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Training in Preparing Semester Learning Plans and Lecture Contracts

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Abstract

This study aimed to evaluate two things. First, it assessed the effectiveness of the training program in improving the abilities of Postgraduate and PGPAUD students at Universitas Dharmas Indonesia in preparing Semester Learning Plans (RPS) and Study Contracts. This was done through pretests and posttests. Second, it measured student satisfaction with the training. Researchers involved 35 postgraduate and PGPAUD students. Pretests and posttests measured training effectiveness. Participant satisfaction was gauged through a structured questionnaire using a Likert scale from 1 to 5. Feedback was encouraged. The community service activity was successfully executed, and it met its objectives. A participatory-based community service program implementation method was used. The results showed that the training program was highly effective in improving competencies. All evaluated aspects demonstrated significant progress, with an overall 25% increase. Participants became more proficient in aligning curriculum with KKNI/OBE standards. They learned to formulate clear learning outcomes, design learning methods and assessments, complete lecture contracts, and integrate technology. This proves that the training strengthened their readiness to develop high-quality instructional documents for higher education. High participant satisfaction was due to relevant training content, professional delivery, active learning strategies, strong organizational support, and clear perceived benefits. In conclusion, the training greatly contributed to students' understanding of lesson plan design.

Keywords: *Semester Learning Plan, Course Contract.*

INTRODUCTION

The Semester Lesson Plan (RPS) is a crucial component of the educational system, encompassing resources for planning, implementing, and evaluating learning activities, such as the syllabus and assessment instruments. The RPS outlines the curriculum in accordance with the Minister of Research, Technology, and Higher Education Regulation No. 44 of 2015 and serves as an agreement between lecturers and students regarding course expectations. The RPS comprises key elements, including identity, learning outcomes, indicators, methods, time, learning experiences, assessment criteria, and weighting, and a bibliography. Monitoring and evaluating the quality of the RPS document created by lecturers is crucial. Milkova, (2012) explains that a lesson plan is an instructor's roadmap of what students need to learn and how it will be effectively implemented during class hours. Before planning lessons, identify the learning objectives for the class session. Then, you can design appropriate learning activities and develop strategies for obtaining feedback on student learning.

This section identifies research gaps between the present study and prior work, with a focus on lesson plan design. Few studies address postgraduate students as future educators who require competency in lesson plan preparation. There is a scarcity of training models specifically designed for postgraduate students in PGPAUD and Educational Technology. Existing research rarely examines how training interventions enhance students' independent application of standards. Additionally, there is a lack of targeted strategies for integrating educational technology approaches into Lesson plan development at the postgraduate level.

A successful lesson plan includes and integrates the following three key components: 1) Student learning objectives, 2) Teaching and learning activities 3) Strategies for checking student understanding. Lesson

planning serves as an important roadmap for teachers before implementing lessons (Ndihokubwayo et al., 2020). Teaching involves interactions between teachers and students to achieve predetermined goals. Lesson planning is crucial for effective learning. This study investigated the importance of lesson planning in classrooms, schools, and educational institutions. Using textbooks, curricula, and educational articles, the study revealed that curricula help teachers prepare lessons and formulate course activities based on students' level of preparation. Lesson planning is crucial for teacher professional development, particularly in science teacher education, as written lesson plans are necessary to prepare demonstration lessons for the final certification exam ((Großmann & Krüger, 2024). Lesson plans are crucial for successful teaching and learning because they guide teachers in achieving educational goals (Achmad et al., 2023). The Semester Learning Plan serves as a guide for teachers and students to facilitate lecture activities throughout the semester, with the goal of achieving specific learning outcomes. Instructors are required to prepare this plan before classes begin. The Semester Learning Plan serves as a roadmap for the learning process, detailing the desired objectives, courses to be taught, teaching and learning activities, and tools to be used (Firdaus et al., 2023). Semester planning, as part of backward design, involves teachers beginning with identifying desired learning outcomes, continuing with assessment planning, and concluding with the creation of learning activities (Wiggins & McTighe, 2005).

