



**Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System  
( A Case Study in State Madrasahs Aliyah in Tanah Datar Regency )**

**THESIS**

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**By:**

**WULAN FADILA  
Reg. No. 1830104081**

**ENGLISH TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
IAIN BATUSANGKAR**

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Nama : Wulan Fadila  
NIM : 1830104081  
Program Studi : Tadris Bahasa Inggris

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Batusangkar, Februari 2022  
Yang membuat pernyataan

**Wulan Fadila**

NIM.1830104081

## **THESIS ADVISOR'S APPROVAL**

Thesis advisor of **WULAN FADILA Reg.No. 1830104081**, entitle **“Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System (A Case Study in State Madrasahs Aliyah in Tanah Datar Regency)”** approved that be mentioned thesis has fulfilled the requirements to proceed to thesis examination.

This approval in granted and used appropriately .

Batusangkar, Februari 2022

Advisor

A handwritten signature in black ink, appearing to be 'IRWAN', written over a faint circular stamp.

**IRWAN, M.Pd**  
**NIP.1974042004 200201 1 015**

## THESIS EXAMINERS' APPROVAL

This thesis was written by WULAN FADILA, Reg.No. 1830104081, entitled: **“Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System (A Case Study in State Madrasahs Aliyah in Tanah Datar Regency)”** has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar on February 8<sup>th</sup> 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No.	Names	Position	Date	Signature
1.	<b>Irwan, M.Pd</b> NIP. 1974042004 200201 1 015	Advisor		
2.	<b>Dr. Suswati Hendriani, M.Pd., M.Pd</b> NIP.19660914 199203 2 003	Examiner		
3.	<b>Rina Anita, M.Pd</b> NIP. 19840723 201101 2 012	Co- Examiner		

Batusangkar, Februari 2022  
Approved by,  
Dean of Tarbiyah and Teacher  
Training Faculty State Institute  
Islamic Studies (IAIN)  
Batusangkar

**Dr. Adripen, M.Pd**  
NIP. 19650504 199303 1 003

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The researcher,

Wulan Fadila

NIM. 1830104081

## ABSTRAK

**WULAN FADILA, NIM.1830104081**, Judul Skripsi: **“Principal’s Perception on Lesson Plan Written By English Teachers for Online Learning System (A Case Study in State Madrasahs Aliyah in Tanah Datar Regency)”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Permasalahan yang dibahas dalam penelitian ini adalah belum diketahuinya persepsi kepala sekolah terhadap RPP yang dibuat oleh guru bahasa Inggris pada pembelajaran online di MAN Tanah Datar. Tujuan dari penelitian ini adalah untuk mengetahui persepsi kepala sekolah terhadap RPP yang dibuat oleh guru bahasa Inggris di MAN Tanah Datar.

Jenis penelitian ini adalah penelitian studi kasus dengan menggunakan pendekatan deskriptif kualitatif. Informan penelitian ini adalah 2 orang kepala sekolah yang berasal dari MAN Tanah Datar. Informan dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini, peneliti sebagai instrumen kunci. Teknik pengumpulan data pada penelitian ini menggunakan teknik wawancara mendalam dan menggunakan alat pendukung seperti; *interview guideline* dan *phone cell*.

Hasil penelitian menunjukkan bahwa ada empat persepsi kepala sekolah terhadap RPP yang ditulis oleh guru bahasa Inggris pada pembelajaran online. persepsi tersebut meliputi: 1) RPP daring guru bahasa Inggris memiliki sesuai dengan petunjuk teknis; 2) RPP online guru bahasa Inggris mempunyai kualitas yang bagus; 3) RPP online memiliki kelebihan dan kekurangan; 4) RPP daring layak diterapkan di MAN Tanah Datar.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The learning process is an attempt to make students learn, so that the situation is an event of learning, namely an attempt to change the behavior of students. According to Sunhaji (2014), changes in behavior can occur because of the interaction between students and their environment. Learning is a system, which consists of various components that are interconnected with one another. These components include: objectives, materials, models, and evaluation. According to Rusman (2016), these components must be considered by teachers in selecting and determining what learning models will be used in learning activities.

However, currently there are problems, such as the COVID-19 pandemic, which requires studying at home. This changes the order that has been made by the school so that the government recommends using a new method. According to the Ministry of Education and Culture's web manager (2020), the method is learning from home or online learning in accordance with a circular from the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim at number 36962/MPK.A/HK/2020 which contains an appeal to do online learning from home. The quotation of the certificate which is in accordance with the provisions of distance learning or online such as learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation from home learning. The focus can be on life skills education, including regarding the Covid 19 pandemic.

The outbreak of the COVID-19 virus throughout the world has an impact on all sectors of life, including the education sector. As a result, the government through the minister of education provides a policy to cancel

face-to-face education from elementary to tertiary levels, both central and regional. This makes school principals also have to take action so that teachers continue to carry out their duties and obligations to carry out their professional duties as educators in teaching and students continue to receive knowledge and their rights as students.

The principal is seen as a determinant of success in the world of education (Kadarsih, Marsidin, Sabandi, & Febriani, 2020). The Ministry of Education and Culture and other institutions have issued a work guide for school principals during the Covid-19 pandemic, so that teaching is effective while studying from home, including how to determine learning outcomes and recommendations for material sources that can be accessed via the internet. The principal is responsible for online learning as a whole. Because school principals are policy makers in an educational institution they lead. The school principal is responsible for the comfort and orderliness of the school environment and the school community. This sense of security and comfort must be felt by teachers, students and parents. Including in terms of security and comfort during the Covid-19 emergency response. The principal plays a vital role as a leader in building an educational atmosphere and ensuring that students continue to receive meaningful learning.

The main function of the principal is to create a teaching and learning situation to achieve success (Wahjosumijdo in Kurnianingsih, 2017). Principals who are able to be role models, are responsible, serve, collaborate with various parties, and are able to make changes and have programs with a process, system approach, and are able to make decisions based on data and facts are the qualities of good principals (Sudrajat, et al. 2020 ).

Responding to the current obstacles, principals need to carry out special strategies so that the education process and quality improvement can go hand in hand (Blomqvist, 2016; Arifin, 2011). As an example and can be used as input is in America applying learning that pivots on

distance learning (Murfi, 2020). This requires innovation, creativity, and good collaboration between the principal and the teacher in order to be able to become a learning facility for students. Principals can provide instructions and assignments to teachers in preparing lessons that can facilitate students in learning through distance learning. Teachers must be able to design effective learning according to the conditions and needs of students and the level of student competence. Teachers can take advantage of technology and creativity so that students continue to learn and gain knowledge from the lessons prepared by the teacher during the COVID-19 pandemic.

One of distance learning is learning conducted by Riyanda, et al (2020) which is considered capable of facilitating students to communicate with each other and discuss online. According to Zhafira, et al (2020) learning models that can be used by teaching staff in conveying knowledge are online learning and mixed learning (a combination of face-to-face and online). Dewi (2020) added that online learning can be carried out well with the help of parents.

In 2020, an article was published with the title Online Learning in the Midst of the Covid-19 Outbreak in which the researcher stated that the weak supervision of students, the lack of strong signals in remote areas, and the high cost of quotas were challenges for school principals in responding to online learning. Meanwhile, according to Ali Sadikin & Afreni Hamidah (2020) increasing learning independence, interest and motivation, the courage to express ideas and questions are other advantages of online learning. A recent study conducted by Latjuba Sofyana & Abdul Rozak (2019), concluded that 69% stated that conventional learning was less effective, student interest in online learning was about 89% interested and 78% agreed that in its application it was considered more effective than conventional learning. From some of the studies above, it can be concluded that online learning has positive and negative sides for educators and students.

Online learning at this time requires a principal to teachers to provide more variety in teaching, such as variations in using learning strategies or lesson plans, because learning strategies / lesson plans are very influential in the teaching and learning process and can also improve student learning outcomes. Breen and Candlin (2001) added the importance of learning strategies in teaching linguistics. In this case, it is explained that strategies that have a communicative nature will be more effective to be applied in teaching and learning English, especially for the lower middle level. The explanation explains that learning strategies play an important role in helping teachers and students in teaching and learning practices

The preparation of lesson plans is very important in implementing the curriculum because it determines the steps, processes, and evaluations of learning carried out by students. The lesson plan prepared by the teacher becomes a reference for activities or achievements obtained by students through the learning guidelines made. The teacher can arrange student activities, assignments and student activities, and evaluate the extent to which students' abilities have been achieved. The RPP component listed in Permendikbud number 22 of 2016 concerning the standard process for primary and secondary education states that the RPP component consists of school identity, subject identity, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials, learning methods, learning media, learning resources, learning steps (introduction, core, closing), and assessment of learning outcomes. Referring to these components, as well as seeing the current conditions require the principal to pay more attention to the points of learning methods and learning activities that can facilitate students to continue to carry out learning according to the learning objectives and competencies to be achieved. Teachers should try to manage learning even through distance learning.

Teachers are required to have a lesson plan that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. The achievement of good quality education is greatly influenced by the teacher's lesson plan in carrying out his duties. Likewise with English teachers, according to Darmadi (2018), teacher lesson plans are an important requirement to achieve educational success. The quality of education is a benchmark for the success of a teacher's lesson plan.

Writing teacher lesson plans is one of the determining factors for achieving online learning goals. Teacher performance can be high if the teacher's lesson plans are also adequate, resulting in high job satisfaction as well. The level of teacher satisfaction can have an impact on the writing of a teacher's lesson plan, and on the educational institution where he works. Teachers are a central resource in education. Ismaya Priska Kumala, Burhanuddin, and Ibrahim Bafadal (2018) argue, To be able to achieve a good lesson plan, teachers must be able to master the various competencies needed to support the achievement of educational goals in schools.

The high and low quality of education in the field of online learning is strongly influenced by the quality of the teacher's lesson plans. Teacher lesson plans are one of the important factors in improving the quality of education. Increasing the quality of online learning is a barometer of teacher success. The quality of teachers can improve if teachers can understand and master the required lesson plans. Teachers can master their lesson plans if they have a high awareness that their performance is not only under the supervision of the principal. However, teachers always feel supervised by Allah swt. who knows what is seen and what is not seen by man. Therefore, to improve the quality of the online learning system, principals need to know that the main target that needs to be improved is to improve the quality of teacher performance or the way teachers teach.

Assessment (Evaluation) is very important to be carried out by the principal. In addition to knowing whether or not organizational goals have been achieved and the effectiveness of the plans drawn up, and whether or not the implementation is in accordance with the plans, it can also provide information for teachers about their weaknesses and strengths correctly, so that they can be used as an effort to improve and improve the quality of their performance, and motivate them to work. even better in achieving optimal work performance

Assessment of writing an English teacher's lesson plan is one way to know the work performance of an English teacher. The increase or decrease in English teacher lesson plans during the pandemic can affect the quality of education. In addition, English teachers can evaluate the level of their lesson plans achieved. The assessment of the English teacher learning plan contains data and information or a record of the performance of an English teacher which later the principal hopes to improve the quality of education. The English teacher's lesson plan is the spearhead of improving the quality of English education as a whole.

It is very important to evaluate teacher lesson plans so that school principals can understand the strengths and weaknesses of teacher lesson plans, can improve and improve their lesson plans to be even better. Likewise, the school can find out whether the plans that have been prepared are in accordance with their implementation or the targets to be achieved. (Erjati Abbas, 2017).

Assessing the writing of teacher lesson plans in the online learning system during this pandemic, it is important to carry out so that leaders (principals) get information about employee work achievements and provide feedback on the efforts of teachers, staff or employees regarding the implementation of their work. (Khusnul Wardan, 2019).

Based on the background of the above problems, the researcher is interested in conducting a study entitled "Principals perception on lesson plan written by English teachers for online learning systems".

## **B. Research Focus and Question**

On the basis of written background, this research is limited to Madrasah Aliyah Negeri (MAN) in Tanah Datar Regency which uses English teachers graduated from IAIN Batusangkar. There are two MANs, MAN 2 Tanah Datar and MAN 4 Tanah Datar.

Based on the limitation above, the problem of this research is formulated as follows, "How is the principal's perception on lesson plan written by English teachers graduated from IAIN Batusangkar in online learning system?"

## **C. Purpose of The Research**

The purpose of this study is to find out how the principal's perception on lesson plan written by English teachers graduated from IAIN Batusangkar in online learning system.

## **D. Definition of The Key Terms**

In order to avoid misunderstanding of certain key term, the researcher needs to define important concepts used in this research:

### **1. Perception of the principal**

The principal's perception is a stimulus that is needed in evaluating the lesson plan of English teachers graduated from IAIN Batusangkar. There are two principals, they are MAN 2 Tanah Datar and MAN 4 Tanah Datar.

### **2. Alumni of English teaching department of IAIN Batusangkar**

Alumni of English teaching department of IAIN Batusangkar is English teacher who teaches at MAN 2 Tanah Datar and MAN 4 Tanah Datar who are alumni of the English department and study at IAIN Batusangkar.

### **3. Lesson plan in online learning**

Lesson plan is a pre-teaching preparation made by an English teacher in online learning who teaches at MAN 2 Tanah Datar and MAN 4 Tanah Datar, graduates of IAIN Batusangkar.

## **E. Significance of the Research**

Practically, the result of this researcher is expected to give contribution as follow:

1. English Teacher

The research is expected to provide some information and evaluation for English teachers related to online learning planning.

2. Principals

This research is expected to provide information to the school. Principals can evaluate English teacher's lesson plans and can also improve the quality of their English teachers in developing their lesson plans.

3. Researcher

For researchers, this research will provide valuable information and knowledge about the principal's perception of English teachers. And also the requirements to get a bachelor's degree at IAIN Batusangkar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Perception

###### a. Definition of Perception

Perception is an aspect of psychology that exists in humans. With the perception of a person can respond and understand the surrounding environment. Perception has a broad meaning. There were many experts explain about perception. According to Sugihartono, et al (2007: 8) argues that perception is the ability of the brain to translate a stimulus or process to translate a stimulus that enters the human senses. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions.

According to Mulyana, (2000:168) perception is the core of communication, while interpretation (interpretation) is the core of perception, which is identical to decoding in the communication process. Furthermore, Mulyana stated that perception determines the selection of a message and ignores other messages.

Walgito (2004: 70) say that reveals that perception is a process on organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals in various forms. Which stimulus will get a response from the individual depends on the attention of the individual concerned. Based on this, feelings, thinking abilities, experiences that are owned by individuals are not the same, so in perceiving a stimulus, the perception results may differ from one individual to another.

Sarwono (2009:24) argues that perception in general is a process of acquiring, interpreting, selecting and arranging sensory information. Perception takes place when a person pours a stimulus from the outside world which is captured by the auxiliary organs which then enters the brain.

Rakhmat (2007: 51) states that perception is an observation about objects, events or relationships obtained by inferring information and interpreting messages. Mean while Solomon, perception as a process in which the sensations received by a person are sorted and selected, then arranged and finally interpreted (Prasetijo & Ihallauw, 2005: 67).

From the description above, it can be concluded that perception is the process of observing in interpreting something good or bad. Perception is a person's view of seeing something.

#### **b. Factors that Influence Perception**

Many factors can cause perception, including: According to Toha (2003: 154), the factors that influence a person's perception are as follows:

1. Internal factors: feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, mental disorders, values and needs as well as interests, and motivations.
2. External factors: family background, information obtained, knowledge and needs around, intensity, size, opposition, repetition of motion, new and familiar things or unfamiliar objects.

