

TEACHER LEARNING TOOL COMPONENTS PROTA AND PROMES

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Abstract

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Learning materials are mandatory equipment for teachers to ensure a directed and measurable teaching and learning process. This study aims to analyze the role and structure of two core components of learning materials: the Annual Program and the Semester Program. The method used was a literature review of the latest regulations and reference books. The results of the study indicate that the Annual Program functions as a global time allocation map for one academic year, containing the identity, number of effective weeks, and the distribution of teaching hours per Learning Outcome. Meanwhile, the Semester Program is a detailed elaboration of the Annual Program, including the sequence of materials, time allocation per Learning Objective, and assessment plans per semester. Both components must be arranged chronologically, considering effective weeks, and flexible to the educational calendar. The conclusion of this study confirms that the ability to compile a synchronized Annual Program and Semester Program is key to teachers' success in designing effective learning according to the applicable curriculum.

INTRODUCTION

Quality education is inseparable from systematic learning planning. Teachers have a dual role as designers, implementers, and evaluators of learning. Before entering the classroom, teachers are required to prepare learning materials to ensure the teaching and learning process is directed and aligned with objectives. Learning materials are defined as all the equipment prepared by teachers before the lesson begins, from analysis and design to evaluation (Majid, 2014). Without clear planning, learning risks not achieving Learning Outcomes and assessments being unmeasured.

Within the learning tool structure, the two most fundamental components that serve as teachers' "roadmaps" are the Annual Program and the Semester Program. The Annual Program outlines the allocation of learning time for the academic year. This component is structured based on the number of effective weeks, holidays, and the allocation of teaching hours for each Learning Outcome (Kemendikbudristek, 2022). The Annual Program is global in nature and serves as the primary reference for determining the material coverage for the year.

The Semester Program then breaks down the Annual Program into a more detailed plan per semester. This component includes the sequence of materials, time allocation for each Learning Objective, and plans for formative and summative assessments (Majid, 2014). With the Semester Program, teachers can map out weekly or monthly learning

activities, making learning more flexible and realistic (Mulyasa, 2021).

The implementation of the Independent Curriculum further reinforces the urgency of these two components. The Ministry of Education, Culture, Research, and Technology provides teachers with the flexibility to develop their own Learning Objectives according to the context of their students and educational units (Kemendikbudristek, 2022). This means teachers are required to be more independent and creative, not simply relying on ready-made templates. This independence can only be achieved if teachers fully understand the function and principles of developing PROTA and PROMES.

However, conditions in the field still present problems. Many teachers fail to differentiate between the functions of the Annual Program and the Semester Program. PROTA is often copied directly without calculating the effective weeks, while PROMES is created haphazardly without considering the interrelationships between Learning Objectives (Mulyasa, 2021). As a result, time allocation is inappropriate, teaching modules are out of sync, and learning targets are difficult to achieve. This contradicts Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards, which requires teachers to begin learning with sound and measurable planning.

Based on this background, this research is crucial for a deeper examination of the components, functions, and principles of developing Annual and Semester Programs. The results are expected to strengthen teachers' conceptual understanding, enabling them to develop effective, contextual learning tools that meet the requirements of the Merdeka Curriculum and the Curriculum 13 (K-13).

RESEARCH METHODS

This study used a literature review or library research method because the aim was to analyze the components, functions, and principles of compiling Annual Programs and Semester Programs based on relevant library sources (Mulyasa, 2021). Data were obtained through documentation techniques by collecting and reading official documents from the Ministry of Education, Culture, Research, and Technology, such as the 2022 Learning and Assessment Guidelines and Ministerial Regulation No. 22 of 2016 concerning Elementary and Secondary Education Process Standards. Secondary reference books, such as Majid 2014 concerning Learning Planning and Mulyasa 2021 concerning Curriculum Development, were also used to strengthen the conceptual analysis (Majid, 2014). Data analysis was conducted descriptively and qualitatively with three stages: data reduction to select information appropriate to the research focus, data presentation in the form of systematic descriptions according to the problem formulation, and drawing conclusions to answer the research questions (Kemendikbudristek, 2022). Through this method, it is hoped that the results of the study can provide a strong conceptual understanding for teachers in developing learning tools independently and in accordance with curriculum demands.