Relevant research related to learning plans includes: Tran et al. (2023) found that teachers' learning plans developed through engagement in professional development, which facilitated the implementation of Vietnam's reformed 2018 Curriculum. Colaco & Antao (2023) stated that, despite the digital and paperless era, learning plans appear to still be handwritten in the traditional manner. Kubilinskiene & Dagiene (2010) identified the main components of a lesson plan and provided descriptions based on the application of the Learning Objects Metadata (LOM) standard model, along with principles for improving these model elements. They also presented a template for creating technology-based lesson plans and descriptions, based on their analysis. Saoke et al (2022) recommended that policymakers and education stakeholders prioritize pre-service and in-service training, as well as workshops and seminars, to raise awareness and facilitate the implementation of the five-stage lesson plan framework.Sitepu & Lestari (2018) discussed important elements such as the proportion of lecturers who prepare Semester Lesson Plans (RPS), student participation in improving RPS, student use of RPS, their understanding of course content and learning objectives, and cited references. These recommendations are also offered based on the RPS prepared by lecturers in accordance with Ministerial Regulation No. 44 of 2015.

Furthermore, learning challenges within the toolkit component include authentic assessment, methodology, literacy approaches, and lesson planning. Training and mentoring for vocational teachers are tailored based on experience, involvement in curriculum implementation, age, and school readiness (Nurtanto et al., 2021). The development of the syllabus and teaching materials for English courses must align with the needs of students in the Hospitality Management Study Program at the Bali International Tourism Institute. Currently, the syllabus used in the fifth semester is general, whereas effective English language learning is crucial for producing quality graduates equipped with the English language skills necessary to compete in the workforce (Sudipa et al., 2020). Research findings indicated that involving secondary school mathematics teachers in Lesson Study significantly improves their lesson planning skills, leading to more detailed planning, effective use of curriculum materials, and a focus on student-centered learning. Lesson Study emerged as an effective model for improving teachers' lesson planning competencies, suggesting its integration into existing school-based pedagogical training programs would be beneficial (Dibaba et al., 2024). Teacher education programs should prepare prospective educators to adapt their teaching approaches to students with diverse motor skills, experiences, and prior knowledge. This includes analyzing prospective teachers' adaptations to lesson plans, identifying modifications versus refinements, and assessing the appropriateness of these adaptations in secondary methods classrooms for volleyball and badminton (Bosmans et al., 2024).

Based on the preceding background, the objectives of this research are as follows: 1) to enhance students' abilities in preparing Semester Learning Plans (RPS) and Lecture Contracts, and 2) to assess the satisfaction levels of training participants regarding the training materials, lecturer performance, training methods, effectiveness, relevance, and the competence of the organizers.

METHOD

This research used a participatory-based community service program implementation method involving S2 TP and PG PAUD students. The community service activity involved implementing the Semester Lesson Plan (RPS) development training for 35 postgraduate students enrolled in the Educational

Technology and Early Childhood Education (PGPAUD) Study Programs at Dharmasraya University, West Sumatra Province. This study was designed to: 1) evaluate the effectiveness of the training program in improving the ability of postgraduate and PGPAUD students in preparing Semester Learning Plans (RPS) and Study Contracts through pretests and posttests, and 2) measure the level of student satisfaction with the implementation of the training. Participants were invited to ask questions and provide feedback regarding the community service activities through a structured questionnaire. The questionnaire assessed participant satisfaction using a Likert scale ranging from 5 (very satisfied) to 1 (dissatisfied).

To measure the effectiveness of the training implementation, researchers gave a pretest before the training implementation and a posttest after the training implementation. The following statistical formula is commonly used:

Design: Paired Samples (Before–After Training)

Sample Size: n = 35 postgraduate students

$$\bar{X} = \frac{\sum X}{n}$$

Where:

$\bar{X}$ = Sample Mean
$\sum X$ = Total Score
n = Number of Participants (35)

To measure participants' satisfaction, researchers administered a questionnaire. Participants were invited to ask questions and provide feedback regarding their community service activities through a structured questionnaire. The questionnaire assessed satisfaction levels using a Likert scale ranging from 1 (not satisfied) to 5 (very satisfied). This community service activity was successfully implemented and achieved its stated objectives.