According to Walgito (2004: 70) the factors that play a role in perception can be put forward several factors, namely:

1. **Objects perceived** Objects cause a stimulus that hits the senses or receptors. Stimulus can come from outside the perceiving individual, but can also come from within the individual concerned which directly hits the receiving nerve that acts as a receptor.
2. **Sensory organs, nerves and nervous system** The sensory organs or receptors are tools to receive stimuli, in addition there must also be sensory nerves as a means to transmit the stimulus received by the receptor to the central nervous system, namely the brain as the center of consciousness. As a tool to make a response, a motor is needed that can shape one's perception.
3. **Attention** To realize or in perceiving requires attention, which is the main step as a preparation in order to make perception. Attention is the concentration or concentration of all individual activities aimed at a set of objects.

According to Sarwono (2010:103-106) the factors that influence perception are:

1. Attention, usually does not catch all stimuli around us at once, but focuses attention on one or two objects only. Differences in the focus of attention between one another will cause differences in perception.
2. Mental readiness of a person to stimuli that will arise.
3. Needs are temporary or permanent needs in the individual that will affect the person's perception. Different needs will cause perception for each individual.
4. The value system, namely the value system that applies in a society also affects perceptions.

5. Personality type, which is where the personality patterns possessed by individuals will produce different perceptions. In connection with that, the process of perception is influenced by one's self, the perception between one person and another is different or also between one group and another.

Perception is determined by personal factors and situational factors (Rakhmat, 2005). Krech and Cruthfield (1997:235) in Rakhmat (2005) call it functional factors and structural factors. The explanation is as follows: Functional Factors: Functional factors come from needs, past experiences and other things that are included in personal factors. Perception is not determined by the type or form of stimuli, but the characteristics of the person who responds to these stimuli. Structural Factors: Structural factors derive from the nature of physical stimuli and the neural effects they cause on the individual's nervous system.

In addition to the needs factors above, Leavitt (1978) also states that the way individuals see the world comes from their group and membership in society. That is, there are environmental influences on the way individuals see the world which can be said to be social pressures.

Restiyanti Prasetijo (2005:69), reveals that the factors that influence perception can be grouped into two main factors, namely:

- 1) Internal factors, including: a) Experience b) Needs c) Assessment d) Expectations / expectations,
- 2) External factors, including: a) External appearance b) The nature of the stimulus c) Environmental situation ..

### **c. Conditions for Perception**

Perception does not just appear, there are conditions under which perception occurs. According to Sunaryo (2004: 98) the conditions for perception are as follows:

1. There is a perceived object
2. There is attention which is the first step as a preparation for perception.
3. The existence of sensory organs / receptors, namely tools to receive stimuli
4. Sensory nerves as a tool to transmit stimuli to the brain, which then as a tool to make a response.

Based on the theory, it can be summarized that the four conditions of perception include, there are object, attention, receptors and sensory.

### **d. Type of Perception**

There are two kinds of perceptions, namely External Perception, namely perceptions that occur due to stimuli that come from outside the individual and Self Perception, namely perceptions that occur due to stimuli originating from within the individual. In this case, the object is itself. With perception, individuals can realize and understand about the state of the environment around them as well as about the state of the individual (Sunaryo, 2004:45). The process of understanding the stimulus or stimulus obtained by the senses causes perception according to Bjorklund (2000) to be divided into several types including: visual perception, auditory perception, tactile perception, olfactory or olfactory perception, taste or taste perception.

According to Irwanto there are two types of perception, namely:

1. Positive perception

Perception that describes all knowledge (knowing it or not) and responses that are passed on in an effort to use it.

2. Negative perception

Perception that describes all knowledge (know or not) and responses that are not in harmony with the perceived object.

Based on explanation above it can conclude that there are many types of perception, they are outside the individual and self perception visual perception, auditory perception, tactile perception, olfactory or olfactory perception, taste or taste perception, positive and negative perception.

#### **e. Components of Perception**

According to Sobur (2003) in the perception process, there are three main components, namely:

1. Selection, namely the delivery by the senses to external stimuli, the intensity and type can be a lot or a little. Once received, the stimulus or data is selected.
2. Interpretation, namely the process of organizing information so that it has meaning for someone. Interpretation can be influenced by various factors such as past experience, value system adopted, motivation, personality, and intelligence. Interpretation also depends on a person's ability to categorize the information he receives, namely the process of reducing complex information into simple ones.
3. Rounding off, namely drawing conclusions and responses to the information received. Perception is translated in the form of behavior as a reaction, namely acting in relation to what

has been absorbed which consists of hidden reactions as opinions/attitudes and open reactions as real actions in connection with hidden actions (impression formation).

In short, components of perception are selection, interpretation and rounding off. Selection is related to external stimuli, interpreting the interpretation of information or categorizing information into simple information, while rounding is the conclusion from the information received.

#### **f. Perception Forming Process**

Walgito (2004) stated that the occurrence of perception is something that occurs in the following stages:

1. The first stage, which is a stage known as the natural process or physical process, is the process of capturing a stimulus by the human senses.
2. The second stage, which is known as the physiological process, is the process of transmitting the stimulus received by the receptors (sensory organs) through the sensory nerves.
3. The third stage, which is known as the psychological process, is the process of creating individual awareness of the stimulus received by the receptor.
4. The fourth stage, is the result obtained from the perception process in the form of responses and behavior.

According to Miftah Toha (2008: 145), the process of forming perceptions is based on several stages, namely:

1. Stimulus or Stimulus Perception begins when a person is faced with a stimulus / stimulus that comes from his environment.

2. Registration In the registration process, a symptom that appears is a physical mechanism in the form of sensing and the condition that a person influences through the senses they have. A person can listen or view the information sent to him, then list all the information sent to him.
3. Interpretation Interpretation is a cognitive aspect of perception that is very important, namely the process of giving meaning to the stimulus it receives. The interpretation process depends on the way of deepening, motivation and personality of a person.

**g. Elements Affecting Perception**

Wilson (2006) suggests that there are elements from outside and from within that affect perceptions, including the following:

1. External elements or from outside:
  - a. Concreteness is an abstract form or idea that is difficult to perceive compared to the objective one.
  - b. Novelty or new things are usually more interesting to perceive than new things.
  - c. Velocity or acceleration, for example, fast motion to stimulate the emergence of effective in comparison with slow motion.
  - d. Conditioned stimuli, conditioned stimuli such as doorbells, telephone rings and others.
2. Internal elements or from within:
  - a. Motivation, for example feeling tired stimulates to respond to rest.
  - b. Interest, interesting things are more noticed than uninteresting.
  - c. Need, the need for certain things will be the center of attention.

- d. Assumptions, also affect perception in accordance with the experience of seeing, feeling and others.

## **2. Lesson Plan**

### **a. Definition of Lesson Plan**

Lesson plan is the preparation and description of teaching and learning activities prepared by the teacher. Every teacher must make a lesson plan before teaching. Lesson plan is a plan to describe learning procedures and management to achieve one or more basic competencies specified in the content standards and described in the syllabus (Mulyasa, 2006: 212). “A lesson plan define a focus for learning and outlines the actions that teachers and learners engage in to achieve this focus” (McLeod & Reynolds, 2003: 126). According to McLeod & Reynolds, lesson plans are learning objectives and describe the activities carried out by teachers and students to achieve these learning objectives.

Learning planning is a process decision making result of thinking rationally about certain learning goals and objectives, namely: changes in behavior and a series of activities that must be implemented as an effort to achieve these goals by utilizing all the potential and learning resources existing (Sanjaya, 2013:28).

According to Nurdin and Usman (2002:86) learning planning is a mapping steps towards the goal in which include the elements of the expected teaching objectives, learning materials that will be given, teaching strategies/methods to be applied and evaluation procedures carried out that assess the results student learning. A lesson plan is guided by objectives that the students will assimilate, learn and perform. It can also serve as “a useful in-lesson reminder to you of your pre-lesson thought” (Scrivener, 1994). To write a lesson plan takes time. The activities included are well organized to assure the students learning.

According to Permendikbud No. 22 of 2016 concerning the process of primary and secondary education, it states that:

“The Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was developed from the syllabus to direct student learning activities in an effort to achieve Basic Competence (KD). Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. RPP is prepared based on KD or sub-themes held in one or more meetings”.

A similar opinion was expressed by Majid, A. (2014, p. 226) stating "Learning implementation plan (RPP) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the content standards and has been described in the syllabus".

In conclusion, lesson plan is a learning plan that regulates organizational procedures, learning goals, activities, to achieve one or more basic competencies specified in the content standards and described in the syllabus. RPP is prepared based on KD or sub-themes. A lesson plan is guided by objectives that the students will assimilate, learn and perform.

#### **b. Principles of Preparing Lesson Plans**

The principles in the preparation of the RPP as stated in standar Proses (PP Nomor 47 tahun 2007). The principles of preparing the RPP include:

1. Pay attention to individual differences,
2. Foster active participation of students,
3. Learner-centered,
4. Development of reading and writing culture,
5. Providing feedback and follow-up on RPP which includes strengthening, remedial, and enrichment,
6. Emphasis on the linkage and integration between KD, learning materials, learning activities, indicators of competency achievement, assessment, and learning resources in a single whole learning experience,
7. Accommodate thematic-integrated learning, cross-eye integration, lessons, cross-learning aspects, and cultural diversity,
8. Application of information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions. (Depdiknas.2007)

**c. Components of Lesson Plan**

The components of a teacher's lesson plan must be complete. Lesson plan that can be said to be good is rpp that meets the components. Lesson plan components have been arranged in such a way.

Based on Permendikbud Number 81A of 2013, the contents of the RPP include:

1. Data on schools, subjects, classes/semesters;
2. Subject matter;
3. Time allocation;
4. Learning objectives, KD and indicators of competency achievement;
5. Learning materials; learning methods, media, learning tools and resources;
6. The steps of learning activities; and

#### 7. Assessment. (Kemendikbud.2013)

In other hand, Wikanengsih, dkk. (2015:108) explains that a lesson plan must meet the following components:

1. Subject Identity: contains a clear identity;
2. Competency Standards: according to the curriculum;
3. Basic Competencies: according to the curriculum;
4. Competency Achievement Indicators: contain operational and measurable words;
5. Learning Objectives: covers three learning domains, cognitive, attitude, and psychomotor;
6. Teaching Materials: The material given to students must be in accordance with their level of development. Organizing the material must be interesting in order to encourage students to learn;
7. Time Allocation: suitability of timing based on the needs of each step;
8. Learning Methods: accuracy of method selection;
9. Learning Activities: showing the learning process that activates students in achieving the three learning domains;
10. Assessment of Learning Outcomes: refers to the learning objectives; and
11. Learning Resources: empowering various kinds of learning resources.

#### **d. Steps to Develop a Lesson Plan**

According to Gagne and Briggs (1974) that a good lesson plan should contain three components called anchor points, namely:

1. teaching objectives;
2. subject matter/teaching materials, teaching methods and approaches, teaching media and learning experiences

3. success evaluation.

From this description, there are at least four steps in designing learning, namely:

1. Planning to appreciate diversity.
2. Formulate objectives or components.
3. Develop a plan for implementing learning in the classroom.
4. Determine the assessment model (evaluation).

**e. Characteristics of Good Lesson Plan**

There are several principles of lesson planning that are relatively generally accepted, according to Sagala in Rusydi Ananda (2019), including:

1. The principle of development. In principle, students who are learning are in the process of development and will continue to develop. The ability of children at the age level and grade level varies according to their development. Children at a higher grade level have higher abilities than those below it. At the time of selecting teaching materials and methods, teachers should pay attention to and adjust to the abilities of children, because some changes are fast and some are slow. Therefore, teachers should understand and be patient in carrying out the task of learning services for their students. If at one time the student has not noticed his progress, it may take a week or so before the child can make significant progress. This challenge is an important part of the profession of a teacher in carrying out learning tasks.
2. The principle of individual difference. Each student has different characteristics and traits, receiving the influence and treatment of their respective families. There are students who are tall, thin, fat, short, agile, slow, high or low intelligence, talented in certain fields, irritable, friendly, cheerful,

enthusiastic, and other behavioral characteristics. To be able to provide learning assistance for students, the teacher must be able to correctly understand the characteristics of the students, both in preparing and presenting lessons as well as in providing assignments and student learning guidance. Teachers should adapt to the characteristics of their respective students by making learning adjustments by paying full attention to these individual differences. The principle of children's interests and needs. Every child has their own interests and needs, children in the city for example have different interests and needs with children in the village, as well as children in coastal areas have different interests and needs with children in the mountains and so on. In terms of learning, teaching and delivery materials are adapted to the interests and needs of the child as much as possible. Although it is almost impossible to adapt learning to the interests and needs of each student, as far as possible these differences in interests and needs can be met. Learning needs to pay attention to interests and needs, because both will be the cause of attention. Something that interests and needs children, will certainly attract their attention, so they will be serious in learning.

3. The principle of motivation. Motivation has a large enough role in learning efforts, without motivation it is almost impossible for students to carry out learning activities. There are several efforts that teachers can do in planning learning to generate student learning motivation, namely:
  - a) Prepare to use various teaching methods or methods and media. With various methods and media, boredom can be reduced or eliminated.
  - b) Planning and selecting materials that interest and need students. Something that is needed will attract attention, the

fulfillment of this learning need will generate motivation to learn it.

- c) Providing intermediate targets, the ultimate goal of learning is passing the exam or advancing to class. This final target has only been achieved at the end of the year, to generate learning motivation, intermediate targets such as semester exams, midterms, final tests and so on are held.
- d) Provide opportunities for success. Materials or difficult questions can only be accepted or solved by smart students, less intelligent students are difficult to master or solve. Therefore, learning planning must be seen from the suitability of the level of children's learning abilities, namely so that students who are less intelligent can also master and solve problems, then provide materials / questions that are in accordance with their abilities. The success achieved by students can lead to satisfaction and then generate motivation.
- e) Creating a pleasant learning atmosphere, a warm learning atmosphere containing a sense of friendship, a sense of humor, acknowledgment of the existence of students, avoiding reproach, can generate motivation.
- f) Hold a healthy competition or competition that can generate motivation to learn. Students can compete with the results of their own learning or with the results achieved by others. In this competition can be given a test, reward or prize.

Furthermore, the characteristics of learning planning according to Sanjaya in Rusydi Ananda are as follows:

1. Learning planning is the result of a thinking process, meaning that a learning plan is not arranged carelessly but is prepared by considering all aspects that may have an effect, in addition it is

prepared by considering all available resources that can support the success of the learning process.

2. Learning planning is structured to change student behavior in accordance with the goals to be achieved. This means that the main focus in lesson planning is the achievement of objectives.
3. Learning planning contains a series of activities that must be carried out to achieve the objectives.

Therefore, learning planning can serve as a guide in designing learning according to needs. Furthermore, according to Banghart and Trull as quoted by Harjanto in Rusydi Ananda that the characteristics of learning planning are:

1. It is a rational process, because it is related to social goals and the concepts are designed by many people.
2. It is a dynamic concept, so it can and needs to be modified if the incoming information expects it to.
3. Planning consists of several activities, the activities are many, but can be categorized into procedures and directions.
4. Learning planning is related to the selection of funding sources, so it must be able to reduce waste, duplication, misuse and mismanagement.

There are several important characteristics, based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, which should be considered by the teacher before developing a lesson plan. The principles are as follows:

1. Concern learners,, differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners" environment. This means that before conducting

lesson plan, teachers have to consider many aspects related to students' differences and their backgrounds in order to produce appropriate and useful lesson plan for students.

