

Pedagogical Content Knowledge (PCK) Ability of Indonesian Language Teacher Candidates

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Abstract. In line with pedagogical competencies, the purposes of this study are (1) to determine and measure the capability of Content Knowledge (CK), Pedagogical Knowledge (PK), and Pedagogical Content Knowledge (PCK) for prospective Indonesian language teacher in preparing lesson plan based on 2013 curriculum in academic year 2017/2018, and (2) to describe the implementation of the lesson plan prepared by prospective Indonesian language teachers in teaching-learning process for academic year 2017/2018. This type of research is descriptive qualitative by using the documentation method. The results showed that the Indonesian language teachers' capability of CK was 79.11% (good), the capability of PK was 80.41% (good), and the capability of PCK was 83.2% (good). Then in the applied Learning, the

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teachers do not apply the teaching-learning process based on the lesson plan, but the results tend to be better than the prepared lesson plan.

Keywords: curriculum 2013, junior high school, lesson plan (RPP), pedagogical content knowledge, teacher candidates.

1. Introduction

A teacher is a profession that requires special expertise and teaching should not be conducted by people who are not involved in the field of education. As a professional, a teacher is required to have four competencies, namely pedagogical competence, personal competence, social competence, and professional competence. According to the Constitution of the Republic of Indonesia Number 20 the Year 2003 concerning the National Education System, educators are professionals who are responsible for planning and implementing the learning process, assessing learning outcomes, conducting mentoring, and training, as well as conducting research and community service. Muchtar (1994) states that educating is the process of activities which aims to develop three things, namely life outlook, life attitude, and life skills in a person. In other words, educating is an effort that can give an impact on the development of outlook on life, attitude to life, and life skills in a person.

In carrying out their duties, teachers must have PCK ability, an understanding of effective teaching methods for specific topics, for instance, an understanding of what can be done in the learning of an easy or difficult concept for students. PCK consists of several interconnected components (Shulman, 1986; Kleickmann, et al., 2015; Jordan, et al., 2018; Deng, 2018; Wang, 2019). Those contained in PCK include Content Knowledge (CK) and Pedagogical Knowledge (PK) (Dariyo, 2013). CK is the latest knowledge concerning the material or subject being studied or taught. The teacher's Content Knowledge competency is developed with practices reflected in the selection of the contents of the taught material (Loughran, 2006). According to Shulman (1986), content encompasses knowledge of concepts, theories, ideas, frameworks of thinking, methods, verification, and proofs. The components in this content knowledge are in accordance with the definition of professional competence contained in Government Regulation of the Republic of Indonesia Number 74 Year 2008 Article 3 Paragraph 2, namely the learning material which will be presented must be mastered by the teacher so that it can be well-organized in terms of complexity and relevance.

PCK skills are the ability of teachers in processing student learning that must be implemented by every teacher to educate the nation's next-generation which is in accordance with the goals of our country. Furthermore, according to the Government Regulation on National Education Standards, the explanation of Article 28 Paragraph 3 point (a), pedagogic competence is the ability to manage students learning, including the understanding of students, designing, and implementing student learning to actualize the various potentials owned.

According to Jang (2010), PCK ability can be seen in four categories: subject matter knowledge (SMK), instruction representation and strategies (IRS),

instructional objective and context (IOC), and knowledge of student understanding (KSU). SMK is the student's perception of how far a teacher can show the understanding of the material being taught. IRS refers to the students' perception of how far a teacher can represent the material being taught such as the use of analogies, metaphors, examples, and explanations shown from teacher learning strategies including discussion and the use of technology. IOC includes knowledge about the aims and objectives of education, including interactive atmosphere as part of the curriculum, teacher attitudes, knowledge related to classroom management, knowledge of context (including knowledge of the school environment), and learning values. KSU refers to the perception of how far a teacher can evaluate students' understanding.