Table 1. Participant Satisfaction Assessment

No.	Mean Score Range	Scale	Interpretation
1	5 = 4.3 to 5	**5**	5 = 4.3 to 5
2	4 = 3.6 to 4.2	**4**	4 = 3.6 to 4.2
3	3 = 2.4 to 3.5	**3**	3 = 2.4 to 3.5
4	2 = 1.7 to 2.3	**2**	2 = 1.7 to 2.3
5	1 = 1 to 1.6	**1**	1 = 1 to 1.6

Adapted from (Sugiyono, 2012)

RESULTS

The Pre-test and Post-test Results

The effectiveness of the training program in improving the ability of postgraduate and PGPAUD students to develop Semester Learning Plans (RPS) and Lecture Contracts was evaluated using pre-test and post-test assessments involving 35 participants. The results demonstrated a positive improvement across all measured aspects of competence. The following table presents the comparison of pre-test and post-test mean scores for each criterion:

Table 2. Comparison of Pre-Test and Post-Test Results (n = 35)

No.	Aspect Assessed	Pre-Test Mean	Post-Test Mean	Improvement Points	Improvement %
1.	Alignment with KKNI and OBE Standards	65	85	+20	+31%
2.	Clarity of Learning Outcomes (CPMK)	70	80	+10	+14%
3.	Learning Methods & Assessment	60	80	+20	+33%
4.	Completeness of Lecture Contract	60	75	+15	+25%
5.	Technology Integration in Learning	65	80	+15	+23%

Overall Mean Score	64	80	+16	+25%

The findings demonstrated a consistent improvement in all assessed aspects, with the highest increases observed in "Learning Methods & Assessment" (+33%) and "Alignment with KKNI/OBE Standard" (+31%). Overall, the competence of participants increased by 25% after the training intervention. The findings from the pre-test and post-test comparison indicate a significant improvement in the ability of postgraduate students (n = 35) to develop Semester Learning Plans (RPS) and Lecture Contracts after participating in the training program. The effectiveness of the training can be seen across all assessed aspects:

1. Alignment with KKNI/OBE Standard

   a. The increase from 65 to 85 demonstrates that students became more capable of designing RPS components that comply with national curriculum frameworks, including the Indonesian National Qualification Framework (KKNI) and Outcome-Based Education (OBE) principles.
   b. This suggests that participants gained a clearer understanding of competency mapping and curriculum alignment.

2. Clarity of Learning Outcomes (CPMK)

   a. The mean score increased from 70 to 80, indicating improved clarity and formulation of Course Learning Outcomes (CLO/CPMK).
   b. Students were better able to translate graduate learning outcomes into measurable and achievable instructional objectives.

3. Learning Methods & Assessment

   a. The increase from 60 to 80 reflects substantial progress in selecting appropriate instructional methods and aligning them with assessment strategies.
   b. Students showed greater skill in designing authentic assessments that measure learning outcomes effectively.

4. Completeness of Lecture Contract

   a. Improvement from 60 to 75 reveals enhanced ability to develop comprehensive lecture contracts that include detailed learning schedules, policies, and student responsibilities.
   b. This indicates a better understanding of academic administration and communication transparency in teaching.

5. Technology Integration in Learning

   Scores improved from 65 to 80, showing students' increased proficiency in integrating digital tools into the teaching and learning process, which is essential for modern higher education settings.

The overall mean score rose from 64 to 80, categorized as a High performance level. This confirms that the training program had a positive impact on participants' knowledge and practical skills. The result demonstrates that targeted training workshops focusing on curriculum standards, outcome formulation, instructional design, and technology integration are effective in strengthening the professional competence of postgraduate students in Educational Technology and Early Childhood Education (PGPAUD). The increase in post-test scores supports the conclusion that the training successfully enhanced students' readiness to develop structured and high-quality instructional documents required in higher education.