2. Encourage students to be active participants. The process of teaching learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. Moreover, the teachers will make their students become active by doing many useful efforts. So, in arranging a lesson plan, a teacher has to consider this principle.
3. Develop reading and writing culture. It means that reading and writing culture are skills that are very rare to be taken into account either by teachers or students. Therefore, in arranging a lesson plan, a teacher has to consider this principle.
4. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial. In this part, after conducting teaching-learning activity or in post-teaching activity, teachers have to provide feedback and follow up towards students, tasks or performances.
5. Be relevant and cohesive. Lesson plan is developed by considering relevance and cohesiveness among standard of competency, basic competence, materials, teaching-learning activity, indicator of competency achievement, assessment, and resources united in learning experience. The lesson plan developed by thematic teaching learning, integration across subject and learning aspect, and culture diversity. It means the teachers have to make sure that the lesson plans developed must be relevant and coherent among the lesson plans components such as score competence, basic competence, materials, and so forth as well as they are relevant with culture diversity.
6. Apply information of technology and communication based on situation and condition. In other words, in developing lesson

plan, teachers may use information of technology and communication media such as internet, newspapers, and so forth in the teaching instruction as an attempt to attract students,, interests in learning.

### **3. Online Learning**

#### **a. Definition of Online Learning**

One of the uses of the internet in education is online learning. There are several terms to express the idea of online learning, namely distance learning, online learning, e learning, electronic learning, virtual learning, virtual classroom or web based learning (Siahaan, 2003).

Online learning was first recognized because of the influence of the development of electronic-based learning (e-learning) which was introduced by the University of Illinois through a computer-based learning system (Waryanto, 2006).

Online learning can be formulated as “a large collection of computers in networks that are tied together so that many users can share their vast resources” (Williams, 1999).

Understanding online learning includes aspects of hardware (infrastructure) in the form of a set of computers that are interconnected with each other and have the ability to transmit data, either in the form of text, messages, graphics, or sound. In other words, online learning can be interpreted as learning through computer networks that are interconnected with other computer networks throughout the world (Kitao, 1998).

According to Dabbagh (2005:15) Online learning is an open and distributed learning environment that uses pedagogical tools, enabled by internet and web based technologies, to facilitate learning and knowledge building through meaningful action and interaction. From the definition put forward by Dabbagh above, it

can be concluded that online learning is an open learning environment by considering learning aspects and possibly using internet and web-based technologies to facilitate the learning process and build meaningful knowledge.

Meanwhile, according to Carliner (1999) in Anderson and Elloumi (2001:4) online learning is as follows: online learning is educational material that is presented on a computer. Based on Carliner's definition, online learning is educational material that is broadcast using a computer.

#### **b. Characteristics of Online Learning**

Online learning is learning that does not meet directly with the teacher. Where this learning is assisted by various media that can support learning activities. Like the use of technology. Technology is needed in this learning. With this technology, we can do distance learning without having to meet with the teacher.

Dabbagh and Bannan-Ritland (2005) proposed the characteristics of online learning as follows:

1. Constructivism
2. Social interaction
3. Inclusive community of learners
4. Computer-based Learning
5. Digital classroom
6. Interactivity
7. Independence
8. Accessibility
9. Enrichment

Online learning is a learning system without directly face to face between teacher and students (Allen & Seaman, 2007). The online learning requires an internet network. The teacher and students carry out learning together, at the same time, but in different places. Various applications and platforms can be used,

such as whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

### **c. Advantages of Online Learning**

Some of the benefits obtained when using online learning include:

1. Learning is more flexible and comfortable so that learning motivation is better;
2. Student performance can be monitored more easily;
3. Online learning can be used as learning resources and media;
4. Fun learning (Stephenson, 2018).

Emde, et al (2020) stated that being able to make students get new experiences in learning to use technology so as to enable increased creativity and critical thinking.

Several research results show that online learning can improve student learning outcomes (Muali, et al, 2018; Irwan, et al, 2019; Anwar and Ikawati, 2020). In addition, online learning can also increase students' learning motivation (Amin, 2017).

### **d. Disadvantages of Online Learning**

Haryono (2003) explains that online learning have several weaknesses, namely:

1. internet usage that requires adequate infrastructure
2. expensive internet usage
3. communication via the internet is often slow

According to Taufik (2010) online learning have disadvantages, they are:

1. Lack of interaction between teachers and students or even between students themselves, can slow down the formation of values in the teaching and learning process.

2. The tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
3. The process of learning and teaching tends towards training rather than education.
4. Changes in the role of teachers from those who originally mastered conventional learning techniques, are now required to master learning techniques using ICT (Information Communication Technology).
5. Students who do not have high learning motivation tend to fail.
6. Not all places have internet facilities (related to the problem of the availability of electricity, telephones, and computers).

## **B. Review of Relevant Studies**

Based on the dissertation conducted by Tiyas Purnama Sari (2019) found in her research the title *Analisis Persepsi Kepala Sekolah Terhadap Pemahaman Guru Kelas I Dalam Menyusun Rencana Pelaksanaan Pembelajaran K13 Di SD Muhammadiyah 16 Surakarta*. In her research, she used qualitative research with interview instruments. The aim is to find out the understanding of grade 1 teachers in preparing lesson plans. Researchers found similarities with relevant research, namely discussing perceptions in lesson plan. The difference is the researcher focuses on Madrasah Aliyah Negeri, while her study focuses on elementary school grade 1.

Pujiono (2013) found in his research entitled *The Analysis of Lesson Plans by The English Teachers of Senior High Schools in Kudus in The Academic Year 2012/2013*. The objective of his research is to describe the content of lesson plan by the English teachers of senior high schools in Kudus in the academic year 2012/2013. His research is descriptive qualitative research. The data of his research is the content of the English teachers' lesson plan of senior high school in Kudus in the academic year 2012/2013 and the data source is lesson plan of the English teachers of

senior high school in Kudus in the academic year 2012/2013 that consist of six lesson plans.

Based on the dissertation conducted by Tina Oktafianti (2019) found in her research the title *An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At MTS Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019*. The aim of her study to know whether of lesson plans made by the English teacher at MTS Al Qur'an Harsallakum Bengkulu refferring to curriculum 2013 or not, the way and the obstacles faced by English teacher in designing lesson plan. The qualitative data were obtained from the content analysis, the documentary study and interview guideline. To conduct her research, her used the descriptive qualitative approach. Her research is one of qualitative research that is a case study. The result shows that the writer's expectation of all lesson plans made by an English teacher is not actually fulfilling the standard of curriculum 2013 although the lesson plans developed by English teacher at the first semester of MTS Al Qur'an Harsallakum Bengkulu academic year 2018/2019 enterely consisted of nine component.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is case study research. Where this case study is included in qualitative research. It describes about principal's perception on lesson plan written by English teachers for online learning system in MAN 2 Tanah Datar and MAN 4 Tanah Datar. According to Bogdan and Taylor, qualitative method is a research procedure that produces descriptive data in the form of words or words from people and observable behavior (Bogdan, 1993: 20). According to Gay (1992: 217), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Gay et al (2012:12) states that qualitative research seeks to delve deeply into the research setting to gain a deep understanding of what it is, why it is, and how participants perceive it in context. It means that this research focused on evaluation research that explains and describes events, phenomenon, and data happened in the field based on the reality.

#### B. Research Setting

This research was conducted at State Madrasahs Aliyah in Tanah Datar Regency. Where in the MAN has an English teacher alumni in English teaching department at IAIN Batusangkar. There are 2 MAN, MAN 2 in Tanah Datar and MAN 4 in Tanah Datar.

#### C. Research Informant

Research informant is people who have information and know about the problem related to this research. According to Gay *et al* (2012:142), informants are people who will contribute to the researcher understand of the phenomenon under study. In addition, Gay (2000:139) states that informant is chosen by the researcher based on whom he judge to be thoughtful and who have information, perspectives, and experiences

related to the topic of the research. Research informant should have some criteria.

Therefore, informants were selected using a purposive sampling technique by determining certain characteristics in advance of the object to be sampled, in accordance with the stated objectives. The informants of this research is principal in MAN where in the school have English teachers alumni of English teaching at IAIN Batusangkar. The informant of this research are 2 principals from MAN 2 Tanah Datar and MAN 4 Tanah Datar.

#### **D. Research Instrument**

The key instrument of this research was the researcher herself. According to Sugiyono (2008: 125), in qualitative research the main instrument is the researcher her/ himself. Additionally, Gay (2000:19) states that the researcher is on his self as the instrument of the data collection. The researcher should enter the setting to get the data, do interview and study the document, and the researcher interprets the data by herself.

As the key instrument of this research, the researcher used interview guide to help her in order to find principals perception on lesson plan written by English teachers for online learning system. Then, the researcher tried to do interview. The researcher used unstructured question to the informants. The researcher used Indonesian language in order to make communication run effectively and smoothly.

#### **E. Technique of Data Collection**

Data collection is done by interview. The interview for knowing perceptions of principals. The interview chose to find out the principal's perception, to raise information related to lesson plans. Interview adapted from according to Sugiyono (2012: 72), an interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint contraction of meaning

about a particular topic. Researchers conducted direct interviews with informants. Researchers use Indonesian to minimize missing information.

#### **F. Checking Data Trustworthiness**

Checking trustworthiness data is very important to do so that the research can be trusted. Hwang (2008) states that he believes that for empirical benefit, it will enhance credibility building by making the research processes more transparent and replicable. Triangulation is the strategy commonly used to establish three of the four criteria which are credibility, dependability and confirm ability. Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness.

Specifically Yin (1994, p. 34) asserts that in case study research, “multiple sources of evidences” are used as a tactic to triangulate data to address concerns with construct validity because the multiple sources of evidence essentially provide multiple measures of the same phenomenon.

According to Azza (2013), in order to triangulate data across sources, the researcher needs to develop evidence for an interpretation from several informants, particularly several types of informants based on purposive sampling.

In addition, triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research (Shenton, 2004).

Creswell and Miller (2000) advise that in establishing trustworthiness, the researcher needs to employ a systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas.

In this research used triangulation technique to check the data trustworthiness. After the researcher collects the data, the researcher will pay attention and re-check the completeness of the data such as place, time, and theory.

## **G. Technique of Data Analysis**

According to Miles and Huberman (1994:10), in analyzing qualitative data needs three activities, they are:

### **1. Reduction of the data**

Reduction of the data refers to the process of selecting, focusing, simplifying, abstracting, and data transforming the data that appear up written notes or transcription, as stated by Richard, Jack C. and Willy A. Renandya. (2002). The reduction of the data is occurring during the interview. It means that when data was collected, the phase of continuing of reduction was occurring, such as making conclusion, codification, investigate of theme, grouping, and writing memorandum.

In the data reduction, the researcher did some step. First, the researcher made transcription of the interview. Second, the researcher organized, and coded the transcription that related into tables. Then, the researcher gave initial for the informant such as I.1 as the first informant, I.2 as the second informant, and so on, R as researcher, and then add 1, 2 and so on.

### **2. Data display**

Data display is the set of information that is arranged possible to give possibility in taking a conclusion and a treatment. In this case, the researcher displayed the data in form of table. The table showed the informants' number and their perception about lesson plan. The researcher displayed the data in the table form which consists of informants and related to the research question that is their perception from interview. Then, the researcher grouped the data into some aspects of perception based on previous finding in the table.

### **3. Verification and conclusion**

After reducing and display the data, the researcher tried to make conclusion and verification of the data. This step aims to conclude the

principals perception on lessen plan written by English teacher in online learning system.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

This chapter discusses the finding of the research on principal's perception on lesson plan written by English teachers for online learning system. There were 2 principals from the data of interview as the informants. The researcher started interviewing the informants from November 19<sup>th</sup> 2021- February 14<sup>th</sup> 2022. The interview was done over the phone and record. When doing interview, the researcher used interview guide. After collecting all of the data, the researcher analyzed them by reducing the data of the interview related to principal's perception on lesson plan written by English teachers for online learning system.

Based on the data analysis, the researcher found several from the informants on principal's perception on lesson plan written by English teachers for online learning system, those perceptions are: 1) Online lesson plan is according to technical instructions; 2) Online lesson plan in online learning system by English teacher has good quality; 3) Online lesson plan have advantage and disadvantage; 4) Online lesson plan is feasible to be applied to the online learning system. The finding of this research can be seen as follow:

##### 1. Online lesson plan is according to technical instructions

There were several informants proposed that their perception about online lesson plan for English teachers. When interviewing the informants, the principals who mentioning this opinion were I.1 and I.2.

The researcher did interview with informant I.1 on Sunday, February 13<sup>th</sup> 2022, at 18.58 p.m. The researcher did interview with informant I.1 via phone. The informant said:

*I.1 "Ee terima kasih RPP daring yang dipergunakan oleh guru di MAN X Tanah Datar ini telah sesuai dengan sistematika ketika*

*penyusunan RPP ee sudah sesuai dengan juknis pedoman RPP yang dikeluarkan oleh ee kementrian agama.”*

(Ee, thank you, the online RPP used by the teachers at MAN X Tanah Datar has been in accordance with the systematics when the preparation of the RPP was in accordance with the technical guidelines for RPP guidelines issued by the Ministry of Religion.)

From the information of the first informant, he mentioned that RPP used by English teacher has been in accordance with the technical instructions.

Next the researcher did interview with informant I.2 on Monday, February 14<sup>th</sup> 2022 at 10.32 a.m, the researcher did interview with informant I.2 in the office room. The informant said:

*I.2 “RPP daring yaa kalo keadaan Madrasah kita atau standar kita Sumatera Barat sudah oke lah meskipun ada kekurangan tinggal peningkatan aja lagi. Sudah sesuai juknis lah”*

(Online RPP, if the condition of our Madrasah or our standards in West Sumatra is okay, even though there is a shortage, it's just a matter of improvement. It's in accordance with the technical)

From the information of the second informant, he mentioned that the online RPP standard is good and the RPP is in accordance with the technical instructions.

In conclusion from the informant (I.1), (I.2), based on the result interview, online lesson plan made by the English teacher is accordance with the technical instructions or guidelines provided.

## 2. Online lesson plan in online learning system by English teacher has good quality

There were several informants proposed that their perception about the quality of online lesson plan for English teachers. When interviewing the informants, the principals who mentioning this opinion were I.1 and I.2.

The researcher did interview with informant I.1 on Thursday, December 2<sup>nd</sup> , 2021 at 08.10 a.m.in the office room. The informant

said:

***I.1 “Kalau pendapat bapak ya Cuma itu yang tadi kalau perangkatnya sudah cukup bagus cuman yang jadi kelemahan sedikit disini adalah guru kurang bisa ee mendidik, guru kan bukan mengajar, mendidik jadi kalau perangkatnya mungkin ambilah sudah bagus cuman sedikit kelemahan daripada ee daring ini yang mendidiknya agak sedikit berkurang.”***

(In your opinion, yes, that's all, if the device is good enough, the only thing that is a slight weakness here is that the teacher is not able to educate, teachers don't teach, educate, so if the equipment is good, maybe take it reduce).

