

## COMPONENT DEVICE LEARNING PROTA AND PROMES TEACHER

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### Abstract

#### Keywords :

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Learning planning,  
Teacher Competence.

Device learning is document planning Which must compiled by teachers before implementing the teaching and learning process so that learning activities take place systematically, directed, and in accordance with the applicable curriculum objectives. Among the various components of the learning tool, the Annual Program (Prota) and Semester Program (Promes) occupy a fundamental position as the basis for macro and meso planning within an academic year. However, in practice, many teachers compile second document This only as completeness administration without understanding its substantial function and urgency, resulting in irregular time allocation and failure to achieve basic competencies. This paper aims to conceptually examine the meaning, function, and steps in compiling Prota and Promes. in context learning in schools. The method used is a literature study by analyzing official curriculum documents, calendar education, And literature related planning learning. The analysis focused on the logical relationship between Prota, Promes, and derived learning tools such as Lesson Plans (RPP) and teaching modules. The study results indicate that the Annual Program serves as a time allocation plan for one academic year to distribute basic competencies across semesters. 1 And semester 2 based on level difficulty, prerequisite material, And burden class hours. Meanwhile, the Semester Program is an operational elaboration of the Prota Which detailing distribution competence base per Sunday with Taking into account the effective week, holidays, assessment times, remedial, enrichment, and time reserves. Careful preparation of Prota and Promes allows teachers to manage the rhythm of learning, avoid material accumulation at the end of the semester, and provide space for evaluation and improvement. It is concluded that Prota and Promes are not merely administrative documents for educational purposes. supervision, but tool help management time And material Which crucial for learning effectiveness. Accurately compiling these two components will improve the quality of teacher planning and ultimately impact the optimal achievement of learning objectives.

## INTRODUCTION

The success of the learning process in schools is greatly influenced by how well the teacher plans before entering the classroom (Kunandar, 2013) . This planning is outlined in learning tools that serve as guidelines for teachers to direct learning activities to align with curriculum objectives. Without planning, Which clear, learning potential walk No systematic, loss of focus, and failure to achieve the expected competencies (Mulyasa, 2013) . Therefore, the preparation of learning tools is one of the professional competencies that every teacher must have.

In between various component device learning, Program Annual (Prota) and Semester Program (Promes) are initial documents that serve as the foundation for other planning (Kebudayaan, 2020) . Prota compiles the division of basic competencies and time allocation for One year teachings, temporary Promissory note explain it become plan operational per semester. These two documents serve as a roadmap that connects demands curriculum, calendar education, And condition real in school. However in practice, Lots Teacher Still look at Prota and Promissory note as burden purely administrative , so that the compilation is done haphazardly and is not used functionally in the teaching process (Rusman, 2017) .

This situation creates several problems in the field. First, the time allocation for each subject is often disproportionate, leaving teachers rushed at the end of the semester. Second, the lack of time allocated for incidental school activities makes it difficult to achieve competency targets. Third, the lesson plans and teaching modules developed are out of sync with realistic time allocations. However, if they were designed appropriately, careful, Prota And Promissory note can help Teacher manage time, guard learning rhythm, as well as providing space for evaluation and enrichment (Majid, 2014) .

Based on background behind the, discussion about component Prota and Promes become important For strengthen understanding Teacher about Its substantive function is not merely a formality. This article aims to outline the meaning, function, and steps for developing Prota and Promes so that they can be used as effective planning tools. It is hoped that a good understanding of these two components will improve the quality of learning planning and have a direct impact on the effectiveness of the learning process in the classroom.

## METHOD STUDY

Method study Which used in journal This is library research with a descriptive qualitative approach. Research Literature / Library Research is a research activity carried out by collecting data and information through reviewing library materials, documents, regulations, books, journals and other relevant written sources. (Zed, 2008) . The focus is not on field observations, but rather on the analysis of existing concepts and theories .

Characteristics main This method is a secondary data source, namely all data is obtained from literature, not from respondents or direct observation (Nazir, 2014) . Emphasis on concept, purpose mainly is understand, examine, and synthesize ideas, principles, and procedures related to Prota and Promes. And Space scope wide: Researchers can access thinking Lots expert in short time without geographical limitations (Sugiyono, 2019) .