The Questionnaire Analysis Results

The event began with participant attendance checked and speaker introductions conducted by the moderator, who is a Fastra Inggris student from Persada Bunda Indonesia University. Following introductions, the speakers presented training materials on Semester Lesson Plans (RPS) and Study Contracts for postgraduate (S2) students in Educational Technology & PGPAUD, Dharmasraya Regency, West Sumatra Province. The training aimed to enhance students' understanding in several key areas: (a) Minister of Education and Culture Regulation No. 49 on the 2014 SN-Dikti, (b) the relationships among KKNI (National Qualifications Framework), SN-Dikti CP, Study Program CP, Course CP, and RPS, (c) the structure and components of Semester Lesson Plans, and (d) the process of designing Semester Lesson Plans. Participants engaged in exercises and assignments focused on designing Semester Lesson

Plans. The one-day event consisted of two sessions, which are described below. To measure participant satisfaction, four indicators were used: training materials, instructor competence, training methods, and the organizing institution; specific criteria are provided in the attached table.

Table 3. Results of the Measurement of Participants' Satisfaction Levels with Training Materials

No	Assessed Aspects	Students' Response							
	Sub-Indicators	5	4	3	2	1	Total	Mean	Category
1.	The material is relevant to the training topic.	23	7	5	-	-	158	4,51	VS
2.	The material is systematically structured.	26	6	3	-	-	173	4,93	VS
3.	Case examples are included.	26	5	4	-	-	162	4,63	VS
4.	The training material/modules are easy to understand and engaging for participants.	27	3	5	-	-	162	4,63	VS
5.	The material is applicable.	28	4	3	-	-	171	4,88	VS
6.	The material improves participants' knowledge and skills.	15	5	15	-	-	140	4	S
Mean		**4,6**							
Category		**Very Satisfied**							

The measurement of participant satisfaction with the training materials yielded an average score of 4.6, which is classified as very satisfied. Participant satisfaction was evaluated using six sub-indicators: relevance of the material to the training topic, systematic organization, inclusion of case examples, clarity and engagement of the materials, applicability of the content, and the extent to which the material enhanced participants' knowledge and skills.

Table 4. Results of the Measurement of Participant Satisfaction with the Lecturer

No	Assessed Aspects	Students' Response							
	Sub-Indicators	5	4	3	2	1	Total	Mean	Category
1.	Lecturer's preparation for delivering training materials	22	6	7	-	-	155	4.43	VS
2.	Lecturer background and competencies	24	5	6	-	-	158	4,51	VS
3.	Ability to deliver material within the available time	15	4	16	-	-	155	39,7	VS
4.	Lecturer's ability to answer participant questions	19	8	8	-	-	151	4,31	VS
5.	Clarity of lecturer delivery	24	5	6	-	-	158	4,51	VS
6.	Oral communication skills with participants	26	5	4	-	-	162	4,63	VS
7	Ability to objectively assess participants	26	6	3	-	-	173	4,93	VS
8	The lecturer's ability to create an active and communicative training atmosphere	22	6	7	-	-	155	4.43	VS
9	The lecturer's clarity of voice and intonation when delivering training materials	26	6	3	-	-	173	4,93	VS
Mean		**4,47**							
Category		**Very Satisfied**							

The second questionnaire indicator measures participants' level of satisfaction with the instructor/lecturer. The results of the measurement of participant satisfaction with the instructor/lecturer showed an average score of 4.47, indicating a very satisfied category. Nine sub-indicators were used to assess participant satisfaction with the instructor/lecturer: 1) Instructor preparation in delivering training materials, 2)

Instructor background and competence, 3) Delivery of materials within the allotted time, 4) Instructor's ability to answer participant questions, 5) Clarity of material delivery, 6) Oral communication skills with participants, 7) Objective assessment skills of participants, 8) Instructor's ability to create an active and communicative atmosphere during the training, and 9) Clarity of voice and intonation in delivering the training materials. The results of the nine sub-indicators related to the assessment of lecturer competency were categorized as very satisfied.