Researchers conducted in-depth interviews with informants I.1 on Sunday, February 13<sup>th</sup> 2022, at 18.58 p.m. the researcher did interview with informant I.1 via phone. The informant said:

***I.1 “Udah udah bagus dan baik sebab materi yang termuat dalam RPP sesuai dengan KI dan KD nya”***

(It's been nice and good because the material contained in the RPP is in accordance with the KI and KD)

***I.1 “Iyaa aa ini sedikit bapak terangkan kenapa bapak katakan baik sebab materi yang termuat dalam RPP ini sudah sesuai dengan KI atau KD, sebagaimana yang tercantum dalam permendikbud nomor 37 tahun 2019 aa disana dan RPP sudah memuat gambaran tentang aktifitas siswa dan juga aktifitas guru dengan siswa”***

(Yes, explain a little why bapak say good because the material contained in this RPP is in accordance with KI or KD, as stated in Permendikbud number 37 of 2019 aa there and the RPP already contains a description of student activities and activities teacher with students)

***I.1 “Iya kan sekarang bukan lagi dalam sebuah RPP itu seolah sumber sumber segalanya melibatkan aktifitas siswa disana”***

(Yes, now it's no longer in a lesson plan, it's as if the source of everything involves student activities there)

***I.1 “Iyaa tentu nya ya dengan memperhatikan literasi yaa dan juga telah dilengkapi dengan soal-soal yang telah dievaluasi”***

(Yes, of course yes, by paying attention to literacy and has also been equipped with questions that have been evaluated)

***I.1 “Iyaa kan kalau untuk daring sudah merupakan istilahnya ee media elektronika terutama menggunakan android, menggunakan laptop dan sebagainya dan juga bapak bilang ni kenapa sudah sesuai***

*ee baik dalam pembelajaran ee dalam evaluasi ini semuanya telah tercantum dan bapak lihat dalam RPP yang ada KI dan KD nya dan RPP sudah menggunakan pendekatan scientific yang sesuai dengan tuntutan kurikulum 2013”*

(Yes, online, that's the term for electronic media, especially using Android, using a laptop and so on and also you said why it's appropriate, both in learning and in this evaluation, everything has been listed and you see it in the RPP that has KI and the KD and RPP have used a scientific approach that is in accordance with the demands of the 2013 curriculum)

From the information of the first informant, he mentioned that online lesson plan by English teacher has good quality. Where the device has been good. The lesson plans contain materials based on KI and KD, have described the activities of teachers and students, develop literacy, and also develop science and technology for students and teachers.

Next the researcher did interview with informant I.2 on Tuesday, December 7<sup>th</sup>, 2021 at 11.00 a.m in the office room. The informant said:

***I.2 “Ya pendapat bapak seandainya kita belajar daring online itu bagus kita laksanakan tetapi kalau seandainya kita tatap muka tentu kembali kayak biasa sebetulnya itu sasaran kelengkapan atau SIM pada pbm kalau tidak ada rpp tu ndak bagus kalau perlu bapak mencek memeriksanya kira-kira.”***

(Yes, in my opinion, if we study online, it's good that we do it, but if we meet face-to-face, it will return to normal, actually it's the target for completeness or SIM on PBM, if there is no lesson plan it's not good, I need to check it out, about).

Researchers conducted in-depth interviews with informants I.2 on Monday, February 14<sup>th</sup> 2022 at 10.32 a.m, the researcher did interview with informant I.2 in the office room.

The informant said:

***I.2 “Baiknya memang kalo kualitasnya boleh dikatakan baik tapi kualitasnya belum bisa dikatakan bagus kenapa manusia ni karna berpedoman, ada kekurangan ada kelebihan yang namanya guru kadang berpedoman pada juknis tapi kadang-kadang dia lemah membaca situasi anak dan lingkungan ”***

(It's good if the quality can be said to be good but the quality can't be said to be good, why is this human being guided, there are drawbacks, there are advantages whose name is that the teacher is sometimes guided by technical guidelines but sometimes he is weak in reading the situation of children and the environment)

***I.2 “Ooo ada, dalam RPP sudah terdapat prinsip pembangunan, itu semua sudah disesuaikan dengan kemampuan ”***

(Oh yes, there is a development principle in the RPP, it's all been adjusted according to ability)

***I.2 “Sudah, kan di RPP tersebut seluruh kegiatan telah tergambar”***

(Yes, in the RPP all activities have been described)

***I.2” Ooo ada tentu ada itu sudah pasti itu. Mengembangkan budaya literasi”***

(Ooo there is of course there is that is certain. Developing a literacy culture)

***I.2 “Iyaa itu lah keuntungan daring ini iptek siswa dan guru jadi maju, kita sering menggunakan iptek dalam belajar”***

(Yes, that's the advantage of online science and technology, students and teachers are advancing, we often use science and technology in learning)

From the information of the third informant, he argued that lesson plan is a complete in the teaching and learning process. It meant that the lesson plan of the English teacher was checked by the principal. The online lesson plan contains the principles of development, all learning activities are illustrated, develops a literacy culture, and develops science and technology in the learning process.

In conclusion from the informant (I.1) and (I.2), lesson plan is a completeness of the teaching and learning process. The lesson plan made by the English teacher is good quality. The online lesson plan contains the principles of development which are adapted to the abilities of the students. The series of activities in the online lesson plan also illustrates all the activities of teachers and students. Not to

forget, teachers also develop a reading and writing culture and increase the use of science and technology.

### 3. Online lesson plan have advantages and disadvantages

The researcher asked to the informant about lesson plan written by English teacher. When interviewing the informants, the principals who mentioning this opinion were I.1 and I.2.

The researcher did interview with informant I.1 on Thursday, December 2<sup>nd</sup>, 2021 at 08.10 a.m.in the office room. The informant said:

***I.1 “Ya mungkin hampir sama dengan pertanyaan tadi telah sesuai dengan aturan yang ada di di direktur kskk atau dibagian pemat khusus yang ee bidang study bahasa inggris.”***

(Yes, maybe it's almost the same as the question above, in accordance with the rules at the KSKK director or in the special tutor section, which is in the field of English language studies)

Researchers conducted in-depth interviews with informant I.1 on Sunday, February 13<sup>th</sup> 2022, at 18.58 p.m. the researcher did interview with informant I.1 via phone. The informant said:

***I.1 “Ya cuma yaa mungkin telah sesuai dengan pedoman RPP sebelum ini juga bapak katakan kelebihan daring mungkin bisa langsung ee seperti jadi seperti kita wawancara sekarang ini langsung ke topic materi cuma tugas guru kan juga bukan hanya sekedar ee langsung berdiskusi dengan anak, ee seorang guru juga memberikan teladan memberikan contoh sikap dan tingkah laku barangkali dari segi itu aja kekurangannya di apa di pembelajaran daring kadang anak yang yang daring ini jam 7.30 kadang kalau dapat bisa di dan kelebihan nya juga ada ee mungkin materi bisa disampaikan dan bisa juga di ee diberikan beberapa catatan yang telah di berikan gambaran-gambaran yang sudah diberikan materi-materi lain yang bisa dishare oleh guru ya”***

(Yes, it's just that maybe it was in accordance with the previous RPP guidelines, you said the advantages of being online might be direct, like, like we're interviewing right now, going directly to the topic of the material, it's just the teacher's job, right, not just discussing directly with the children, eh? a teacher also gives an example giving an example of attitude and behavior maybe in terms of that that's the only drawback in online learning sometimes the online child is at 7.30 sometimes if it can be done and the advantages are also there maybe

the material can be delivered and it can also be posted given some notes that have been given descriptions that have been given other materials that can be shared by the teacher yes)

***I.1 “Sebetulnya lebih enak pakai media sebab mungkin ribuan guru bisa melihat media bisa digunakan ee android, internet bisa mencari berupa contoh juga ini digoogle dan lain sebagainya”***

(Actually it's better to use the media because maybe thousands of teachers can see the media can be used ee android, the internet can search for examples, this is also google and so on)

He said that, online lesson plan by English teacher complies with the guidelines and instructions. The lesson plans also go directly to the topic of the material to be taught, the material is easy to share, and the use of learning media is more varied.

Next, the same information got from informant 1.2 on Tuesday, December 7<sup>th</sup>, 2021 at 11.00 a.m in the office room. The informant said:

***I.2 “Ooo kalau rpp tu yang namanya manusia kan tidak ada yang sempurna pasti ada kekurangan pasti ada kelemahan jadi yang namanya kalau orang disuruh kerja tentu ia ingin instan ingin cepat maka itu harus diperbaiki kita lihat itulah gunanya wakil kurikulum dan guru senior yang tentunya memeriksanya dan jika dia tidak bisa tentu dia ingin enteng saja ingin lepas tugas saja tapi setiap program tu apakah mungkin dilaksanakan dibuat kalau ndak mungkin dilaksanakan untuk apa dibuat jadi sesuai dengan ketentuan.”***

(Ooo, if the RPP is a human, no one is perfect, there must be shortcomings, there must be weaknesses, so if people are asked to work, of course they want to be fast, so they have to be fixed. We'll see that's what the curriculum representative and senior teacher are for. can't, of course he wants to take it easy, but just want to leave each program, is it possible to make it, if not possible, why is it made in accordance with the provisions)

Researchers conducted in-depth interviews with informants I.2 on Monday, February 14<sup>th</sup> 2022 at 10.32 a.m, the researcher did interview with informant I.2 in the office room.

***I.2 “Kelebihannya itu pak rasa dari segi anak sudah mengenal iptek sudah tau dengan dunia kemajuan, kelemahannya kadang-kadang untuk segi kehadiran mungkin guru bisa dikecoh oleh siswa hahah***

*ambil absen mungkin hp nya tinggal trus dia pergi hahah memang memantau secara apa tu tidak semudah dengan tatap muka”*

(The advantage, sir, is that in terms of children, they already know science and technology, they already know the world of progress, the weakness is sometimes in terms of attendance, maybe the teacher can be tricked by students, hahaha, take an absence, maybe the cellphone just stays and then he goes, hahaha indeed monitoring in what way is not as easy as using it. face to face)

***I.2 “Tentu pengontrolannya tentu tapi hasil pengontrolannya itu ndak sebagus tatap muka”***

(Of course the control is of course but the results of the control are not as good as face-to-face)

***I.2 “Media nya saya rasa terkendala kadang-kadang dari sinyal, kadang-kadang cuaca dan juga kan paket yang namanya anak-anak”***

(I think the media is constrained sometimes from the signal, sometimes the weather and also packages whose names are children)

From informant 1.2 he mentioned that, online lesson plan written by an English teacher, have weakness where the teacher makes learning steps but they don't do it. The media is also constrained by network problems and student control is reduced. Besides having advantages, online lesson plans also have the advantage of being able to improve the science and technology of students and teachers.

In conclusion from I.1 and I.2, based on result interview, online lesson plan have advantages and disadvantages. The advantages of the online lesson plan are that it complies with guidelines and rules, goes straight to the topic of learning, is easy to share learning materials, improves science and technology and can also use a variety of learning media. While the disadvantages, where the teacher makes learning steps but they don't do it, the student's control is reduced and then constrained by the use of media because of signals.

4. Online lesson plan is feasible to be applied to the online learning system

The researcher did interview with informant I.1 on Sunday, February 13<sup>th</sup> 2022, at 18.58 p.m. The researcher did interview with informant I.1 via phone. The informant said:

***I.1 “Iyaa layak karna bapak telah mencek sesuai gak sama juknis penyusunannya sesuai gak dengan KI dan KD nya sesuai gak dengan ee ada ndak aktifitas siswa dalam RPP tersebut”***

(Yes, it's feasible because you have checked whether the technical guidelines are in accordance with the KI and the KD are not in accordance with whether there are student activities in the RPP)

From informant I.1 we can conclude that feasible to applied at school. Where have checked and accordance with KI and KD.

Next the researcher did interview with informant I.2 on Monday, February 14<sup>th</sup> 2022 at 10.32 a.m, the researcher did interview with informant I.2 in the office room. The informant said:

***I.2 “RPP tu layak diterapkan, tapi kalo keadaan sudah normal kita kembali ke RPP biasa karna dari segi istilah nya yang namanya daring ini memang kata orang itu guru dan karna dia kepala sekolah dengan daring ini jadi ringan karna gak bekerja gaji dapat juga. Padahal pekerjaan guru tambah berat sebenarnya. Daring ni haha istilahnya dua kali kerjanya satu lagi sama mengawasi PBM itu langsung kalo daring ini mengawasi secara bayang-bayang itu mah susah mengawasi dibalik dinding pemisah aa itu maksudnya itu kendalanya. Jadi kita berharap keadaan daring itu normal kecuali untuk keadaan yang tidak mungkin kan”***

(The RPP is worth implementing, but when things are back to normal we will return to the regular RPP because in terms of the term online, this person says that the person is a teacher and because he is the principal of an online school, it's easy because he doesn't work, he gets paid too. In fact, the teacher's job is getting harder. It's online, haha, the term is that it works twice, one more time, it's the same as monitoring PBM directly, if you're online watching in the shadows, it's hard to watch behind the dividing wall, aa, that means that's the problem. So we hope that the online situation is normal except for the impossible, right)

From informant I.2 he mentioned that, the online lesson plan is feasible to implementing.

In conclusion, online lesson plan written by English teacher, feasible to be applied in schools because it has been checked and is also in accordance with KI and KD.

## **B. Discussion**

Based on result of finding above, it shows there were four principal's perception on lesson plan written by English teachers for online learning system. They are; 1) Online lesson plan is according to technical instructions; 2) Online lesson plan in online learning system by English teacher has good quality; 3) Online lesson plan have advantage and disadvantage; 4) Online lesson plan is feasible to be applied to the online learning system.

Online lesson plan is a completeness of the teaching and learning process. All of the informant agreed that online lesson plan is according to technical instructions. Teachers have been equipped with knowledge and given guidelines in making lesson plans. Teachers are also given the freedom to develop their online lesson plans but must follow the rules given by the ministry of religion.

Next, Online lesson plan in online learning system by English teacher has good quality. The online lesson plan contains the principles of development which are adapted to the abilities of the students. The series of activities in the online lesson plan also illustrates all the activities of teachers and students. Not to forget, teachers also develop a reading and writing culture and increase the use of science and technology. According to Rusydi Ananda (2019), characteristic of good lesson plan are, principle of development. In principle, students who are learning are in the process of development and will continue to develop. The ability of children at the age level and grade level varies according to their development. And then Learning planning contains a series of activities that must be carried out to

achieve the objectives. Based on the Minister of National Education Regulation Number 41 Year 2007, develop reading and writing culture and apply information of technology and communication based on situation and condition.

Then, Online lesson plan have advantage and disadvantage. The advantages of the online lesson plan are that it complies with guidelines and rules, goes straight to the topic of learning, is easy to share learning materials, improves science and technology and can also use a variety of learning media. Teachers can use various media for learning. While the disadvantages, where the teacher makes learning steps but they don't do it, the student's control is reduced and then constrained by the use of media because of signals.

In making this online lesson plan, the teacher has adjusted to KI and KD, and also the teacher has paid attention to the characteristics of the good lesson plan so that the online lesson plan is feasible to be applied at MAN Tanah Datar during online learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on finding above, the researcher concludes that there were four principal's perception on lesson plan written by English teachers for online learning system. They are; : 1) Online lesson plan is according to technical instructions; 2) Online lesson plan in online learning system by English teacher has good quality; 3) Online lesson plan have advantage and disadvantage; 4) Online lesson plan is feasible to be applied to the online learning system.

#### B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions, they are:

##### 1. English teacher

From the results of this study, it can be concluded that the lesson plans made by the English teacher have good quality. Although there are still shortcomings. The researcher gives suggestions for English teachers so that in making lesson plans even better and teachers are able to adapt to learning conditions.

##### 2. The next researchers

The researcher would like to give suggestions to the next researchers about the assessment of English teachers on students in online learning system.