RESULTS AND DISCUSSION

Learning tools are a set of materials, tools, media, instructions, and guidelines prepared by teachers before learning begins to ensure that teaching activities are systematic and competency objectives can be achieved (Majid, 2014). Without clear tools, learning risks being unfocused, making Learning Outcomes difficult to measure and assessments invalid (Mulyasa, 2021). The Ministry of Education, Culture, Research, and Technology, through the 2022 Learning and Assessment Guidelines, emphasizes that

at a minimum, every teacher must have learning objectives, learning steps, assessments, and learning media (Kemendikbudristek, 2022). However, before entering these technical components, two basic documents must first be prepared: the Annual Program and the Semester Program. Both serve as roadmaps that determine the time allocation, material sequence, and learning rhythm throughout the academic year (Permendikbud No. 22 of 2016).

The Annual Program is a plan for allocating time over the course of an academic year to achieve predetermined Learning Outcomes (Ministry of Education, Culture, Research, and Technology, 2022). Its components include subject identity, class, semester, number of effective weeks, number of teaching hours, and the allocation of time for each Learning Outcome.

The function of the Annual Program is to serve as a global framework that provides an overview of the material covered throughout the year, allowing teachers to plan long-term learning without cramming material at the end of the semester (Sanjaya, 2013). Its preparation must take into account the school calendar, national holidays, school activities such as exams, class meetings, and commemorations of major holidays to ensure a realistic calculation of effective weeks (Uno, 2014). If effective weeks are not calculated carefully, the time allocated for difficult material will be too little and easy material too long, resulting in unbalanced learning (Hamalik, 2015). Unfortunately, many teachers in the field still copy Annual Programs from the internet without adapting them to their own school's conditions, even though each school has a different calendar and characteristics (Mulyasa, 2021).

After the Annual Program is completed, the teacher then breaks it down into a Semester Program, which is a detailed learning plan per semester (Majid, 2014). The Semester Program contains the sequence of materials, time allocation for each Learning Objective, types of formative and summative assessments, and learning resources to be used (Kemendikbudristek, 2022). The function of the Semester Program is to map learning activities every week or month so that teachers can more easily compile teaching modules, LKPD, and assessment instruments that are synchronous (Trianto, 2015). The principle of compiling the Semester Program must be chronological and systematic so that the sequence of materials is logical, not jumping from basic concepts to more complex advanced concepts (Dimiyati & Mudjiono, 2013).

In the Independent Curriculum, the Semester Program serves as the basis for developing a flexible Learning Objective Flow that can be adapted to student needs and the context of the educational unit (Kemendikbudristek, 2022). This flexibility allows teachers to differentiate, but also requires a strong conceptual understanding to avoid misordering material (Sagala, 2013). A common mistake is that teachers create a Semester Program by simply transferring material from textbooks without considering the depth of the material, students' learning speed, and the interrelationships between Learning Objectives (Rusman, 2015). As a result, the learning modules are rigid and assessments do not reflect the actual learning process (Kunandar, 2014).

In order for the Annual Program and Semester Program to function optimally, there are four principles that teachers must fulfill. First, it is oriented towards Learning Outcomes because all time allocation must be directed towards the competency targets to be achieved, not simply chasing the completion of material (Kemendikbudristek, 2022). Second, be realistic about the number of effective weeks and the actual conditions of the school so that the plan is not only good on paper but can be implemented in the classroom

(Uno, 2014). Third, systematic and chronological so that the sequence of material is coherent, students build understanding from simple things to complex things (Suyanto & Asep, 2014). Fourth, it is flexible so that teachers can make adjustments if there are incidental school activities, students experience difficulties, or new learning needs arise (Daryanto, 2014).