A teacher must be able to possess the material or CK ability well in order to convey the material to students properly. Deep mastery of the materials can be seen from the learning implementation plan prepared by the teacher. Minister of National Education Regulation Number 41 the Year 2007 regulates the Lesson plan (RPP) which includes planning the learning process, implementing the learning, evaluating learning outcomes, and monitoring learning outcomes. In preparing a learning implementation plan, teachers are also required to master PK ability.

According to Chen (2013), it is stated that PK is a way or process of teaching which includes knowledge concerning classroom management, assignments, lesson planning, and student learning implementation. Government Regulation Number 74 the Year 2008 states that PK is teachers' ability in managing student learning which includes insight understanding, understanding towards the students, curriculum development, lesson planning, media use, learning evaluation, and student development.

Material (content) understanding and learning strategy are very important things for teachers to develop a RPP. RPP is a plan that describes the procedures and learning management to achieve one or more basic competencies specified in the core competencies, and described in the learning syllabus. RPP is an important component in the 2013 curriculum whose development must be carried out professionally. Gumilar (2016) states that PCK ability of teacher candidates of Biology Education in preparing learning implementation plans in internship (PPL) which includes CK and PK are categorized in "good" categories. In line with the study of Sa'adah, et al. (2018), it is stated that the average value of the Pedagogical Content Knowledge aspect of Biology teacher candidates in Faculty of Tarbiyah and Teacher Training, UIN SGD Bandung is in "good" category. They know how to choose approaches/methods/models to deliver specific biological contents/materials in the learning.

According to the problems explained earlier, the purposes of this research are to determine and measure the ability of CK, PK, and PCK for Indonesian Language teacher candidates in preparing learning implementation plan of 2013 curriculum in the academic year of 2017/2018 and to describe the implementation of the learning implementation plan prepared by Indonesian

Language teacher candidates in learning Indonesian language in the academic year of 2017/2018. In addition, the results of this research are expected to be used to give insight to Indonesian Language teachers about PCK ability in preparing a learning implementation plan and to be an evaluation material for teachers and researchers in learning the Indonesian language.

Teachers are demanded to possess the ability of PCK in teaching. This type of ability is actually the ability that must be delivered to teacher candidates before they go to the real condition of teaching. In fact, there are teachers who do not possess PCK, thus affecting them when teaching in their classroom.

The researches of PCK conducted over this time is about RPP documents, as a result, the researches cannot explain in detail what actually happens in the area of teaching and learning process. In order to answer such problem, this research is conducted. Not only the RPP document of teacher candidates, but the data source of this research also consists of observation and assessment of the compatibility between RPP and teaching practice held by candidates in the classroom.

In addition, this research aims at (1) investigating and assessing ability of content knowledge (CK); (2) pedagogical knowledge (PK); (3) pedagogical Content Knowledge (PCK) of Indonesian language teacher candidates in designing RPP of curriculum 2013; and (4) describing the implementation of RPP designed by Indonesian language teacher candidates to teach Indonesian language in SMP.

2. Research Methodology

This descriptive qualitative research is held by describing the abilities of PCK, CK and PK of Indonesian language teacher candidate of Junior high school (SMP) of Simo District, Boyolali Regency when designing Lesson plan (RPP) of the curriculum 2013 in academic year 2017/2018. Conducted from April to August 2019 at some junior high schools of Simo District, Boyolali Regency which have implemented curriculum 2013, the data of this research are collected in the form of documentation with a random sampling of RPP of every single teacher candidate. The primary data are words, phrases, clauses, and sentences contained in RPP of teacher candidates. The secondary data are the abilities of PCK, CK, and PK of Indonesian language teacher candidates in Simo District, Boyolali Regency. Those abilities are based on the assessment of supervisors (teachers who are supervising teacher candidates) in the classrooms when candidates did teaching practice. The data collected, then, are reduced, described, served and concluded.