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# APPENDICES

## Appendix 1: Interview Guidelines

### Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System

STEPS	TOPIC	DETAILS
<b>Warming Up</b>	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Memperkenalkan diri</li> <li>3. Menyampaikan tujuan wawancara</li> <li>4. Menanyakan kesediaan informant untuk wawancara direkam</li> </ol>	<ol style="list-style-type: none"> <li>1. Assalamu'alaikum wr.wb bagaimana kabarnya bapak/ibuk?</li> <li>2. Perkenalkan saya Wulan Fadila</li> <li>3. Boleh saya meminta waktunya untuk mewawancarai bapak/ibuk?</li> <li>4. Apakah bapak/ibuk bersedia jika wawancara ini direkam?</li> </ol>
<b>Level Check</b>	Memastikan informant cocok untuk diwawancarai.	<ol style="list-style-type: none"> <li>1. Apakah bapak/ibuk seorang kepala sekolah MAN yang ada di Tanah Datar?</li> <li>2. Apakah disekolah ini mempunyai guru bahasa inggris alumni dari IAIN Batusangkar?</li> </ol>
<b>Probing</b>	Menggali informasi terkait persepsi kepala sekolah tentang RPP guru bahasa inggris	<ol style="list-style-type: none"> <li>1. Apa atau bagaimana pengetahuan bapak tentang metode pembelajaran online?</li> <li>2. Apakah dipelajaran bahasa inggris juga menggunakan metode pembelajaran online?</li> </ol>

		<ol style="list-style-type: none"><li>3. Apakah guru bahasa inggris di MAN ini menggunakan RPP daring dengan sistem pembelajaran online?</li><li>4. Apa pendapat bapak mengenai RPP daring ini untuk guru bahasa inggris dengan sistem pembelajaran online?</li><li>5. Apakah sebelum mengajar, guru bahasa inggris membuat RPP terlebih dahulu dan RPP tersebut diperiksa oleh kepala sekolah?</li><li>6. Bagaimana menurut bapak RPP yang ditulis oleh guru bahasa inggris di MAN ini?</li><li>7. Apakah RPP online guru bahasa inggris pernah dievaluasi?</li><li>8. Apakah dengan RPP tersebut, tujuan dan sasaran pembelajaran online seperti sekarang ini tercapai?</li><li>9. Apakah RPP tersebut disusun berdasarkan KD?</li><li>10. Menurut bapak apakah RPP yang ditulis guru bahasa inggris telah sesuai dengan komponen RPP?</li></ol>
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		<p>11. Apa jenis masalah yang bapak temukan dalam RPP yang ditulis oleh guru bahasa inggris?</p> <p>12. Apa solusi bapak untuk masalah yang dihadapi guru bahasa inggris dalam mengembangkan RPP?</p>
<b>Wind Down</b>	Mengakhiri wawancara dan meengkonfirmasi kepada informant untuk bersedia diwawancarai lagi jika dibutuhkan.	<p>1. Jika nanti saya membutuhkan informasi lebih lanjut dari bapak/ibuk, apakah bapak/ibuk bersedia untuk diwawancarai kembali?</p> <p>2. Terimakasih atas kesediaan bapak/ibuk, Assalamu'alaikum wr.wb</p>

**Principal's Perception on Lesson Plan Written by English Teachers for  
Online Learning System**

<b>STEPS</b>	<b>TOPIC</b>	<b>DETAILS</b>
<b>Warming Up</b>	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Memperkenalkan diri</li> <li>3. Menyampaikan tujuan wawancara</li> <li>4. Menanyakan kesediaan informant untuk wawancara direkam</li> </ol>	<ol style="list-style-type: none"> <li>1. Assalamu'alaikum wr.wb bagaimana kabarnya bapak/ibuk?</li> <li>2. Perkenalkan saya Wulan Fadila</li> <li>3. Boleh saya meminta waktunya untuk mewawancarai bapak/ibuk?</li> <li>4. Apakah bapak/ibuk bersedia jika wawancara ini direkam?</li> </ol>
<b>Level Check</b>	Memastikan informant cocok untuk diwawancarai.	<ol style="list-style-type: none"> <li>1. Apakah bapak/ibuk seorang kepala sekolah MAN yang ada di Tanah Datar?</li> <li>2. Apakah disekolah ini mempunyai guru bahasa inggris alumni dari IAIN Batusangkar?</li> </ol>
<b>Probing</b>	Menggali informasi terkait persepsi kepala sekolah tentang RPP guru bahasa inggris	<ol style="list-style-type: none"> <li>1. Bagaimana menurut bapak RPP yang ditulis guru bahasa inggris?</li> <li>2. Apakah RPP tersebut bisa dikatakan RPP yang baik dengan kualitas yang bagus? Jika iya alasannya kenapa? Jika tidak alasannya kenapa?</li> </ol>

		<p>3. Apa kelebihan dan kekurangan dari RPP tersebut?</p> <p>4. Menurut bapak apakah RPP daring yang telah dibuat guru bahasa inggris layak diterapkan di MAN ini?</p>
<b>Wind Down</b>	Mengakhiri wawancara dan mengkonfirmasi kepada informant untuk bersedia diwawancarai lagi jika dibutuhkan.	<p>1. Jika nanti saya membutuhkan informasi lebih lanjut dari bapak/ibuk, apakah bapak/ibuk bersedia untuk diwawancarai kembali?</p> <p>2. Terimakasih atas kesediaan bapak/ibuk, Assalamu'alaikum wr.wb</p>

**Appendix 2 : Attendances of Informant**

No	Nama
1	Drs. Sabrimen, MA
2	Taswir, S.Pd



### Appendix 3 : Transcript of Interview

#### Transcript of Interview

##### Informant 1

On Thursday, December 2, 2021 at 08.10 a.m. The researcher did interview with the first informant (I.1) in the office room.

Participants	Utterances
R	Assalamu'alaikum warahmatullahi wabarakatuh
I.1.1	Waalaikumsalam warahmatullahi wabarakatuh
R	Bagaimana kabarnya bapak?
I.1.2	Alhamdulillah baik wulan
R	Iya, perkenalkan saya R dari Iain Batusangkar. Kalau boleh tau dengan bapak siapa?
I.1.3	Bapak I.1 kepala Man 2 Tanah Datar
R	Boleh saya meminta waktunya untuk mewawancarai bapak?
I.1.4	Iya silahkan
R	Apakah wawancara ini bisa direkam pak?
I.1.5	Iya silahkan
R	Ee apakah bapak seorang kepala sekolah di Man 2 Tanah Datar?
I.1.6	Iya bapak seorang kepala di Man 2 Tanah Datar
R	Man 2 tanah datar. Apakah di sekolah ini mempunyai guru bahasa inggris yang mana alumni dari iain batusangkar pak?
I.1.7	Iya ada dari 5 orang guru bahasa inggris ada beberapa dari alumni iain tanah datar
R	Nah em bagaimana pengetahuan bapak tentang metode pembelajaran online pak?

I.1.8	Yaa metode pembelajaran online mungkin berbeda banding dengan pembelajaran tatap muka ini disebabkan kalau tatap muka mungkin belum bisa langsung ke siswa dan bisa memperhatikan ee tingkah laku siswa memperhatikan ee akhlaknya dan lain sebagainya tapi di online bisa juga untuk perhatikannya tapi tidak presentasinya lebih jauh sedikit sekali
R	Oke, apakah di pembelajaran bahasa inggris juga menggunakan metode pembelajaran online pak?
I.1.9	Yak mungkin seluruh bidang study ini kemarin ini telah dilaksanakan daring
R	Jadi semuanya ya pak ya
I.1.10	Iya
R	Apakah guru bahasa inggris ini menggunakan rpp daring pak dengan sistem pembelajaran online?
I.1.11	iyak sebab ee mulai dai rpp perangkatnya selama daring ini atau online ni semuanya berubah di ini ya ada yang di atur oleh direktur kskk
R	jadi di di berubah pak ya
I.1.12	Ada aturan
R	Ada aturannya juga. Apa pendapat bapak mengenai rpp daring ini untuk guru bahasa inggris dengan sistem pembelajaran online di man ini pak?
I.1.13	Kalau pendapat bapak ya Cuma itu yang tadi kalau perangkatnya sudah cukup bagus cuman yang jadi kelemahan sedikit disini adalah guru kurang bisa ee mendidik, guru kan bukan mengajar, mendidik jadi kalau perangkatnya mungkin ambilah sudah bagus cuman sedikit kelemahan daripada ee daring ini yang mendidiknya agak sedikit berkurang.

R	Tidak bisa mengontrol lebih jauh gitu ya pak
I.1.14	Iya
R	Nah ee sebelum mengajar, guru bahasa inggris ini membuat rpp terlebih dahulu ga pak nah rpp tersebut diperiksa ga pak sama kepala sekolah?
I.1.15	Sebelum mengajar wajib sudah ada rpp dan untuk memeriksa rpp dari seluruh bidang study salah satunya bahasa inggris bapak juga dibantu oleh waka bidang kurikulum dan pada akhirnya diperiksa
R	Diperiksa pak ya. Ee bagaimana menurut bapak rpp online yang ditulis oleh guru bahasa inggris pak?
I.1.16	Ya mungkin hampir sama dengan pertanyaan tadi telah sesuai dengan aturan yang ada di di direktur kskk atau dibagian pemat khusus yang ee bidang study bahasa inggris.
R	Apakah rpp online guru bahasa inggris pernah di evaluasi pak?
I.1.17	Pernah
R	Pernah. Ee apakah dengan rpp tersebut tujuan dan sasaran pembelajaran online seperti sekarang ini tercapai pak?
I.1.18	Ya yang jadi dasarnya adalah supaya wulan tau umpamanya dalam satu semester ada 4 kd, 4 kompetensi dasar dengan aturan sekarang, ini diberi kebebasan kepada sekolah atau bapak rasa seluruh indonesia. Pokoknya Cuma bisa 2 kd, ya 2 kd itu yang akan di evaluasi atau diujikan nanti jadi kalau perangkatnya bapak ee bapak rasa cukup tercapailah dengan kita dengan apa yang di bapak lihat beberapa tempo dulu begitu jadi ndak harus bebannya ada 4 kd pada semester ini tercapai 2 atau 3 ya gak papa begitu
R	Ee cara pembuktiannya kira-kira seperti apa pak yang tujuannya ini tercapai?

I.1.19	Ya tentu dengan evaluasi, evaluasi evaluasi siswa maksudnya
R	Ee apakah rpp tersebut disusun berdasarkan kd pak?
I.1.20	Iya tentu
R	Nah menurut bapak, apakah rpp yang ditulis guru bahasa inggris ini telah sesuai dengan komponen rpp?
I.1.21	Iya telah sesuai
R	Telah sesuai ya pak ya
I.1.22	Iya telah sesuai sebab ada langkah-langkah aturan-aturan yang akan jadi dasar dalam penulisan rpp itu juga ada
R	Berarti ada pedomannya pak ya
I.1.23	Ada pedoman
R	Nah ee apa jenis masalah yang bapak temukan dalam rpp yang ditulis guru bahasa inggris pak?
I.1.24	Boleh dikatakan permasalahannya mungkin presentasinya sangat sedikit sekali namun permasalahan yang terlihat didalam belajar online selama ini umumnya seluruh bidang study khususnya bahasa inggris ini si anaknya bukan masalah di gurunya mungkin anaknya ee sering ee telat bangun atau lupa pada daftarnya begitu namun selaku kepala madrasah tentu bapak selalu mengasuh dengan waka humas dan memberitahukan kepada seluruh orangtuanya tentang jadwal pembelajaran dimasa online
R	Apa solusi bapak untuk masalah yang dihadapi guru bahasa inggris dalam mengembangkan rpp nya pak?
I.1.25	Ya kalau tidak terlalu banyak ee permasalahan dalam rencana pembelajaran tersebut ya walaupun adapun solusi tentu niatan di panggil bersama waka kurikulum tentunya akan diberikan solusi-solusi sesuai dengan ketentuan yang yang seharusnya dilakukan oleh guru tersebut

R	Baik pak terima kasih, jika nanti saya membutuhkan informasi lebih lanjut dari bapak apakah bapak bersedia untuk di wawancarai kembali?
I.1.26	Ya bersedia seandainya bapak ada waktu, bapak akan coba membantu
R	Iyaa terimakasih bapak atas kesediaannya. Assalamualaikumwarahmatulahi wabarakatuh
I.1.27	Waalikumsalam warahmatulahi wabarakatuh

## Informant 2

On Tuesday, December 7<sup>th</sup>, 2021 at 11.00 a.m. The researcher did interview with the third informant (I.2) in the office room.

Participants	Utterances
R	Assalamualaikum warahmatullahi wabarakatuh
I.2.1	Walaikumsalam warahmatullahi wabarakatuh
R	Bagaimana kabarnya bapak?
I.2.2	Baik alhamdulillah
R	Perkenalkan saya R dari iain batusangkar kalau boleh tau dengan bapak siapa?
I.2.3	I3 Spd
R	Oke, bolehkah saya meminta waktunya untuk diwawancarai pak?
I.2.4	boleh
R	Apakah bapak bersedia jika wawancara ini direkam?
I.2.5	Bersedia
R	Apakah bapak seorang kepala ee kepala man ditanah datar?
I.2.6	Iya betul
R	Man berapa pak?
I.2.7	Man 4 tanah datar
R	Man 4 apakah sekolah ini mempunyai guru bahasa inggris yang alumni dari iain batusangkar pak?
I.2.8	Guru bahasa inggris ada tapi entah alumni iain kurang jelas betul

	bapak tapi yang bapak liat nama dulu datanya sii spd pak rasa mungkin bukan dari iain kurang jelas bapak alumni sebagian nama guru dan darimana asalnya kurang ndak ndak begitu penting sudah ada gurunya sudah kalau itu apanya mengenai apanya boleh tanya kepada wakil kurikulum ide-ide lapangannya
R	Apa tau bagaimana pendapat bapak tentang metode pembelajaran online pak?
I.2.9	Ee metode pembelajaran online ini satu segi bagus yaitu meningkatkan kemampuan guru dan anak itu segi ipteknologi penggunaan alat teknologi tapi di segi kendalanya ada juga kelemahannya kelemahannya kalau dari segi anak segi paket data-data dan juga dari segi guru juga ada kelemahannya itu mungkin karna ada sinyal terkendala satu lagi kadang-kadang yang online ini kalau tingkat SLTA untuk mengontrol anak itu bisa-bisa guru dikecoh saja dianya aktif entah kemana dia tu jadi ndak ada sebaiknya belajar tatap muka.
R	Tatap muka pak ya. Ee apakah pembelajaran bahasa inggris juga menggunakan metode pembelajaran online pak?
I.2.10	Iya ada
R	Semuanya online pak?
I.2.11	Ee online itu kemaren dilaksanakan karna kita ndak boleh tatap muka maka online semuanya
R	Online semuanya pak ya
I.2.12	Sekarang ni kita sudah boleh tatap muka 50% jadi tidak ada online lagi
R	Nah ee apakah guru bahasa inggris di MAN ini menggunakan rpp

