan harian</i> <i>Remedial</i> <i>Pengayaan</i>	4JP 4JP 2JP 2JP 2JP	
8	Memahami berbagai bentuk energi dan cara penggunaannya dalam kehidupan sehari-hari 8.1 Mendeskripsikan energi panas dan bunyi yang terdapat di lingkungan sekitar serta sifat-sifatnya 8.2 Menjelaskan berbagai energi alternatif dan cara penggunaannya 8.3 Membuat suatu karya/model untuk menunjukkan perubahan energi gerak akibat pengaruh udara, misalnya roket dari kertas/baling-baling/pesawat/parasut 8.4 Menjelaskan perubahan energi bunyi melalui penggunaan alat musik <i>Ulangan harian</i> <i>Remedial</i> <i>Pengayaan</i>	4JP 4JP 4JP 4JP 2JP 2JP 2JP	
9	Bumi dan Alam Semesta Memahami perubahan kenampakan permukaan bumi dan benda langit 9.1 Mendeskripsikan perubahan kenampakan bumi 9.2 Mendeskripsikan posisi bulan dan	4JP 4JP	

d.

11.3 Menjelaskan dampak pemanasan global dan pemanasan lain terhadap pelestarian lingkungan	4JP
<i>Ulangan harian</i>	2JP
<i>Remedial</i>	2JP
<i>Pengayaan</i>	2JP
<i>Uji Kompetensi</i>	
JUMLAH	

Jombang, 9 Januari 2012

Guru Mata Pelajaran



Eny Mustikawati, S.Pd

Pd
211002

Attachment 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah	: MI DARUL MA'ARIF
Mata Pelajaran	: Fiqih
Kelas / Semester	: IV / 1
Standar Kompetensi	1. Mengetahui ketentuan zakat
Kompetensi Dasar	: 1.1 Menjelaskan macam-macam zakat 1.2 Menjelaskan ketentuan zakat fitrah 1.3 Mempraktekkan tata cara zakat fitrah
Indikator	<ul style="list-style-type: none">• Menjelaskan pengertian zakat fitrah• Menunjukkan hukum zakat fitrah• Menyebutkan orang- orang yang berkewajiban membayar zakat fitrah• Menunjukkan waktu membayar zakat fitrah• Menyebutkan besar zakat fitrah yang harus dikeluarkan• Menyebutkan orang- orang yang berhak menerima zakat fitrah• Melaksanakan zakat fitrah
Alokasi Waktu	: 10 x 35
A. Tujuan Pembelajaran	Siswa dapat : <ul style="list-style-type: none">• Menjelaskan pengertian zakat fitrah• Menunjukkan hukum zakat fitrah• Menyebutkan orang- orang yang berkewajiban membayar zakat fitrah• Menunjukkan waktu membayar zakat fitrah• Menyebutkan besar zakat fitrah yang harus dikeluarkan• Menyebutkan orang- orang yang berhak menerima zakat fitrah• Melaksanakan zakat fitrah
B. Materi Pokok	: Zakat Fitrah <ul style="list-style-type: none">• Pengertian zakat fitrah• Hukum zakat fitrah• Muzakki• Waktu pembayaran zakat fitrah• Besar zakat fitrah• Mustahiq zakat
C. Metode Pembelajaran	: Tanya jawab Short Card Informasi Pemberian tugas Demonstrasi
D. Langkah-langkah Pembelajaran	:
Pertemuan ke-	10 x 35 menit

- I. Kegiatan Pendahuluan : 1. Salam
2. Berdoa
- II. Kegiatan Inti : 1. Mengkaji ayat-ayat al Qur'an dan hadits sahih yang berhubungan dengan wajib zakat, secara kelompok
2. Mengkaji ayat-ayat al Qur'an dan hadits sahih orang yang wajib zakat secara kelompok
3. Mengkaji ayat-ayat al Qur'an dan hadits sahih mustahiq zakat secara berkelompok
4. Setiap kelompok mempresentasikan hasil kajiannya di hadapan siswa yang yang lain
5. Setiap kelompok mengajukan pertanyaan untuk dijawab siswa kelompok yang lain
6. setiap kelompok penjawab menyampaikan didepan kelas melalui wakilnya
7. setiap kelompok bergantian membuat pertanyaan dan kelompok lain menjawab begitu seterusnya
- III. Kegiatan Penutup : 1. Memberikan penegasan pentingnya zakat secara benar
2. Berdo'a
- E. Sumber Belajar : Buku Paket Fiqih kelas IV, Alat peraga, dll yang relevan
- F. Penilaian : Tertulis , Tes lisan dan demonstrasi
Instrumen penilaian :
1. Praktekkan zakat fitrah dengan ketentuan yang benar !
2. Apa yang dimaksud dengan muzakki?
3. Apa yang dimaksud dengan Mustahuq ?
4. Apa hukum zakat fitrah bagi kita ?
5. Apa pengertian zakat itu ?