3. Results and Discussion

3.1. Content Knowledge (CK) Ability

Content Knowledge (CK) is knowledge concerning subject matters such as science, mathematics, language, etc. (Misrha & Koehler in Agustina, 2005). CK is knowledge concerning concepts, theories, ideas, frameworks, knowledge of proof, as well as practices and approaches for developing that knowledge (Shulman, 1986). Content Knowledge is one of the essential requirements for teacher qualifications (Kultsum, 2017; Ayers, 2018; Alharbi, 2019). This has been regulated in Minister of National Education

Regulation (Permendiknas) Number 16 the Year 2007 that teachers must have a minimum educational qualification of four diploma program (D-IV) or Bachelor program (S1) under the subjects studied/taught, and obtained from the accreditation of study program. In addition to academic requirements, the government also had developed several programs to maintain teacher knowledge content. For example, Teacher Education and Professional Training (PLPG) or Teacher Professional Program (PPG) is a training organized by the Ministry of Religion and Ministry of National Education to improve teacher professionalism which offers awards in the form of teacher certification. Descriptive analysis of CK of Indonesian Language teacher candidate is seen in Table 1 below.

Table 1. Recapitulation of Average of CK

KNOWLEDGE	ASPECT	SUB ASPECT	%	INFORMATION
<i>Content Knowledge (CK)</i>	Knowledge	1. Suitability of the material	85.25	Excellent
	Concept	2. The depth of material	75.75	Good
	Material	3. Development of material	76.34	Good
\bar{x}			79.11	Good

The rating information is adapted from score interpretation criteria

84%-100%	: Excellent	36%-51%	: Poor
68%-83%	: Good	35%	: Very Poor
52%-67%	: Fair		

Based on Table 1, it can be known that the CK is categorized as “good”. This is supported by the suitability of the material in the syllabus, core competencies, and basic competencies with the learning tools. In addition, it is supported by the depth of material that supports the students to think critically, and the material developed can answer learning indicators.

The teacher candidates are able to adjust the material to the Core Competencies/Basic Competencies (KI/KD), adjust the material to the learning time, adjust the material to indicators, and adjust the material to the learning objectives. According to Purwaningsih (2015), to achieve Basic Competence (KD), the teacher decides on certain materials that students need to learn, and those materials are considered important by the teacher because that is the material characteristic. Therefore, it is very important for teacher candidates to adjust the material to Competencies Standard (SK)/KD, time, indicators, and learning objectives in the RPP.

Aminah, et al. (2018) state one among many factors influencing the success of learning activities is that teachers should possess in-depth insight and understanding towards materials taught. Thus, the teacher candidates with good understanding and proper way to teach will help students to easily understand the materials taught.

Aminah, et al. (2018) states that one of the critical success factors in the learning process, where the teacher must have the knowledge and in-depth

understanding of the material that will be taught. Thus, prospective teachers who have good knowledge and appropriate teaching methods will help students to more easily build their understanding of the material presented.

The depth of material is included in the “good” category with 75.75%. The teacher candidates have been able to choose the material according to their level of education, explain material according to Basic Competence (KD), describe the material in accordance with Basic Competence (KD), and provide an overview of the material in accordance with daily life. According to Hamzah (2008), a teacher must consider that the curriculum as a learning program that must be given to students is useful, thus what contained in the curriculum can be translated by the teacher into an interesting material to be presented to the students during the learning process.

Zulkifli & Royes (2017) states that the mastery of teaching materials for teachers in the learning process is a very important issue in the learning activities. It is because the ability to master subject matter or teaching material is the ability to know, understand, apply, analyze and evaluate a number of knowledge skills about learning material that will be taught to the students. It means that subject matter is delivered regularly and in accordance with the level of development and ability of the students. In addition, mastery of the material by the teacher can facilitate the students in answering questions so that they can provide good and satisfying answers.

Material development obtained a percentage of 76.34% (good) which means that teacher candidates have maximized the use of varied material references. Teachers mostly only use several books published by the government in the school library where the assistant teacher's internship is held. Another factor influencing the low percentage of CK is that there are many teachers do not use the internet to find information about learning material. According to Yohafrinal (2015), teachers must be able to set and use various learning materials from varied learning sources, and they can be adapted to the needs of students, thus motivating students to further enhance creativity in each learning activity.