	daring dengan sistem pembelajaran online pak?
I.2.13	Ee rpp daring setiap online itu dilaksanakan hanya waktu belajar online saja
R	Kalau online saja pak ya?
I.2.14	Iya kalau sekarang rpp biasa
R	Berarti online ada ya pak ya?
I.2.15	Ada
R	Nah ee apa pendapat bapak mengenai rpp daring ini untuk guru bahasa inggris dengan sistem pembelajaran online ini pak?
I.2.16	Ya pendapat bapak seandainya kita belajar daring online itu bagus kita laksanakan tetapi kalau seandainya kita tatap muka tentu kembali kayak biasa sebetulnya itu sasaran kelengkapan atau SIM pada pbm kalau tidak ada rpp tu ndak bagus kalau perlu bapak mencek memeriksanya kira-kira
R	Apakah sebelum mengajar guru bahasa inggris membuat rpp terlebih dahulu pak? Dan rpp itu diperiksa ga sama kepala sekolah?
I.2.17	Iya itu sudah pasti itu
R	Nah bagaimana menurut bapak rpp online itu yang ditulis guru bahasa inggris pak? Bagus ga rrpnya pak?
I.2.18	Ee maksudnya?
R	Ee gimana pendapat bapak rrpnya itu sudah sesuai belum sama komponennya atau gimana?
I.2.19	Ooo kalau rpp tu yang namanya manusia kan tidak ada yang sempurna pasti ada kekurangan pasti ada kelemahan jadi yang

	namanya kalau orang disuruh kerja tentu ia ingin instan ingin cepat maka itu harus diperbaiki kita lihat itulah gunanya wakil kurikulum dan guru senior yang tentunya memeriksanya dan jika dia tidak bisa tentu dia ingin enteng saja ingin lepas tugas saja tapi setiap program tu apakah mungkin dilaksanakan dibuat kalau ndak mungkin dilaksanakan untuk apa dibuat jadi sesuai dengan ketentuan
R	Nah rpp nya pernah di evaluasi ga pak?
I.2.20	Pernah lah
R	Pernah
I.2.21	Pernah itu wajib
R	Wajib di evaluasi
I.2.22	Iya
R	Nah apakah rpp tersebut ee tujuan dan sasaran pembelajarannya tercapai pak?
I.2.23	Tercapai sasaran itu bergantung kepada guru dan kondisi anaknya ada yang tercapai ada yang tidak kalau seandainya kadang-kadang guru tu belum bisa pengelolaan kelas tentu ndak ndak bisa tercapai tapi kalau guru tu bagus pengelolaan kelas tentu tercapai. Kadang-kadang dia persiapan guru tu dia persiapan diri secara baik itu pasti tercapai tapi kalau tidak mempersiapkan diri pasti tidak tercapai kadang-kadang ada juga faktor anak kadang-kadang faktor kesehatan itulah gunanya guru tu selalu di supervisi
R	Iya, cara pembuktiannya kira-kira bagaimana pak kalau misalnya tercapainya itu?
I.2.24	Ee tercapai kita liat yang pertama kita amati proses itu kita tinjau

	materinya sudah tu kita lihat pembenah input hasil anak teknik memberi dan menerima dan hasilnya kan nampak dia keaktifan dia tu kan nampak
R	Nah apakah rpp tersebut disusun berdasarkan kd pak?
I.2.25	Iya
R	Berdasarkan kd ya
I.2.26	Iya
R	Menurut bapak apakah guu apakah rpp yang ditulis guru bahasa inggris ini telah sesuai dengan komponen yang ada?
I.2.27	Kalau dia yang menulis itu kalau ada sesuai kadang tidak kadang-kadang diwaktu karna dia terlampau sibuk kadang-kadang tidak sesuai maka dari itu diingatkan jadi tidak selamanya sesuai kadang-kadang dia tergesa-gesa jadi insyallah setelah diperiksa sudah sesuai
R	Ee apa jenis masalah yang bapak temukan dalam rpp yang ditulis oleh guru bahasa inggris pak?
I.2.28	Permasalahannya kadang-kadang itulah yang ditulis itu tidak dilaksanakan itu saja programnya ini tapi tidak dilaksanakan seperti contoh pre-tes tes awal tidak dilaksanakan satu lagi meninjau ulang tanggung jawab kurang dilakukan satu lagi kalau kepada anak itu istilahnya dalam belajar itu kita jangan sering melihat jawaban serempak, jawaban serempak itu penting tentu mementingkan keaktifan kalau terlampau sering jawaban serempak di anak maka anak-anak yang lambat tidak terbaca. Anak tu kan 3 macam ada anak pintar, anak sedang, bodoh. bahkan bapak amati kalau seandainya tidak online tentu tidak istilahnya tidak daring tidak langsung ptn ada juga guru tu yang menulis tanpa menulis dia mau belakang anak.

	Menulis itu tidak boleh belakang dicibir anak murid jadi kita menulis itu kita harus menghadap ke anak.
R	Apa solusi yang bapak berikan ee pada guru tersebut yang misalkan ee solusi yang bapak berikan untuk masalah yang akan hadapi oleh guru bahasa inggris itu pak?
I.2.29	Oo yang pertama guru tu harus kita puji dulu
R	Dipuji dulu?
I.2.30	Dipuji dulu, kalau dia bermasalah puji dulu mengajarnya itu bagus ini perangkatnya bagus ini bagus tapi ada kenapa ia tidak dilaksanakannya, kenapa tidak dihubungkannya dengan pelajaran yang lewat dulu dihubungkan kenapa sekarang tidak, dulu anak pinter diperhatikan sekarang kenapa tidak. Kadang-kadang karna pinter perangkatnya bagus karena merasa terdesak dia ndak perhatikan. Dulu anak lambat ini diperhatikan kenapa sekarang tidak. Alasannya macam-macam karna dia letih, masalah keluarga, maka kesimpulan bapak dengan guru itu keberhasilan itu ada kesiapan yang sematang-matangnya.
R	Baik pak terima kasih atas waktunya ee jika saya butuh informasi lebih lanjut lagi apakah bapak bersedia diwawancarai kembali pak?
I.2.31	Bersedia, asal itu sesuai dengan tugas madrasah
R	Oke terima kasih banyak pak, assalamualaikum warahmatullahi wabarakatuh
I.2.32	Waalaikumsalam warahmatullahi wabarakatuh

## Transcript of Second Interview

### Informant I

On Tuesday, December 21<sup>st</sup>, 2021 at 08.31. The researcher did interview with the first informant (I.1) in the office room.

Participants	Utterances
R	Assalamu'alaikum warahmatullahi wabarakatuh
I.1.1	Waalaikumsalam warahmatullahi wabarakatuh
R	Bagaimana kabarnya bapak?
I.1.2	Alhamdulillah sehat R gimana?
R	Alhamdulillah sehat pak Iya, perkenalkan saya R. Boleh saya minta waktunya untuk mewawancarai bapak?
I.1.3	Iya silahkan
R	Apakah bapak bersedia jika wawancara ini direkam?
I.1.4	Boleh
R	Apakah Bapak seorang kepala MAN yang ada di Tanah Datar?
I.1.5	Iya kebetulan salah seorang kepala di Tanah Datar tepatnya di MAN 2 Tanah Datar
R	Apakah di sekolah ini mempunyai guru bahasa inggris alumni dari IAIN Batusnagkar pak?
I.1.6	Iya punya alumni dari IAIN Batusangkar
R	Oke. Ee apa atau bagaimana pengetahuan bapak tentang metode pembelajaran online pak?
I.1.7	Yaa sepengetahuan bapak tentu berbeda dengan ee pembelajaran ditatap muka sebab seorang guru bisa mengajar online tentu tidak

	berhadapan langsung dengan dengan siswa. Tentunya berbeda
R	Eee apa apakah di pembelajaran bahasa inggris juga menggunakan metode pem pembelajaran online pak?
I.1.8	Iya
R	Semuanya online pak?
I.1.9	Iya
R	Ee apakah guru bahasa inggris di MAN ini menggunakan rpp daring pak dengan sistem pembelajaran online?
I.1.10	Iyaa tentu itu lah bedanya tadi dengan belajar tatap muka guru juga mempersiapkan Rppnya secara ee untuk bisa mempersiapkan untuk belajar online atau dalam jaringan daring
R	Iyaa hmm Apa pendapat bapak mengenai rpp daring untuk guru bahasa inggris?
I.1.11	Ee untuk rpp daring juga semacam ada petunjuk, jadi sebelum guru membuat rpp dengan perubahan dari tatap muka ke daring atau online ini seorang wakil bidang kurikulum tentunya menyampaikan ee sistem atau oo beberapa contoh untuk membuat rpp, bukan untuk guru bahasa inggris saja
R	Kalo pendapat bapak mengenai rpp daring guru bahasa inggris gimana pak?
I.1.12	Kalau menurut bapak, ya mereka telah mengikuti sesuai dengan juknis yang telah disiapkan
R	Oke nah, ee apakah sebelum mengajar, guru bahasa inggris membuat rpp terlebih dahulu pak dan rpp tersebut diperiksa sama kepala sekolah?

I.1.13	Iya
R	Dan rpp tersebut diperiksa sama kepala sekolah?
I.1.14	Iyaa, jadi kalau disini jumlah guru lebih kurang 100 orang, 90 lah mungkin. Jadi tentu tidak semua rpp memang ee diperiksa oleh kepala sekolah namun bapak membagi juga kepada pertama guru senior yg kedua waka bidang kurikulum untuk memeriksa rpp yang akan disajikan untuk pembelajaran, sebagian kecil nah ada juga sampai ke bapak
R	Bagaimana menurut bapak rpp online yang ditulis oleh guru bahasa inggris pak?
I.1.15	Bagus
R	Bagus?
I.1.16	Iya
R	Apakah rpp online guru bahasa inggris ee pernah di evaluasi pak?
I.1.17	Pernah. Tentu pernah. Sebab ee sebulan kami tetap melaksanakan kegiatan ee yang dinamakan evaluasi atau meeting ya
R	apakah dengan rpp tersebut ee tujuan dan sasaran pembelajaran pak?
I.1.18	Ee iya kalau dipembelajaran daring kemaren sekarang kan udah tatap muka ya? Ini beban atau bobot dari kurikulum kan diserahkan kepada satuan pendidikan, maksudnya satuan pendidikan disini MAN 2 Tanah Datar umpamanya dalam 1 semester ada 6 kd atau 5 kd yaa kalau dipembelajaran daring ya kalau cuma bisa 3 dibolehkan, sebab yang akan mengevaluasi mengadakan ee namanya tes kepada siswa adalah guru itu

	sendiri,berbeda dengan pembelajaran tatap muka seperti tahun dulu. Jika da 5 kd ya 5 kd nya harus tercapai. Alhamdulillah itu sesuai dengan rpp yang dibuatnya tentu sudah tercapai
R	Ee apakah rpp tersebut disusun berdasarkan kd nya pak?
I.1.19	Iya tentu
R	menurut bapak, apakah rpp yang ditulis guru bahasa inggris telah sesuai dengan komponen rpp?
I.1.20	Ee yaa kebetulan yang menghandle bahasa inggris kebetulan bapak basicnya bahasa Indonesia yaitu adalah waka kurikulum, namun waka kurikulum tidak pernah menyampaikan keluhan mengenai rpp kepada bapak
R	Berarti telah sesuai ya pak ya
I.1.21	Insyallah
R	Nah ee apa jenis masalah yang bapak temukan dalam rpp yang ditulis guru bahasa inggris?
I.1.22	Mungkin metoda. Sebaiknya lebih banyaknya sebgusnya lebih banyak diadakannya pembelajaran secara zoom jadi zoom ini menggunakan oo data atau paket bukan untuk guru saja juga untuk seluruh guru jadi dengan keterbatasan jaringan dan juga persentase sedikit dengan keterbatasan paket ya mungkin tidak selalu setiap pembelajaran itu dilaksanakan secara zoom begitu mungkin beda ya dengan perkuliahan banyak yg zoom jadi anak-anak seolah-olah bisa langsung melihat dosennya, bisa langsung mengajukan pertanyaan dan lain sebagainya barang kali itu kendalanya
R	Nah kalau dari solusi pak? Apa yang bapak berikan solusi dari

	masalah yang dihadapi oleh guru?
I.1.23	Ya solusinya tentu yang pertama mengenai kehadiran siswa harus selalu absensi setelah itu ada anak yang dua tiga kali yang tidak ikut pbm akan di panggil orang tuanya setelah itu yang tidak mengikuti pbm setelah itu bagi siswa yang betul-betul tidak memiliki jaringan, kita menyediakan labor computer anak boleh belajar disana. Untuk guru sendiri yaa di panggil bersama wakil kurikulum
R	Baik pak. Ee terima kasih bapak jika saya butuh informasi lebih lanjut lagi apakah bapak bersedia untuk diwawancara kembali pak?
I.1.24	Ee insya allah
R	Oke terima kasih atas kesediaannya bapak Assalamu'alaikum wr wb
I.1.25	Wa'alaikum salam

## Informant 2

On Saturday, December 21<sup>st</sup> 2021 at 12.10. The researcher did interview with the third informant (I.2) in the office room.

Participants	Utterances
R	Assalamualaikum warahmatullahi wabarakatuh. Bagaimana kabarnya bapak?
I.2.1	Alhamdulillah baik
R	Perkenalkan saya R boleh saya meminta waktunya untuk mewawancarai bapak?
I.2.2	Boleh
R	Apakah bapak bersedia jika wawancara ini direkam?
I.2.3	Bersedia
R	Apakah bapak seorang kepala MAN yang ada di tanah datar?
I.2.4	Betul
R	Apakah di sekolah ini mempunyai guru bahasa Inggris alumni dari IAIN Batusangkar Pak?
I.2.5	Guru bahasa Inggris tu bapak kurang tau, apakah dia alumni IAIN atau bagaimana ya
R	Nanti dicek lagi ya Pak ya
I.2.6	Dicek lagi nanti ya hmm
R	Apa atau ee bagaimana pendapat bapak tentang metode

	pembelajaran online pak?
I.2.7	Ya pengetahuan bapak tentang pembelajaran online tu yang jelas pembelajaran ni itu tidak tatap muka itu melalui alat media satu lagi bagusnya metode online ini kan bisa dilakukan kapan saja oleh guru yang bersangkutan bisa malam tidak ada resiko bisa siang kapan saja tapi kendalanya kan kadang-kadang mengkondisikan siswa kan itu kendalanya. Kadang-kadang diabsen pbm siswa tu hanya sekedar ambil absen saja tapi dia entah kemana perginya kan bisa ilang jadi kelemahannya dari pengawasan
R	Apakah pembelajaran bahasa inggris juga menggunakan metode pembelajaran online pak?
I.2.8	Metode pembelajaran online ni bukan hanya di bahasa inggris tapi seluruh mata pelajaran
R	Semuanya ya pak?
I.2.9	Iya
R	apakah guru bahasa inggris di MAN ini menggunakan rpp daring dengan sistem pembelajaran online pak?
I.2.10	iya
R	Apa pendapat bapak mengenai rpp daring ini pak?
I.2.11	Yang jelas rpp ini kalau apa itu situasi dan kondisi dalam keadaan online perlu rpp. Rpp ni kan rambu-rambu sepertinya hal-hal yang harus diikuti dan yang harus dibuktikan jadi rambu-rambu dia dalam mengajar jadi apa materinya dan apa permasalahannya bagaimana menyelesaikannya bagaimana hasilnya jadi rpp itu telah lengkap

	semuanya. Kesimpulannya tergambar seluruh proses kegiatannya
R	Nah ee kalo dari ee sebelum mengajar guru bahasa inggris tersebut membuat rpp terlebih dahulu pak?
I.2.12	Iya sudah jelas itu
R	Dan rpp tersebut diperiksa oleh kepala sekolah?
I.2.13	Oo yang memeriksa pertama wakil kurikulum nanti baru disampaikan kepada bapak ee
R	Bagaimana menurut bapak rpp online yang ditulis oleh guru bahasa inggris pak?
I.2.14	Yaa rpp itu cukup bagus. Memang ada juga yang perlu direvisi yang mungkin dilaksanakan ditulis juga jadi dapat dikatakan disesuaikan dengan situasi kita apakah mungkin dilaksanakan ditulis kalo gak mungkin gak usah
R	Apakah rpp online guru bahasa inggris pernah dievaluasi pak?
I.2.15	Oo pernah
R	Apakah dengan rpp tersebut tujuan dan sasaran pembelajaran online seperti sekarang ni tercapai pak?
I.2.16	Tercapai itu bergantung keadaan kadang-kadang bisa tercapai 100% kadang-kadang 70% kadang-kadang hanya 50%
R	Berarti kalo dalam kegiatan pas pembelajaran online nya udah ya pak ya? Udah bisa dibilang tercapai?
I.2.17	Iya