Approach qualitative used Because study This No measure number or statistics, but rather to explore the meaning, understanding, and interpretation of concepts (Moleong, 2018) . Data in the form of words, sentences, And description conceptual from literature

Which Then analyzed in a way interpretive.

In the context of this research, a qualitative approach was used to gain a deep understanding of the Annual Program (Prota) and Semester Program (Promes) through a review of various theories, expert opinions, and applicable regulations. This approach allows researchers to interpret the concept, function, and strategic role of Prota and Promes as learning planning tools that help teachers systematically manage the allocation of time, materials, and competency achievement. In addition, a qualitative approach was also used to identify various problems in the implementation of Prota and Promes based on the results of previous research, such as teachers' limited understanding of the curriculum, lack of training, and high administrative burdens. Thus, this approach provides a comprehensive picture of the importance of Prota and Promes as well as the various challenges faced in their implementation in educational environments.

Descriptive nature means that the research aims to describe systematically, factually and accurately the facts, characteristics and relationships between the phenomena being studied. (Rahawarin & Arikunto, 2015) . The researcher did not test the hypothesis or look for a cause-effect relationship, but rather explained "what" Prota and Promes are like, "how" to compile them, and "why" they are important for teachers.

The descriptive stage in this research is carried out by systematically describing various aspects related to the Annual Program (Prota) and Semester Program (Promes) as important tools in learning planning. The research begins by describing the concept of Prota and Promes based on the provisions stated in educational regulations, especially the Permendikbud, as well as various relevant scientific literature so that a comprehensive understanding of the meaning, purpose, and position in the learning process is obtained. Next, the research explains the function of Prota and Promes as instruments that help teachers in managing time allocation, organizing learning materials, and ensuring the achievement of competencies that have been set in the curriculum. In addition, the research also describes the procedures for compiling Prota and Promes in a sequential manner, starting from analyzing the educational calendar, identifying learning outcomes, determining time allocation, to preparing the schedule for implementing materials for one year and one semester of learning. Not only focusing on conceptual and procedural aspects, this study also describes various problems that teachers often face in compiling and implementing Prota and Promes, such as limited understanding of the curriculum, changes in educational policies, limited time, and high administrative burdens, so that a more complete picture is obtained regarding the practice of using these two tools in the educational environment.

So, the library research method with a descriptive qualitative approach was chosen because the object study in the form of a document And draft planning learning. This method allows researchers to produce in-depth, logical and applicable descriptions without requiring field tests, so that the results can immediately become practical guidelines for teachers in compiling Prota and Promes. (Culture, 2020) .

## RESULTS AND DISCUSSION

Program Annual (Prota) is a plan for determining the allocation of time for one academic year for achieving Basic Competencies (KD) and Core Competencies (KI). (Kunandar, 2013) . Its function is to divide the material burden so that it does not pile up at the end of the year. (Mulyasa, 2013) .

The contents of the Annual Program (Prota) are generally systematically arranged to provide a comprehensive overview of the learning implementation plan for one academic year. This document usually includes the subject, class, and academic year identities as basic information that indicates the scope of its use in the learning process. In addition, Prota also includes a list of Basic Competencies (KD) or learning outcomes that must be achieved by students in accordance with the applicable curriculum provisions. Each competency is then accompanied by a planned time allocation so that the implementation of learning can take place effectively, structured, and in accordance with the established targets. To facilitate the organization of teaching and learning activities, Prota also includes a division of competencies and time allocation based on semesters, namely odd semesters and even semesters, so that teachers can plan the distribution of materials proportionally throughout the academic year. With this systematic arrangement, Prota serves as the main guideline for teachers in managing time, learning materials, and achieving educational goals in a directed and sustainable manner (Majid, 2014) .

Promes is a more detailed description of Prota for one semester. (Culture, 2020) . Here, the time allocation is divided per week, complete with effective weeks, test times, remedial classes, and other school activities. (Rusman, 2017) . Its function For arrange rhythm learning so that target KD per semester achieved on time (Uno, 2014) .