Based on the description above, the average of CK in preparing the learning implementation plan of the 2013 curriculum in the academic year of 2017/2018 is categorized in the “good” category which is 79.11%. This result is proportional with the results of the research conducted by Gumilar (2016) that the average of CK ability of the students of Biology Education, batch 2012 is included in the “good” category. According to Agustina (2015), CK knowledge is very important in learning because it can teach the teachers to really master the characteristics of the material.

The first step in mastering the material by Indonesian Language teacher candidates is choosing and determining the topic and title, choosing subject-topics step refers to the curriculum and instructional analysis. In this step, various books of teaching and learning resources are used. The next step is selecting the subject topics by creating a concept map that will be the basis for

the scope of the subject's topic description in teaching material. Therefore, themes, issues, theoretical principles, and core procedures that must be described in the subject can be identified.

3.2. Pedagogical Knowledge (PK) Ability

Pedagogical Knowledge (PK) is knowledge about teaching and learning, including learning methods, classroom management, learning planning, assessment of student learning outcomes and so on (Mishra & Koehler (in Abbit, 2011); Lachner, 2019). PK refers to knowledge concerning teaching methods and processes including knowledge about classroom management, learning assessment, development of learning tools, and understanding of students' learning processes.

Jeerapattanatorn (2018) argues that Pedagogical Knowledge (PK) is the teacher's deep understanding of the processes and practices or method of teaching and learning. It is in line with the statement of Suryawati, et al. (2014) that according to Government Regulation Number 19 the Year 2005, pedagogical competence is the ability of teachers to manage learning which consists of understanding the students, planning, implementing learning, and evaluating learning outcomes.

The mastery of PK in this research is based on the Learning Implementation Plan of the 2013 curriculum prepared by Indonesian Language teacher candidates for junior high school in Simo District, Boyolali. Descriptive analysis of PK scores of Indonesian Language teacher candidates can be seen in Table 2 below.

Table 2. Recapitulation of Average of PK

KNOWLEDGE	ASPECT	SUB ASPECT	%	INFORMATION	
<i>Pedagogical Knowledge (PK)</i>	A. Knowledge of Learning Strategy	1. Model use	84	Excellent	
		2. Approach use	80	Good	
		3. Method use	81.75	Good	
		\bar{x}_A	82	Good	
	B. Knowledge of Media	1. Learning Media Type	84.75	Excellent	
		2. Suitable Media Selection	77.75	Good	
		\bar{x}_B	81.25	Good	
	C. Knowledge of Evaluation	1. Arranging evaluation tools according to material	2. Selection of the field of assessment	76	Good
			3. Strategy improvement	78.25	Good
			\bar{x}_C	79.75	Good
		\bar{x}_{A-C}		80.41	Good

The rating information is adapted from score interpretation criteria

84%-100%	: Excellent	36%-51%	: Poor
68%-83%	: Good	35%	: Very Poor
52%-67%	: Fair		

Based on Table 2 above, the average score of PK ability of Indonesian Language teacher candidates for junior high school in Simo District in preparing the RPP of 2013 curriculum in the academic year of 2017/2018 is included in the “good” category, which is 80.41%. It can be included in the “good” category because of the use of suitable learning strategies by using active learning strategies in terms of models, approaches, and methods. Learning media knowledge which can be seen from the use and the selection of learning media is also suitable, namely by using creative and innovative media so that it can improve students' interest to be active in learning.

Teacher candidates have been able to determine or choose the model correctly, write the steps of the model correctly, master a variety of models, and collaborate with several learning models. According to Purwaningsih (2015), teachers who are familiar with several innovative learning models should be able to determine learning models that are suitable with the learning and the needs of the students. In addition, teacher candidates have been able to determine learning methods that are suitable for the characteristics of the subject matter and the students.

Roestiyah (in Nasution, 2017) says that teachers must have an understanding of learning methods. This is because every learning process must use learning methods so that the learning can be maximized. In using learning methods in schools, a teacher can use different learning methods between one class and another class. Therefore, the teacher's ability to master and apply various learning methods is demanded. The better the method, the more effective the achievement of objectives will be.