R	Apa rpp tersebut disusun berdasarkan kd pak?
I.2.18	Iya
R	Menurut bapak apakah rpp yang ditulis guru bahasa inggris telah sesuai dengan komponen rpp?
I.2.19	Ooo sudah
R	Apa jenis masalah yang bapak temukan dalam rpp yang ditulis guru bahasa inggris?
I.2.20	Iya masalahnya kadang-kadang itu saja yang tidak mungkin dilaksanakan ditulis, itu yang direvisi, kadang-kadang aa istilahnya oo guru tu kadang-kadang kurang memperhatikan tingkat kemampuan siswa aa kalau siswa tu kan kita sesuaikan keadaan siswa tu kan berbeda-beda situasinya ada yang cepat ada yang sedang ada yang lambat aa
R	Berarti dalam segi proses nya
I.2.21	Prosesnya
R	Nah dari masalah tersebut ee apa solusi yang bapak berikan kepada guru bahasa inggris dalam membuat rpp tersebut pak?
I.2.22	Oo solusinya itu kita tulis yang kita laksanakan siap tu kalau ndk mungkin dilaksanakan ee cari jalan-jalan lain yang lebih efektif efisien dan satu lagi dari kita menyampaikan yaitu dari hal-hal yang mudah dulu kepada siswa, karna kita online supaya dia tumbuh semangatnya dalam belajar online
R	Baik terima kasih bapak. Jika nanti saya membutuhkan informasi

	lebih lanjut lagi apakah baak bersedia diwawancarai kembali?
I.2.23	Oo bersedia
R	Terima kasih bapak atas kesediaannya assalamu'alaikum wr wb
I.2.24	Wa'alaikumsalam wr wb

## Transcript of Third Interview

### Transcript of Interview

#### Informant 1

On Sunday, February 13<sup>th</sup> 2022, at 18.58 p.m. the researcher did interview with informant I.1 via phone.

Participants	Utterances
R	Assalamu'alaikum warahmatullahi wabarakatuh
I.1.1	Waalaikumsalam warahmatullahi wabarakatuh
R	Bagaimana kabarnya bapak?
I.1.2	Alhamdulillah baik wulan
R	Iya, perkenalkan saya R dari Iain Batusangkar. Kalau boleh tau dengan bapak siapa?
I.1.3	Bapak I.1 kepala Man 2 Tanah Datar
R	Boleh saya meminta waktunya untuk mewawancarai bapak?
I.1.4	Iya silahkan
R	Apakah wawancara ini bisa direkam pak?
I.1.5	Iya silahkan
R	Ee apakah bapak seorang kepala sekolah di Man Tanah Datar?
I.1.6	Iya bapak seorang kepala di Man 2 Tanah Datar
R	Man 2 tanah datar. Apakah di sekolah ini mempunyai guru bahasa inggris yang mana alumni dari iain batusangkar pak?
I.1.7	Iya ada guru bahasa inggris
R	Bagaimana menurut bapak RPP daring yang ditulis oleh guru bahasa inggris pak?

I.1.8	Ee terima kasih RPP daring yang dipergunakan oleh guru di MAN X Tanah Datar ini telah sesuai dengan sistematika ketika penyusunan RPP ee sudah sesuai dengan juknis pedoman RPP yang dikeluarkan oleh ee kementerian agama
R	Telah sesuai ya pak ya, nah apakah dengan RPP tersebut, RPPnya itu ee telah dikatakan baik pak dan kualitas nya itu juga bagus?
I.1.9	Udah udah bagus dan baik sebab materi yang termuat dalam RPP sesuai dengan KI dan KD nya
R	Hmm nah kalau dalam RPP nya tersebut ee terdapat gak pak prinsip pembangunan kayak ee menyesuaikan dengan kemampuan anak pak?
I.1.10	Iyaa aa ini sedikit bapak terangkan kenapa bapak katakan baik sebab materi yang termuat dalam RPP ini sudah sesuai dengan KI atau KD, sebagaimana yang tercantum dalam permendikbud nomor 37 tahun 2019 aa disana dan RPP sudah memuat gambaran tentang aktifitas siswa dan juga aktifitas guru dengan siswa
R	Jadi telah tergambarkan kegiatan pembelajarannya ya pak?
I.1.11	Iya kan sekarang bukan lagi dalam sebuah RPP itu seolah sumber sumber segalanya melibatkan aktifitas siswa disana
R	Dalam RPP tersebut gurunya mengembangkan budaya membaca dan menulis gak pak?
I.1.12	Iyaa tentu nya ya dengan memperhatikan literasi yaa dan juga telah dilengkapi dengan soal-soal yang telah dievaluasi
R	Oke dalam RPP kan dalam kondisi online ya pak ya, berarti guru telah menerapkan yang teknologi dan komunikasi ya pak ya?
I.1.13	Iyaa kan kalau untuk daring sudah merupakan istilahnya ee media elektronika terutama menggunakan android, menggunakan laptop dan sebagainya dan juga bapak bilang ni

	kenapa sudah sesuai ee baik dalam pembelajaran ee dalam evaluasi ini semuanya telah tercantum dan bapak lihat dalam RPP yang ada KI dan KD nya dan RPP sudah menggunakan pendekatan scientific yang sesuai dengan tuntutan kurikulum 2013
R	Oke pak, nah ee apa kelebihan dan kekurangan RPP daring tersebut pak?
I.1.14	Ya cuma yaa mungkin telah sesuai dengan pedoman RPP sebelum ini juga bapak katakan kelebihan daring mungkin bisa langsung ee seperti jadi seperti kita wawancara sekarang ini langsung ke topic materi cuma tugas guru kan juga bukan hanya sekedar ee langsung berdiskusi dengan anak, ee seorang guru juga memberikan teladan memberikan contoh sikap dan tingkah laku barangkali dari segi itu aja kekurangannya di apa di pembelajaran daring kadang anak yang yang daring ini jam 7.30 kadang kalau dapat bisa di dan kelebihan nya juga ada ee mungkin materi bisa disampaikan dan bisa juga di ee diberikan beberapa catatan yang telah di berikan gambaran-gambaran yang sudah diberikan materi-materi lain yang bisa dishare oleh guru ya
R	Oo dari segi media gimana pak? Guru ee daring kan guru menyesuaikan dengan media gitu pak
I.1.15	Sebetulnya lebih enak pakai media sebab mungkin ribuan guru bisa melihat media bisa digunakan ee android, internet bisa mencari berupa contoh juga ini digoogle dan lain sebagainya
R	Jadi kalo masalah media, media gak jadi masalah ya pak ya
I.1.16	Enggakk bahkan lebih enak
R	Baik pak, ee menurut bapak RPP daring yang telah dibuat oleh

	guru bahasa Inggris tersebut layak gak pak diterapkan?
I.1.17	Iyaa layak karna bapak telah mengecek sesuai gak sama juknis penyusunannya sesuai gak dengan KI dan KD nya sesuai gak dengan ee ada ndak aktifitas siswa dalam RPP tersebut
R	Jadi layak ya pak ya?
I.1.18	insyaAllah layak
R	Baik pak terima kasih, jika nanti saya membutuhkan informasi lebih lanjut dari bapak apakah bapak bersedia untuk di wawancarai kembali?
I.1.19	Ya bersedia seandainya bapak ada waktu, bapak akan coba membantu
R	Iyaa terimakasih bapak atas kesediaannya. Assalamualaikumwarahmatulahi wabarakatuh
I.1.20	Waalikumsalam warahmatulahi wabarakatuh

## Informant 2

On Monday, February 14<sup>th</sup> 2022 at 10.32 a.m, the researcher did interview with informant I.2 in the office room.

Participants	Utterances
R	Assalamualaikum warahmatullahi wabarakatuh
I.3.1	Waalaikumsalam warahmatullahi wabarakatuh
R	Bagaimana kabarnya bapak?
I.3.2	Alhamdulillah sehat dan baik
R	Alhamdulillah, perkenalkan saya R boleh saya meminta waktu untuk mewawancarai bapak?
I.3.3	Boleh
R	Apakah bapak bersedia jika wawancara ini direkam?
I.3.4	Bersedia
R	Nah ee apakah bapak seorang kepala MAN yang ada di Tanah Datar pak?
I.3.5	Iya betul
R	Apakah disini mempunyai guru bahasa inggris yang alumni dari IAIN Batusangkar pak?
I.3.6	Hmm rasanya tidak pernah bapak tanyakan dulu itu ibuk ni berasal dari UNP
R	Tapi ada kok pak buk Ema, itu IAIN pak

I.3.7	Ha
R	Buk Ema IAIN, miss Ermawati IAIN
I.3.8	Ooo miss Ermawati IAIN? Bahasa Inggris dia ya?
R	Iya Bahasa Inggris
I.3.9	Guru honro dia ya? Ooo tamatan IAIN. Emang itu lah ya yang namanya kepala dengan guru cukup banyak yang jelas yang hafal tuh lah demikian sama guru dengan siswa ndk hafal semua siswanya
R	Nah ee bagaimana menurut bapak RPP daring yang ditulis oleh guru bahasa inggris pak?
I.3.10	RPP daring yaa kalo keadaan Madrasah kita atau standar kita Sumatera Barat sudah oke lah meskipun ada kekurangan tinggal peningkatan aja lagi. Sudah sesuai juknis lah
R	Nah ee jadi telah sesuai juknis ya pak?
I.3.11	Ooo sudah
R	Sudah ya pak. Nah apakah RPP daring tersebut bisa dikatakan RPPnya sudah baik dan kualitas juga bagus pak?
I.3.12	Baiknya memang kalo kualitasnya boleh dikatakan baik tapi kualitasnya belum bisa dikatakan bagus kenapa manusia ni karna berpedoman, ada kekurangan ada kelebihan yang namanya guru kadang berpedoman pada juknis tapi kadang-kadang dia lemah membaca situasi anak dan lingkungan
R	Nah dalam RPP tersebut terdapat gak pak prinsip pembangunan yang

	mana ee menyesuaikan dengan kemampuan siswa pak?
I.3.13	Ooo ada, dalam RPP sudah terdapat prinsip pembangunan, itu semua sudah disesuaikan dengan kemampuan
R	Nah dalam RPP tersebut telah memuat rangkaian kegiatan belum pak?
I.3.14	Sudah, kan di RPP tersebut seluruh kegiatan telah tergambar
R	Yang mana itu telah mencapai tujuan pembelajaran ya pak?
I.3.15	Iyaa, RPP tersebut telah terdapat tujuan pembelajaran dan yaa sudah bisa dibilang tercapai
R	RPP tersebut ada gak pak ee mengembangkan budaya membaca dan menulis pak?
I.3.16	Ooo ada tentu ada itu sudah pasti itu. Mengembangkan budaya literasi
R	Dan RPP tersebut menerapkan teknologi dan komunikasi gak pak? Kan kita pembelajaran online
I.3.17	Ya tentu lah, kalau gak gimana cara pembelajaran daring nya
R	Berarti telah meningkatkan iptek siswa dan guru ya pak ya
I.3.18	Iyaa itu lah keuntungan daring ini iptek siswa dan guru jadi maju, kita sering menggunakan iptek dalam belajar
R	Ee apa kelebihan dan kekurangan dari RPP daring tersebut pak?
I.3.19	Kelebihannya itu pak rasa dari segi anak sudah mengenal iptek sudah tau dengan dunia kemajuan, kelemahannya kadang-kadang untuk

	segi kehadiran mungkin guru bisa dikecoh oleh siswa hahah ambil absen mungkin hp nya tinggal trus dia pergi hahah memang memantau secara apa tu tidak semudah dengan tatap muka
R	Jadi pengontrolan anak tu berkurang ya pak ya
I.3.20	Tentu pengontrolannya tentu tapi hasil pengontrolannya itu ndak sebagus tatap muka
R	Nah kalo masalah media bagaimana pak? Terkendala gak pak dalam penetapan medianya?
I.3.21	Media nya saya rasa terkendala kadang-kadang dari sinyal, kadang-kadang cuaca dan juga kan paket yang namanya anak-anak
R	Nah menurut bapak apakah RPP daring tersebut layak diterapkan di MAN ini
I.3.22	RPP tu layak diterapkan, tapi kalo keadaan sudah normal kita kembali ke RPP biasa karna dari segi istilah nya yang namanya daring ini memang kata orang itu guru dan karna dia kepala sekolah dengan daring ini jadi ringan karna gak bekerja gaji dapat juga. Padahal pekerjaan guru tambah berat sebenarnya. Daring ni haha istilahnya dua kali kerjanya satu lagi sama mengawasi PBM itu langsung kalo daring ini mengawasi secara bayang-bayang itu mah susah mengawasi dibalik dinding pemisah aa itu maksudnya itu kendalanya. Jadi kita berharap keadaan daring itu normal kecuali untuk keadaan yang tidak memungkinkan kan
R	Baik pak terima kasih ee jika saya butuh informasi lebih lanjut lagi apakah bapak bersedia diwawancarai kembali pak?

I.3.23	Iya bersedia demi kemajuan dunia pendidikan
R	Oke terima kasih atas kesediannya, assalamualaikum warahmatullahi wabarakatuh
I.3.24	Waalaikumsalam warahmatullahi wabarakatuh

#### **Appendix 4: Checking Data Trustworthiness**

After the researcher got the information, the researcher needs to re-check the information submitted so that the information can be trusted. The researcher conducted a second interview so that the information conveyed was valid. The researcher also conducted a third interview to explore the data. In addition, researchers made observations in the environment around the informants. The researcher also ensures that the information obtained from the informant is the same as the party where the informant works. They said that at their school they have an english teacher alumni from IAIN Batusangkar, carry out online learning, and also use lesson plans that follow learning conditions. Researchers also observed online lesson plans made by English teachers.

In the online RPP, there are RPP components consisting of school identity, KI, KD etc. The lesson plans also describe all student and teacher activities. Not only that, in the lesson plans there is also developing a literacy culture (reading and writing). Teachers also apply science and technology in learning by posting student assignments to social media.