JOMBANG,

Mengetahui
Pelajaran/Kelas IV

Guru Mata

Kepala Madrasah

MOH. NASRULLOH, S.PdI
S.PdI

MOH. NASRULLOH,

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah :
Mata Pelajaran : Ilmu Pengetahuan Alam (IPA)
Kelas/Semester : IV/1
Materi Pokok : Menggolongkan Hewan
waktu : 4 x 45 menit (2 X pertemuan)
Metode : Ceramah dan praktek

A. Standar Kompetensi :

3. Menggolongkan hewan, berdasarkan jenis makanannya

B. Kompetensi Dasar

3.2 Menggolongkan hewan berdasarkan jenis makanannya

C. Tujuan Pembelajaran :**

- Siswa dapat Menggolongkan hewan-hewan yang termasuk pemakan Tumbuhan (herbivora), pemakan daging (karnivora), dan pemakan segala (omnivora).

 **Karakter siswa yang diharapkan :**

- *Kreatif, Mandiri, Rasa ingin tahu, Peduli lingkungan*

D. Materi Essensial

Menggolongkan Hewan (hlm.55)




- Herbivor


E. Media Belajar

- Gambar berbagai bagian tumbuhan (daun, batang, buah)
- Gambar berbagai herbivor
- Kertas gambar, lem dan alat tulis

F. Rincian Kegiatan Pembelajaran Siswa

<i>Pertemuan ke 1</i>	
1. Pendahuluan Apersepsi dan Motivasi : <ul style="list-style-type: none"> ○ Menyampaikan Indikator dan kompetensi yang diharapkan 	(5 menit)
2. Kegiatan Inti	

<p> Eksplorasi Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> ☞ Siswa dapat Memahami peta konsep tentang penggolongan hewan berdasarkan makan <p> Elaborasi Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> ☞ Mampu menyebutkan hewan herbivor pemakan dedaunan <ul style="list-style-type: none"> - Kelinci - Kambing - Kijang sapi - Kerbau - Gajah - Kuda - Jerapah - ☞ Mampu menyebutkan hewan herbivor pemakan biji-bijian <ul style="list-style-type: none"> - Burung pipit - Kakaktua - Merpati - ☞ Melakukan kegiatan <p> Konfirmasi Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan <p>3. Kegiatan Penutup Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> ☞ Menegaskan bahwa herbivor yang berbeda ada yang memakan jenis makanan yang sama 	(50 menit)
<p>4. Pekerjaan Rumah</p> <ul style="list-style-type: none"> ○ - 	(5 menit)
Pertemuan ke 2	
<p>1. Pendahuluan Apersepsi dan Motivasi :</p> <ul style="list-style-type: none"> ○ Mengulang materi pertemuan sebelumnya. ○ Menyampaikan Indikator dan kompetensi yang diharapkan 	(5 menit)
<p>2. Kegiatan Inti</p> <p> Eksplorasi Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> ☞ Siswa dapat Memahami peta konsep tentang bagian tumbuhan <p> Elaborasi Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> ☞ Melakukan kegiatan ☞ Mampu menyebutkan ciri-ciri hewan karnivor berkaki empat, keluarga burung ☞ Mampu menyebutkan hewan karnivor berkaki empat : 	(50 menit)

<ul style="list-style-type: none"> - Kucing - Anjing - Harimau <ul style="list-style-type: none"> - Singa - Kucing hutan - <ul style="list-style-type: none"> ☞ Mampu menyebutkan hewan karnivor keluarga burung (Elang, Gagak, burung hantu) ☞ Mampu menyebutkan ciri-ciri hewan karnivor yang mengeluarkan racun (ular) ☞ Memahami hewan yang memakan jenisnya sendiri (biasa disebut kanibal) <p> Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan <p>3. Kegiatan Penutup</p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> ☞ Menegaskan bahwa ada hewan yang memakan jenisnya sendiri 	
	(5 menit)
<p>4. Pekerjaan Rumah</p> <ul style="list-style-type: none"> ○ 	

G. Penilaian:

Nilai Budaya Dan Karakter Bangsa	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ○ Kreatif : Berpikir dan melakukan sesuatu untuk menghasilkan cara atau hasil baru dari sesuatu yang telah dimiliki ○ Mandiri : Sikap dan perilaku yang tidak mudah tergantung pada orang lain dalam menyelesaikan tugas-tugas ○ Rasa ingin tahu : Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu 	<ul style="list-style-type: none"> ○ Menggolongkan hewan-hewan yang termasuk pemakan tumbuhan (herbivora), pemakan daging (karnivora), dan pemakan segala (omnivora). 	<p>Tugas Individu dan Kelompok</p>	<p>Laporan</p> <p>Uraian Objektif</p>	<ul style="list-style-type: none"> ○ Jelaskanlah hewan-hewan yang termasuk pemakan tumbuhan (herbivora), pemakan daging (karnivora), dan pemakan segala (omnivora).

<p>yang dipelajarinya, dilihat, dan didengar</p> <ul style="list-style-type: none"> ○ Peduli lingkungan : Sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam di sekitarnya, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi. 				
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FORMAT KRITERIA PENILAIAN

PRODUK (HASIL DISKUSI)

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

PERFORMANSI

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

 **LEMBAR PENILAIAN**

No	Nama Siswa	Performan			Produk	Jumlah Skor	Nilai
		Pengetahuan	Praktek	Sikap			
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

CATATAN :

- ✂ *Nilai = (Jumlah skor : jumlah skor maksimal) X 10.*
- ✂ *Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial.*

.....,20 ...

**Mengetahui
Kepala Sekolah**

Guru Mapel IPA

.....
NIP/NIK :

.....
NIP/NIK :