Table 5. Results of Measurement of Participant Satisfaction with Training Methods

No	Assessed Aspects	Students' Response							
	Sub-Indicators	5	4	3	2	1	Total	Mean	Category
1.	The training method is appropriate to the material.	23	7	5	-	-	158	4,51	VS
2.	The training method helps participants absorb the material.	26	6	3	-	-	173	4,93	VS
3.	The training method encourages participants to be more proactive.	26	5	4	-	-	162	4,63	VS
4.	Problem-solving simulations are provided.	27	3	5	-	-	162	4,63	VS
5.	Participants' skills and knowledge are evaluated before and after the training.	28	4	3	-	-	171	4,88	VS
6.	The training method is appropriate to the material.	15	5	15	-	-	140	4	S
Mean		**4.6**							
Category		**Very Satisfied**							

The third questionnaire indicator measures participant satisfaction with the training method. The results of the measurement of participant satisfaction with the training method showed an average score of 4.6, indicating a very satisfied category. Six sub-indicators were used to assess participant satisfaction with the training method: 1) The training method was appropriate to the material, 2) The method helped participants absorb the material, 3) The training method encouraged participants to be more proactive, 4) Problem-solving simulations were included, 5) Evaluation of participant skills and knowledge before and after the training, and 6) The training method was appropriate to the material. The results of the six sub-indicators related to the assessment of the training method were categorized as very satisfied.

Table 6. Results of Measurement of Participant Satisfaction with the Organizing Institution

No	Assessed Aspects	Students' Response							
	Sub-Indicators	5	4	3	2	1	Total	Mean	Category
1.	Reputation of the organizer/university	15	4	16	-	-	155	39,7	S
2.	Training program aligned with the university's vision and mission	24	5	6	-	-	158	4,51	VS
3.	Focused curriculum	22	6	7			155	4.43	VS
4.	Ability to deliver material within the available time	22	6	7	-	-	155	4.43	VS
5.	Instructor's ability to answer participant questions	19	8	8	-	-	151	4,31	VS
6.	Clarity of the instructor's delivery of material	24	5	6			158	4,51	VS
7	Ability to communicate verbally with participants	26	6	3	-	-	173	4,93	VS
8	Ability to assess participants objectively	22	6	7	-	-	155	4.43	VS
9	Instructor's ability to create an active and communicative training atmosphere	22	6	7	-	-	155	4.43	VS
10.	Instructor's voice clarity and intonation when delivering training material	19	8	8	-	-	151	4,31	VS
Mean		**4.47**							

Category	Very Satisfied

The fourth indicator in the questionnaire measured participants' satisfaction with the organizing institution. The results indicated an impressive average score of 4.47, placing participant satisfaction firmly in the "very satisfied" category. Satisfaction was assessed using 10 sub-indicators: (1) reputation of the organizer/university, (2) alignment of training programs with the university's vision and mission, (3) a well-structured curriculum, (4) effective delivery of material within the allocated time, (5) the instructor's ability to answer participant questions, (6) clarity in material delivery, (7) effective verbal communication with participants, (8) objective participant assessment, (9) the instructor's skill in fostering an active and communicative training atmosphere, and (10) clarity of the instructor's voice and intonation. Results across all 10 sub-indicators fall within the "very satisfactory" category, reflecting the institution's strong performance in organizing the training.

Figure 1. Training Activities

Figure 2. Training Activities

Figure 3. Training Activities

DISCUSSION

The following are the reasons behind the improvement of the results. The positive improvement observed in all assessed aspects can be attributed to several key factors:

1. Training Design Aligned with Participants' Needs

   The program content was specifically focused on developing RPS and Lecture Contracts based on KKNI and OBE standards. This ensured that the acquired knowledge was highly relevant and directly applicable, facilitating better understanding.