The use of the learning approach is included in the “good” category, which is 80%. The teacher candidate was not too optimal in determining or choosing the approach, writing down the steps of learning according to the approach made, choosing a varied approach, and collaborating various approaches. The influencing factor was the teacher who cannot distinguish between the learning model, approach, and learning method. Thus, the RPP made only covers one of the learning models, approaches, and methods.

The use of the learning method is categorized in the “good” category, which is 81.75%. Teacher candidates have been able to choose the method appropriately, write the steps of learning according to the method made, master various methods, but have not been able to collaborate various methods. According to Nasution (2017), it is stated that the teacher who can apply the learning method appropriately and well will make the students able to develop their learning properly and correctly. This research is in line with the research carried out by Kusuma (2013) which found that the variables of learning methods and student achievement are included in the “fair” category. It is also in line with the research conducted by Suryastuti (2013). It is stated that from the results of descriptive analysis, it can be seen that the level of learning methods and student achievement are included in the “fair” category.

Moreover, Arnyana (2007) also explains that the mastery of learning strategies is an important part for teachers, especially the mastery of learning strategies that emphasize students to be active in seeking knowledge independently by considering the student's unique and initial knowledge. Strategy in the world of education is defined as planning which contains a series of activities designed to achieve certain educational goals.

Knowledge of learning media type gained a percentage which is in the "good" category, namely 81.25%. Based on the results of research, teacher candidate was not too optimal in the selection of learning media in the form of video. Most teachers only used one media such as textbook and presenting material (powerpoint). The limitation of learning media and the limitation of the book is the main obstacles in teaching. The teacher should use textbooks, modules, powerpoint, and videos as learning media so that the learning would be more interesting.

Knowledge of media selection in accordance with learning activities is included in the "poor" category, which is 78%. The teachers have not been able to adjust the learning media based on the number of students, adjust the media based on learning activities, adjust the media based on the scope, and the learning media were easy to use. The results of this research are not in accordance with the results of the research conducted by Gumilar (2016) that the ability of biology teacher candidates in the selection of media which is suitable for the learning is included in the "excellent" category.

Knowledge in arranging evaluation tools according to the material is categorized in the "good" category, namely 76%. Teacher candidates have been able to determine the assessment techniques appropriately, arrange questions in accordance with the learning objectives, and determine the number of questions in accordance with the specified time.

The ability to choose the field of assessment is categorized in the "good" category, which is 78.25%. Some teachers have not been able to arrange cognitive, affective and psychomotor assessments and collaborate those three assessments. From the results of this research, some teacher candidates only chose the cognitive domain as an assessment. According to Purwaningsih (2015), it is said that the usual assessment in cognitive assessment, which is done at the end of learning in the form of a written test and only includes C1-C3. It have not to lead to high-level cognitive processes. Psychomotor assessment cannot be done comprehensively because the average number of students in each class at the school is 32 students, so the teachers have their own way of looking at students' activity in group discussion. Affective assessment can be seen from the daily attitude of the students in the class.

The ability of teacher candidates in improving learning strategies is categorized in the "good" category, namely 79.75%. Teacher candidates have not been able to optimally reflect on the learning outcomes, give questions about the material, provide clarification, and know student learning outcomes. According to

Purwaningsih (2015), evaluation knowledge is a very important part of assessing student learning outcomes viewed from the cognitive and activeness aspects obtained from oral and written tests, as well as from observations made. Written test always contains questions in accordance with the indicators/learning objectives. Oral test was conducted by giving questions to several students to determine the level of student understanding of learning that has been carried out. Therefore, it is in accordance with Purwanto (1991) that carrying out evaluation activities is an obligation for every teacher. This is because, in the end, the teachers must provide information to their institutions or students concerning how and to what extent mastery and abilities concerning the material and skills regarding the subjects have been achieved by the students.

Based on the description above, the average score of PK ability of Indonesian Language teacher candidate for junior high school in Simo District in preparing the RPP of 2013 curriculum in the academic year of 2017/2018 is included in the "good" category, which is 80.41%. PK ability is important to be instilled in teacher candidates so that they can plan their learning well.