This principle of flexibility is highly relevant to the Independent Curriculum, which grants autonomy to teachers (Shoimin, 2016). In addition to the four main principles, teachers also need to pay attention to the principles of integration and meaningfulness. Integration means that material in the Semester Program must be interconnected across subjects to ensure learning is not partial (Suprijono, 2014). Meaningfulness means that the allocation of time and the sequence of material are arranged so that students can relate learning to their real experiences (Zaini, 2013). If this principle is applied, learning is not only a transfer of information but also a process of building understanding (Sudjana, 2015). A strong conceptual understanding of the Annual Program and Semester Program is also important so that teachers can independently develop Learning Objective Flows without relying on ready-made templates (Minister of Education and Culture Regulation No. 37 of 2018). Thus, teachers are not only curriculum implementers but also learning designers who are responsive to the needs of students in their classes (Sanjaya, 2013). Ultimately, the quality of the Annual Program and Semester Program will greatly determine the quality of the teaching modules and student learning outcomes, as both are the foundation of the entire learning process (Mulyasa, 2021).

CONCLUSION

Based on the description above, it can be concluded that the Annual Program and Semester Program are two basic components of learning tools that are interrelated and inseparable. The Annual Program serves as a global framework that determines the allocation of time for one academic year based on the number of effective weeks, holidays, and Learning Outcomes that must be achieved (Kemendikbudristek, 2022). Without a realistic Annual Program, teachers risk accumulating material at the end of the semester and unbalanced learning (Sanjaya, 2013).

Meanwhile, the Semester Program is a detailed description of the Annual Program into a sequence of materials, time allocation for each Learning Objective, as well as formative and summative assessment plans every week or month (Majid, 2014).

The function of the Semester Program is to map learning activities to make it easier for teachers to develop systematic teaching modules and Student Worksheets (LKPD) (Trianto, 2015). The quality of these two documents is greatly influenced by the application of four main principles: orientation to Learning Outcomes, realistic to school conditions, systematic and chronological, and flexible for adjustment (Mulyasa, 2021). If these principles are met, the resulting learning tools will support the achievement of effective learning and valid assessments according to the demands of the Independent Curriculum and K-13 (Kemendikbudristek, 2022). Conversely, common mistakes such as copying PROTA without recalculating the effective week and creating PROMES without considering the relevance of the material will result in unsynchronized teaching modules and difficult to achieve learning objectives (Uno, 2014). Therefore, a strong conceptual understanding of the components, functions, and principles of compiling Annual Programs and Semester Programs is crucial for teachers to become independent

learning designers who are responsive to student needs (Sagala, 2013).

The Annual Program and Semester Program are two basic components of the learning toolkit that play a crucial and complementary role in designing the teaching and learning process throughout the academic year. The Annual Program serves as a global framework that establishes time allocation based on the number of effective weeks, holidays, and Learning Outcomes to be achieved, ensuring teachers have a comprehensive overview of the material and avoid having to accumulate it at the end of the semester (Ministry of Education, Culture, Research, and Technology, 2022).

Meanwhile, the Semester Program outlines the Annual Program into a sequence of materials, time allocations for each Learning Objective, and formative and summative assessment plans to facilitate teachers in developing systematic and measurable teaching modules and Student Worksheets (LKPD) (Majid, 2014). The quality of these two documents is largely determined by the application of principles that are oriented towards Learning Outcomes, realistic to school conditions, systematic and chronological, and flexible for adjustments to meet student needs (Mulyasa, 2021).

If these principles are consistently applied, learning will be effective, competency objectives can be achieved, and assessments will be valid according to the demands of the Independent Curriculum and K-13 (Kemendikbudristek, 2022). Conversely, common mistakes such as copying the Annual Program without recalculating the effective weeks and creating Semester Programs without considering the logical relationships between materials will result in suboptimal learning, unsynchronized teaching modules, and students experiencing difficulty in building a complete understanding (Uno, 2014). Therefore, a strong conceptual understanding of the components, functions, and principles of compiling Annual Programs and Semester Programs is crucial for teachers to be independent learning designers who are responsive to the characteristics of the students in their class (Sagala, 2013).

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