The function and urgency of the Annual Program (Prota) and Semester Program (Promes) are crucial in supporting the success of the learning process because they serve as the primary guidelines for planning teaching and learning activities. Without Prota and Promes, teachers risk experiencing difficulties in organizing material delivery, leading to a lack of clear direction in the learning process and potentially rushing the delivery of learning competencies at the end of the semester. Prota and Promes serve as time management tools that help teachers allocate teaching hours proportionally so that all basic competencies or learning outcomes can be delivered in accordance with the established curriculum targets. In addition, these two documents play a role in aligning curriculum implementation with the educational calendar and various school activities, ensuring that learning activities can proceed in a well-planned and coordinated manner. The existence of Prota and Promes also serves as an important foundation for the preparation of Learning Implementation Plans (RPP) and Teaching Modules because the distribution of materials, learning strategies, and schedules for learning activities must refer to the time allocation specified in Promes. Not only functioning as planning tools, Prota and Promes are also used as evaluation and supervision instruments by principals and supervisors to assess the readiness, regularity, and quality of learning plans prepared by teachers. Thus, Prota and Promes not only have administrative value, but also become strategic instruments that support the effectiveness, efficiency, and quality of the implementation of learning in educational units (Trianto, 2014) .

The preparation of the Annual Program (Prota) begins with an analysis of the educational calendar for the applicable academic year, which serves as the basis for determining the amount of learning time available for the year. Based on this analysis, teachers then identify the number of effective weeks in each semester to determine the time that can actually be used for learning activities. The next stage is mapping the Basic Competencies (KD) into odd and even semesters, taking into account the level of material difficulty, the interrelationships between competencies, and the prerequisites that students must master before learning the next material. After the competency mapping is carried

out, teachers calculate the allocation of teaching hours required for each KD so that the learning process can take place effectively and in accordance with the curriculum targets. All planning results are then compiled in a systematic and easy-to-understand table format so that it can be used as a guideline for implementing learning throughout the academic year. Next, the Semester Program (Promes) is prepared by utilizing the effective week data that has been determined in the Prota for the current semester. Teachers then detail the division of basic competencies into each learning week and arrange the distribution of material in more detail according to the available time allocation. In this process, teachers also need to allocate time for various evaluation activities, such as daily assessments, Mid-Semester Assessments (PTS), End-Semester Assessments (PAS), remedial activities, and enrichment programs to ensure that the entire learning and assessment process can be carried out optimally (Hamalik, nd) . In addition, Promes must contain information about holidays, school activities, and reserve time that can be used to anticipate various unexpected conditions during the implementation of learning (Sanjaya, 2015) . However, in practice, several errors are still found that often occur in the preparation of Prota and Promes, such as the use of previous year's documents without making adjustments to the latest educational calendar so that planning becomes less relevant to actual conditions (Trianto, 2014) . Another error that is also often encountered is the determination of unrealistic time allocation, for example, giving too little time to competencies that have a high level of complexity so that learning objectives are difficult to achieve optimally (Kebudayaan, 2020) . Furthermore, some teachers do not provide reserve time to accommodate incidental school activities that can affect the learning schedule (Kebudayaan, 2016) . Another problem is the lack of synchronization between the Prota and Promes, which causes the number of planned lesson hours to be inconsistent with the distribution of available time, potentially hindering the achievement of predetermined learning targets (Ministry of Education, Research, and Technology, 2022)

Prota and Promes are not merely administrative documents for supervision purposes. They are tools to help teachers think critically so that learning doesn't just happen haphazardly. (Majid, 2014) . Prota provides a big picture of one year, Promes organizes it into a weekly work plan. Teacher Which manage both of them with Good will more calm in preparing lesson plans and facing the learning process in class (Culture, 2016) .

## CONCLUSION

Overall, this journal confirms that the main problem is not with the Prota-Promes format, but rather with how teachers view the document. and Promes must be understood as a "roadmap" for learning, not a "dead file" for archiving. Strengthening understanding through training, MGMP workshops, and supervisory mentoring is key to enabling teachers to transform Prota-Promes from administrative obligations into instruments for improving the quality of learning.

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