3.3. Pedagogical Content Knowledge (PCK) Ability

Pedagogical Content Knowledge (PCK) ability of Indonesian Language teacher candidates in preparing the Learning Implementation Plan (RPP) can be seen from the aspect of the suitability of the material with the strategy, media, and evaluation of learning. The sub aspects examined include preliminary activities, main activities, and closing activities. The mastery of PCK ability in this research is based on the RPP of 2013 curriculum prepared by the Indonesian Language teacher candidates for junior high school in Simo District, Boyolali. Descriptive analysis of the PCK scores of Indonesian Language teacher candidates can be seen in Table 3 below.

Table 3. Recapitulation of Average of PCK

KNOWLEDGE	ASPECT	SUB ASPECT	%	INFORMATION
<i>Pedagogical Content Knowledge</i> (PCK)	The suitability of the material with the strategy, media, evaluation of learning	1. Preliminary Activities	86.35	Excellent
		2. Main Activities	79	Good
		3. Closing Activities	84.25	Excellent
\bar{x}			83.2	Good

The rating information is adapted from score interpretation criteria:

84%-100%	: Excellent	36%-51%	: Poor
68%-83%	: Good	35%	: Very Poor
52%-67%	: Fair		

Based on the Table 3, it can be concluded that the PCK ability of Indonesian Language teacher candidates for junior High School in Simo District, Boyolali District in preparing the RPP of 2013 curriculum in the academic year of 2017/2018 is included in "good" category with a percentage of 83.2%. The PCK ability is considered good because the preparation of the RPP conducted by

teacher candidates is in accordance with existing regulations. The RPP contains learning designs and activists starting from the preliminary activities which open the learning, main learning activities, and closing activities that contain an evaluation of the learning.

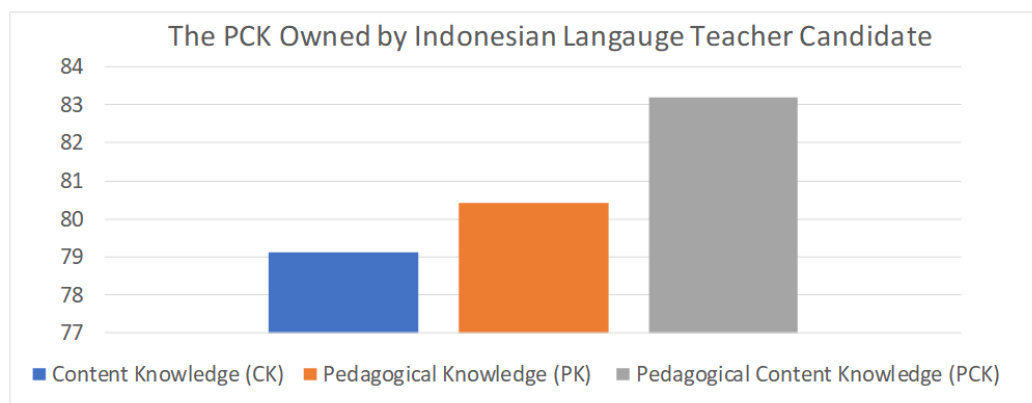
Preliminary activities are categorized in the “excellent” category, which is 86.35%. The results show that Indonesian Language teacher candidates were able to carry out prescription activities, conduct motivating activities, and deliver material and learning objectives.

PCK ability of Indonesian Language teacher candidates in the main activities gained a “good” percentage, namely 79%. In main activities, teacher candidates have been able to engage students in finding information, facilitate interaction among students, actively involve the students in various activities, and formulate learning. According to Sagala (2009), learning interactions are reciprocal communication between teachers and students with the aim to achieve learning goals. Therefore, communication interactions are a sign of continued learning and can even predict the acquisition of learning outcomes. Patra (2017) argues “teachers' self-efficacy made a significant contribution to the prediction of students' motivation to learn the subject.”