## Appendix 5: Data Reduction

### Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System

Informant	Utterance	Perception
I.1	Ee terima kasih RPP daring yang dipergunakan oleh guru di MAN X Tanah Datar ini telah sesuai dengan sistematika ketika penyusunan RPP ee sudah sesuai dengan juknis pedoman RPP yang dikeluarkan oleh ee kementrian agama.	P.1 Online lesson plan is according to technical instructions
	Kalau pendapat bapak ya Cuma itu yang tadi kalau perangkatnya sudah cukup bagus cuman yang jadi kelemahan sedikit disini adalah guru kurang bisa ee mendidik, guru kan bukan mengajar, mendidik jadi kalau perangkatnya mungkin ambilah sudah bagus cuman sedikit kelemahan daripada ee daring ini yang mendidiknya agak sedikit berkurang	P.2 Online lesson plan in online learning system by English teacher has good quality
	Udah udah bagus dan baik sebab materi yang termuat dalam RPP sesuai dengan KI dan KD nya	
	Iyaa aa ini sedikit bapak terangkan kenapa bapak katakan baik sebab materi yang termuat dalam RPP ini sudah	

	<p>sesuai dengan KI atau KD, sebagaimana yang tercantum dalam permendikbud nomor 37 tahun 2019 aa disana dan RPP sudah memuat gambaran tentang aktifitas siswa dan juga aktifitas guru dengan siswa</p>	
	<p>Iya kan sekarang bukan lagi dalam sebuah RPP itu seolah sumber sumber segalanya melibatkan aktifitas siswa disana</p>	
	<p>Iyaa tentu nya ya dengan memperhatikan literasi yaa dan juga telah dilengkapi dengan soal-soal yang telah dievaluasi</p>	
	<p>Iyaa kan kalau untuk daring sudah merupakan istilahnya ee media elektronika terutama menggunakan android, menggunakan laptop dan sebagainya dan juga bapak bilang ni kenapa sudah sesuai ee baik dalam pembelajaran ee dalam evaluasi ini semuanya telah tercantum dan bapak lihat dalam RPP yang ada KI dan KD nya dan RPP sudah menggunakan pendekatan scientific yang sesuai dengan tuntutan kurikulum 2013</p>	
	<p>Ya mungkin hampir sama dengan pertanyaan tadi telah sesuai dengan</p>	<p>P.3 Online lesson plan have advantage and</p>

	<p>aturan yang ada di di direktur kskk atau dibagian pemat khusus yang ee bidang study bahasa inggris</p>	<p>disadvantage</p>
<p>Ya cuma yaa mungkin telah sesuai dengan pedoman RPP sebelum ini juga bapak katakan kelebihan daring mungkin bisa langsung ee seperti jadi seperti kita wawancara sekarang ini langsung ke topic materi cuma tugas guru kan juga bukan hanya sekedar ee langsung berdiskusi dengan anak, ee seorang guru juga memberikan teladan memberikan contoh sikap dan tingkah laku barangkali dari segi itu aja kekurangannya di apa di pembelajaran daring kadang anak yang yang daring ini jam 7.30 kadang kalau dapat bisa di dan kelebihan nya juga ada ee mungkin materi bisa disampaikan dan bisa juga di ee diberikan beberapa catatan yang telah di berikan gambaran-gambaran yang sudah diberikan materi-materi lain yang bisa dishare oleh guru ya</p>		
<p>Sebetulnya lebih enak pakai media sebab mungkin ribuan guru bisa melihat media bisa digunakan ee android, internet bisa mencari berupa contoh juga ini digoogle dan lain sebagainya</p>		

	Iyaa layak karna bapak telah mencek sesuai gak sama juknis penyusunannya sesuai gak dengan KI dan KD nya sesuai gak dengan ee ada ndak aktifitas siswa dalam RPP tersebut	P.4 Online lesson plan is feasible to be applied to the online learning system.
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<b>Informant</b>	<b>Utterance</b>	<b>Perception</b>
I.2	RPP daring yaa kalo keadaan Madrasah kita atau standar kita Sumatera Barat sudah oke lah meskipun ada kekurangan tinggal peningkatan aja lagi. Sudah sesuai juknis lah	P.1 Online lesson plan is according to technical instructions
	Ya pendapat bapak seandainya kita belajar daring online itu bagus kita laksanakan tetapi kalau seandainya kita tatap muka tentu kembali kayak biasa sebetulnya itu sasaran kelengkapan atau SIM pada pbm kalau tidak ada rpp tu ndak bagus kalau perlu bapak mencek memeriksanya kira-kira	P.2 Online lesson plan in online learning system by English teacher has good quality
	Baiknya memang kalo kualitasnya boleh dikatakan baik tapi kualitasnya belum bisa dikatakan bagus kenapa manusia ni karna berpedoman, ada kekurangan ada kelebihan yang namanya guru kadang berpedoman pada juknis tapi kadang-kadang dia lemah membaca situasi anak dan lingkungan	

	<p>Ooo ada, dalam RPP sudah terdapat prinsip pembangunan, itu semua sudah disesuaikan dengan kemampuan</p>	
	<p>Sudah, kan di RPP tersebut seluruh kegiatan telah tergambar</p>	
	<p>Ooo ada tentu ada itu sudah pasti itu. Mengembangkan budaya literasi</p>	
	<p>Iyaa itu lah keuntungan daring ini iptek siswa dan guru jadi maju, kita sering menggunakan iptek dalam belajar</p>	
	<p>Ooo kalau rpp tu yang namanya manusia kan tidak ada yang sempurna pasti ada kekurangan pasti ada kelemahan jadi yang namanya kalau orang disuruh kerja tentu ia ingin instan ingin cepat maka itu harus diperbaiki kita lihat itulah gunanya wakil kurikulum dan guru senior yang tentunya memeriksanya dan jika dia tidak bisa tentu dia ingin enteng saja ingin lepas tugas saja tapi setiap program tu apakah mungkin dilaksanakan dibuat kalau ndak mungkin dilaksanakan untuk apa dibuat jadi sesuai dengan ketentuan</p>	<p>P.3 Online lesson plan have advantage and disadvantage</p>
	<p>Kelebihannya itu pak rasa dari segi anak sudah mengenal iptek sudah tau dengan dunia kemajuan, kelemahannya kadang-</p>	

	<p>kadang untuk segi kehadiran mungkin guru bisa dikecoh oleh siswa hahah ambil absen mungkin hp nya tinggal trus dia pergi hahah memang memantau secara apa tu tidak semudah dengan tatap muka</p>	
	<p>Tentu pengontrolannya tentu tapi hasil pengontrolannya itu ndak sebagus tatap muka</p>	
	<p>Media nya saya rasa terkendala kadang-kadang dari sinyal, kadang-kadang cuaca dan juga kan paket yang namanya anak-anak</p>	
	<p>RPP tu layak diterapkan, tapi kalo keadaan sudah normal kita kembali ke RPP biasa karna dari segi istilah nya yang namanya daring ini memang kata orang itu guru dan karna dia kepala sekolah dengan daring ini jadi ringan karna gak bekerja gaji dapat juga. Padahal pekerjaan guru tambah berat sebenarnya. Daring ni haha istilahnya dua kali kerjanya satu lagi sama mengawasi PBM itu langsung kalo daring ini mengawasi secara bayang-bayang itu mah susah mengawasi dibalik dinding pemisah aa itu maksudnya itu kendalanya. Jadi kita</p>	<p>P.4 Online lesson plan is feasible to be applied to the online learning system.</p>

	berharap keadaan daring itu normal kecuali untuk keadaan yang tidak memungkin kan	
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## Appendix 6: Data Display

### Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System

No	Question	Informants	Answer		Conclusion
			Interview 1	Interview 3	
1	Bagaimana menurut bapak RPP daring yang ditulis oleh guru bahasa Inggris?	I.1	Ya mungkin hamper sama dengan pertanyaan tadi telah sesuai dengan aturan yang ada di di rektur kskk atau dibagian pemat khusus yang ee dubidang study bahasa Inggris	Ee terima kasih RPP daring yang dipergunakan oleh guru di MAN X Tanah Datar ini telah sesuai dengan sistematika ketika penyusunan RPP ee sudah sesuai dengan juknis pedoman RPP yang dikeluarkan oleh ee kementrian agama	Online lesson plan is according to technical instructions
		I.2	Yaa RPP itu sudah cukup bagus	RPP daring yaa kalo keadaan Madrasah kita atau standar kita Sumatera Barat sudah oke lah meskipun ada	

				kekurangan tinggal peningkatan aja lagi. Sudah sesuai juknis lah	
2	Apakah RPP tersebut bisa dikatakan RPP yang baik dengan kualitas yang bagus? Jika iya alasannya kenapa? Jika tidak alasannya	I.1	Kalau pendapat bapak ya Cuma itu yang tadi kalau perangkatnya sudah cukup bagus cuman yang jadi kelemahan sedikit disini adalah guru kurang bisa ee mendidik, guru kan bukan mengajar, mendidik jadi kalau perangkatnya mungkin ambilah sudah bagus cuman sedikit kelemahan daripada ee daring ini yang mendidiknya agak sedikit berkurang	<p>Udah udah bagus dan baik sebab materi yang termuat dalam RPP sesuai dengan KI dan KD nya</p> <p>Iyaa aa ini sedikit bapak terangkan kenapa bapak katakan baik sebab materi yang termuat dalam RPP ini sudah sesuai dengan KI atau KD, sebagaimana yang tercantum dalam permendikbud nomor 37 tahun 2019 aa disana dan RPP sudah memuat gambaran tentang aktifitas siswa dan juga aktifitas guru</p>	Online lesson plan in online learning system by English teacher has good quality

	kenapa?			<p>dengan siswa</p>	
				<p>Iya kan sekarang bukan lagi dalam sebuah RPP itu seolah sumber sumber segalanya melibatkan aktifitas siswa disana</p>	
				<p>Iyaa tentu nya ya dengan memperhatikan literasi yaa dan juga telah dilengkapi dengan soal-soal yang telah dievaluasi</p>	
				<p>Iyaa kan kalau untuk daring sudah merupakan istilahnya ee media elektronika terutama menggunakan android, menggunakan laptop dan sebagainya dan juga bapak bilang ni kenapa sudah sesuai ee baik dalam</p>	

				<p>pembelajaran ee dalam evaluasi ini semuanya telah tercantum dan bapak lihat dalam RPP yang ada KI dan KD nya dan RPP sudah menggunakan pendekatan scientific yang sesuai dengan tuntutan kurikulum 2013</p>	
		I.2	<p>Ya pendapat bapak seandainya kita belajar daring online itu bagus kita laksanakan tetapi kalau seandainya kita tatap muka tentu kembali kayak biasa sebetulnya itu sasaran kelengkapan atau SIM pada pbm kalau tidak ada rpp tu ndak bagus kalau perlu bapak mencek</p>	<p>Baiknya memang kalo kualitasnya boleh dikatakan baik tapi kualitasnya belum bisa dikatakan bagus kenapa manusia ni karna berpedoman, ada kekurangan ada kelebihan yang namanya guru kadang berpedoman pada juknis tapi kadang-kadang dia</p>	<p>Online lesson plan in online learning system by English teacher has good quality</p>

			memeriksa kira-kira	lemah membaca situasi anak dan lingkungan	
				Ooo ada, dalam RPP sudah terdapat prinsip pembangunan, itu semua sudah disesuaikan dengan kemampuan	
				Sudah, kan di RPP tersebut seluruh kegiatan telah tergambar	
				Ooo ada tentu ada itu sudah pasti itu. Mengembangkan budaya literasi	
				Iyaa itu lah keuntungan daring ini iptek siswa dan guru jadi maju, kita sering menggunakan iptek dalam belajar	
3	Apa	I.1	Ya mungkin hampir sama	Ya cuma yaa mungkin telah	Online lesson

	kelebihan dan kekurangan dari RPP tersebut?		dengan pertanyaan tadi telah sesuai dengan aturan yang ada di di direktur kskk atau dibagian pemat khusus yang ee bidang study bahasa inggris	sesuai dengan pedoman RPP sebelum ini juga bapak katakan kelebihan daring mungkin bisa langsung ee seperti jadi seperti kita wawancara sekarang ini langsung ke topic materi cuma tugas guru kan juga bukan hanya sekedar ee langsung berdiskusi dengan anak, ee seorang guru juga memberikan teladan memberikan contoh sikap dan tingkah laku barangkali dari segi itu aja kekurangannya di apa di pembelajaran daring kadang anak yang yang daring ini jam 7.30 kadang kalau dapat	plan have advantages and disadvantages
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				<p>bisa di dan kelebihan nya juga ada ee mungkin materi bisa disampaikan dan bisa juga di ee diberikan beberapa catatan yang telah di berikan gambaran-gambaran yang sudah diberikan materi-materi lain yang bisa dishare oleh guru ya</p> <p>Sebetulnya lebih enak pakai media sebab mungkin ribuan guru bisa melihat media bisa digunakan ee android, internet bisa mencari berupa contoh juga ini digoogle dan lain sebagainya</p>	
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		I.2	<p>Ooo kalau rpp tu yang namanya manusia kan tidak ada yang sempurna pasti ada kekurangan pasti ada kelemahan jadi yang namanya kalau orang disuruh kerja tentu ia ingin instan ingin cepat maka itu harus diperbaiki kita lihat itulah gunanya wakil kurikulum dan guru senior yang tentunya memeriksanya dan jika dia tidak bisa tentu dia ingin enteng saja ingin lepas tugas saja tapi setiap program tu apakah mungkin dilaksanakan dibuat kalau ndak mungkin dilaksanakan untuk apa dibuat jadi sesuai dengan ketentuan</p>	<p>Kelebihannya itu pak rasa dari segi anak sudah mengenal iptek sudah tau dengan dunia kemajuan, kelemahannya kadang-kadang untuk segi kehadiran mungkin guru bisa dikecoh oleh siswa hahah ambil absen mungkin hp nya tinggal trus dia pergi hahah memang memantau secara apa tu tidak semudah dengan tatap muka</p> <p>Tentu pengontrolannya tentu tapi hasil pengontrolannya itu ndak sebagus tatap muka</p>
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				Media nya saya rasa terkendala kadang-kadang dari sinyal, kadang-kadang cuaca dan juga kan paket yang namanya anak-anak	
4	Menurut bapak apakah RPP daring yang telah dibuat guru bahasa inggris layak diterapkan di MAN ini?	I.1	Iyaa layak karna bapak telah mencek sesuai gak sama juknis penyusunannya sesuai gak dengan KI dan KD nya sesuai gak dengan ee ada ndak aktifitas siswa dalam RPP tersebut	Online lesson plan is feasible to be applied to the online learning system	
		I.2	RPP tu layak diterapkan, tapi kalo keadaan sudah normal kita kembali ke RPP biasa karna dari segi istilah nya yang namanya daring ini memang kata orang itu guru dan karna dia kepala sekolah dengan daring ini jadi ringan karna gak bekerja gaji dapat juga. Padahal pekerjaan guru tambah berat sebenarnya. Daring ni haha istilahnya dua kali kerjanya satu lagi sama mengawasi PBM itu langsung kalo daring ini mengawasi secara bayang-bayang itu mah susah mengawasi dibalik dinding pemisah aa itu maksudnya itu kendalanya. Jadi kita berharap keadaan daring itu normal kecuali untuk keadaan yang tidak memungkinkan		

**Appendix 7: Conclusion and Verification of The Data**

**Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System**

Informant	Principal's Perception on Lesson Plan Written by English Teachers for Online Learning System				Conclusion
	P.1	P.2	P.3	P.4	
I.1	✓	✓	✓	✓	I.1 have 4 Perception on Lesson Plan Written by English Teachers for Online Learning System.
I.2	✓	✓	✓	✓	I.2 have 4 Perception on Lesson Plan Written by English Teachers for Online Learning System.

**Appendix 8 : Documentation**

## First interview



Time : December 2<sup>nd</sup> 2021 at  
08.10 am

Place : Office room



Time : December 7<sup>th</sup> 2021 at  
11.00 am

Place : Office room

## Second interview



Time : December 21<sup>st</sup> 2021

at 08.31 am



Place : Office room



Time : December 21<sup>st</sup> 2021

at 12.10 pm

Place : Office room

Third interview	
	<p>Time : February 13<sup>th</sup> 2022 at 18.58 pm. Place : via phone</p>
	<p>Time : February 14<sup>th</sup> 2022 at 10.32 am Place : Office room</p>