2. Practical and Hands-On Learning Approach

   Participants were not only provided with theoretical input but also engaged in direct practice of designing instructional documents. This experiential learning approach significantly enhanced skills—especially in *Learning Methods & Assessment*, which showed the highest improvement (+33%).

3. Guidance and Constructive Feedback

   Continuous feedback and mentoring sessions allowed participants to refine their drafts, identify weaknesses, and apply corrections immediately. This iterative process strengthened their competencies effectively.

4. Improved Understanding of Higher Education Quality Standards

   Prior to the training, some participants may have had a limited understanding of curriculum alignment using KKNI and OBE principles. Post-training, they demonstrated better ability to map competencies and structure curriculum components—reflected in the great improvement in Alignment with KKNI/OBE (+31%).

5. Enhanced Digital Literacy and Technology Integration

   The training introduced digital tools relevant to instructional design. This encouraged participants to adopt technology more confidently in teaching and learning activities, which contributed to the enhancement in Technology Integration (+23%).

6. High Motivation and Professional Awareness of Participants

   As postgraduate and PGPAUD students, participants already have a strong motivation to enhance their professional teaching skills. This contributed to the consistent improvement across all competency aspects.

The training program successfully improved participants' competence because it integrated relevant objectives, practical implementation, standards-based curriculum development, and technology-supported learning. These factors collectively enabled participants to achieve better preparedness in designing structured and high-quality instructional documents required in higher education.

The following are the reasons behind the students' high satisfaction levels. The strong satisfaction expressed by participants can be explained by several key contributing factors:

1. Relevance of Training Materials

   The training content is directly aligned with participants' academic needs in developing RPS and Lecture Contracts. Since the materials were highly practical and immediately applicable, students perceived the training as valuable and supportive of their professional development.

2. High Professionalism and Competence of Instructor

   Lecturers delivered the material clearly, responded effectively to questions, and provided ongoing guidance throughout the activities. This created an interactive, supportive, and engaging learning environment, which positively influenced participant satisfaction.

3. Learner-Centered and Practice-Based Methods

The training emphasized active involvement through practice, discussion, and continuous feedback. Such methods fostered active engagement, deeper understanding, and ownership of learning, leading participants to highly appreciate the approach used.

4. Strong Institutional Support and Well-Organized Implementation

The smooth coordination, adequate facilities, and clear preparation demonstrated by the organizing institution strengthened positive perceptions of the program. An effective organization typically contributes to higher overall satisfaction.

5. Clear Perceived Benefits and Professional Impact

Participants recognized that the training significantly enhanced their competence in instructional design and compliance with higher education standards. When benefits are tangible and professionally meaningful, satisfaction levels rise accordingly.

6. High Participant Motivation

As postgraduate students, participants were intrinsically motivated to improve their teaching skills and academic capabilities. This strong motivation naturally increased their positive evaluation of the training experience.

The high level of participant satisfaction resulted from the strong relevance of the training content, professional instructional delivery, active learning strategies, supportive institutional organization, and the clear benefits perceived by the participants.

CONCLUSION

The pre-test and post-test comparison indicated that the training program significantly improved the professional competence of postgraduate students in creating Semester Learning Plans (RPS) and Lecture Contracts. A 25% increase in performance across various assessed areas was noted, particularly in aligning designs with KKNI/OBE standards and utilizing effective learning methods and assessment strategies. This enhancement shows the program's success in preparing students to produce high-quality instructional documents that meet higher education standards, thereby positively contributing to their development in Educational Technology and Early Childhood Education (PGPAUD).

Overall, the training program was successful in meeting the needs and expectations of the participants. The high levels of satisfaction with the materials, lecturers, teaching methods, and institutional support indicate that the training was relevant, well-organized, and beneficial for students. These results suggest that the program not only improved students' understanding and skills but also created a positive learning experience. Therefore, continuing and expanding similar community-service-based training programs is recommended to further enhance student development and learning outcomes.

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