Febriyanti (2014) explains that the process of interaction between teachers and students in teaching and learning activities requires a number of components that must be in it where the components are interrelated with one another. The components are in the form of objectives, learning materials, media, methods, learning motivation, and evaluation.

PCK ability of Indonesian Language teacher candidates in the closing activity is categorized in an “excellent” category, which is 84.25%. Teacher candidates have been able to conduct good closing activities, such as reflection activities or making a summary by involving students, giving feedback activities, conducting oral or written tests, and follow-up activities. According to Hamzah (2008), a teacher must be able to carry out effective evaluations and use the results of these evaluations to determine student achievement and progress and able to make improvements and development. In accordance with Hamid (2016), a teacher must be able to measure the competencies that have been achieved by the students from each learning process or after several units of learning, so that teachers can determine decisions or treatment towards the students. Does it need to be improved or strengthened as well as to determine the next learning plan both in terms of material and strategic plans.

Based on the description above, the average score of PCK ability of Indonesian Language teacher candidates for junior high school in Simo District, Boyolali in preparing the RPP of the 2013 curriculum in the academic year of 2017/2018 is categorized in “good” category, which is 83.2%.



Graphic 1. The PCK Owned by Indonesian Language Teacher Candidates

It is clearly showed in the Graphic 1 that the PCK and PK of Indonesian language teacher candidate is good with 83.2 and 80,41 respectively. Although showing a lower result than the two mentioned earlier, CK is still good at 79.11. Based on the results, it can be concluded that the teacher candidates of Indonesian language at junior high school of Simo District, Boyolali Regency, Indonesia is worthy to be a teacher.

3.4. The Implementation of Learning Implementation Plan (RPP) in the Learning

The Implementation of Learning Implementation Plan (RPP) of the 2013 curriculum made by Indonesian Language teacher candidates for Muhammadiyah Junior High School is much better than the Learning Implementation Plan prepared. It can be seen when teacher candidates taught the students in a class. Teacher candidates, in conducting preliminary activities, often carried out apperception activities, motivated the students, delivered Core Competencies-Basic Competencies and learning objectives well. In the main activities, the efforts of teacher candidates to involve the students in finding information related to the subject matter, methods and techniques are considered quite accurate, the use of media and tools is also excellent. In the closing section, teachers candidates have given feedback to the students, provided confirmation related to the materials taught, carried out reflection well, and chosen the right assessment strategy.

4. Conclusion

The Implementation of RPP of 2013 curriculum made by Indonesian Language teacher candidates for junior high school is much better than the Learning Implementation Plan prepared. It can be seen when teacher candidates taught the students in the class. Teacher candidates, in conducting preliminary activities, often carried out apperception activities, motivated the students, delivered Core Competencies-Basic Competencies and learning objectives well. In the main activities, the efforts of teacher candidates to involve the students in finding information related to subject matter, methods and techniques are considered quite accurate, the use of media and tools is also excellent. In the closing section, teachers candidates have given feedback to the students, provided confirmation related to the materials taught, carried out reflection well, and chosen the right assessment strategy.

5. Implication and Limitation

As the importance of materials that will be taught to students, a proper lesson plan (RPP) is required. In designing RPP, a teacher must consider many things, ranging from materials to the media that will be used. According to this case, it is a strong

recommendation for teachers to possess several skills, pedagogical content knowledge (PCK), content knowledge (CK) and pedagogical knowledge (PK), thus the RPP designed is appropriate and effective to be used in teaching.

In addition to implications, this study provides remedies of the problems of the way lecturers teach how to design a lesson plan to teacher candidates. By this research, lecturers know can consider how to teach, and to design materials and lesson plan. On the other hand, realizing that this research has limits, this research only focuses on Indonesian language teacher candidates at junior high school in Simo District, Boyolali Regency, Indonesia. Thus, it may not represent the whole condition of the same case in Indonesia.

6. Recommendation

Based on the limitations of this research, the suggestion to broaden the scope of the field in data-taking is strongly advised. This can be used as consideration whether the same case happens in the other areas. If the recommendation were held, it could provide more useful information answering the problems appeared.

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