



## Learning Devices in the Unit of Education

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### ABSTRACT

Learning tools are key elements in the education process that influence the effectiveness of learning at all levels of the education unit. However, challenges in the development, implementation and evaluation of learning tools still often arise in the educational environment. This study aims to identify the characteristics of effective learning tools in various educational units, analyze the approaches and strategies used in the development of learning tools, and assess the impact of using learning tools on student learning outcomes and the effectiveness of the learning process. This research uses a survey study design and qualitative analysis. The research sample involved several education units representing various levels of education and geographical contexts. The research resulted in an in-depth understanding of the characteristics of effective learning tools, including the structure, content and teaching methodology used. In addition, the findings also reveal common approaches and strategies used in the development and implementation of learning tools in the studied education units. The findings provide valuable implications for the development of education policies related to the use of learning tools in education units.

**Keywords:** *Learning Devices, Learning Tools, Unit Education*

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## INTRODUCTION

Country of Indonesia is currently experiencing many forms of progress, ranging from technological advances to even education. Both influence each other. We can see this from the use of technology in education which is currently unavoidable. Education is a planned program carried out in a special place that aims to provide knowledge capital as a provision for children's future. Through education one's mind will be influenced to be directed to things that smell positive, the higher one's knowledge, the wider his horizons will be (Adha dkk., 2020). Issues related to education have been discussed by leaders in the past, this can be proven by discussions related to education at the PPKI and BPUPKI sessions by the figures who drafted the 1945 Constitution (UUD) (Pane & Darwis Dasopang, 2017).

In running a program, of course, it takes quite a lot of manpower. Manpower is the most important factor in running a program (Kartika, 2019). Workers who work in the field of education are called teachers. Teachers are people who hold the forefront in the implementation of educational programs (Putra, 2018). One of the tasks that must be carried out by teachers is to educate the character of their students (Asyafah, 2019). The profession as educators, namely teachers, has a very big responsibility (Mallangi & Weismann, 2021). The profession as a teacher is actually very difficult, because the responsibilities are not only separated from the school environment, but also in the wider community. So a teacher is said to be successful in educating if his students are able to show good character wherever they are (Handoko & Winarno, 2019).

Two things are always involved in the implementation of educational programs, namely learning and learning. Between learning and learning is said to be an activity both formal and non-formal which causes a correlation between educators and students. The purpose of this teaching and learning activity is to achieve a target that has been designed by the school. Learning is defined as a conscious process carried out with the aim of changing individual behavior so that they are able to make good relations with those around them. While learning is related to the relationship between educators and students, namely related to the problem of the interaction of the two, besides that, it is also related to learning resources, learning methods, and also the learning strategies used (Nur Utami & Mustadi, 2017). The purpose of implementing learning in the field of education is to achieve targets or goals that have previously been designed by the school (Wahyuni dkk., 2015).

In learning there are two concepts that are intertwined and cannot be separated, namely learning and teaching (Affandi, 2017). Previously, the concept of learning has been explained in the previous sentence. While what is meant by teaching is an action taken by the teacher in the form of providing material to students. Teaching is an activity that is neither difficult nor easy, it all depends on the teacher concerned. In teaching teachers think of different teaching techniques and models to attract students' attention. The teaching technique referred to here is the way the teacher teaches which will be seen when learning takes place in a practical class. In addition to technique, a teacher also chooses a model in teaching. In choosing a learning model, a teacher must of course choose a learning model according to the learning objectives. In addition, the main thing that must also be considered before determining the learning model to be used, a teacher must really understand the concept of the chosen model (Zendrato, 2016).

To achieve all educational goals, of course, various tools are needed that support the learning and learning process. educational aids are also called learning tools (Mustafiyanti dkk., 2023). Learning tools used at every level of education include effective week analysis, Annual Program (PROTA), Semester Program (PROSEM), Learning Implementation Plan (RPP), syllabus, Minimum Completeness Criteria (KKM) (Auliani dkk., 2023). Learning devices that are designed can only be said to be valid if they have been checked and declared feasible by the experts (Wanti dkk., 2023). With these learning tools, education will be able to run in a directed manner. Learning tools have a very

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important role in education. Through learning tools the teacher will be directed in teaching in the classroom (Mulyasari dkk., 2023). According to in making learning tools the teacher must adapt it to the condition of the students so that later it does not seem difficult (Noer dkk., 2023).

Based on the background above, the formulation of the problem is what are the learning tools in the education unit. From the formulation of the problem, it can be concluded that the purpose of the problem is to find out what learning tools are in the educational unit.

## RESEARCH METHODOLOGY

This study uses a survey research method, namely through research conducted by previous researchers. The survey method is a research method that is used as an instrument or research tool that is complex and comprehensive. The object of the research study is a learning device that is used to assist the course of education.

## RESULT AND DISCUSSION

The following is an explanation regarding learning tools that help the course of education:

### *A. Effective week analysis*

Before going deeper into the effective week analysis, the main thing we must know is what effective week analysis is. Analysis of the effective week is the number of days in the ongoing school year. While the intended effective week is the number of weeks in the educational calendar that can be used for learning activities (Al Maarif dkk., 2023). In calculating the effective details, it can be done by looking at if in one week there are at least three effective days, it will be counted as one effective week. On the other hand, if the week is less than three effective days, it cannot be counted as an effective week.

In the details of the effective week, there are also ineffective weeks. The breakdown of the week is not effective, it means that there are many weeks in the educational calendar, but cannot be used for structured learning in the classroom. The benefits of an effective week analysis in educational units are as follows: As a reference for educators for the distribution of time allocation in the preparation of Prota, and Prosem, with an effective week analysis, can help determine the ineffective days of the week, teachers feel it is easier to compiling Competency Standards and Basic Competencies, making it easier for teachers to prepare Learning Implementation Plans (RPP), and the latter can be used as a reference in delivering material to students in class.

The part that must be included in the calculation of the effective week is the identity of the subject, the identity of the subject consists of: education unit, subject, program or class, semester, and school year.

### *B. Time allocation*

In calculating the time allocation, there are several things that must be considered, namely the number of months in each semester. The number of months in one semester is

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six months per semester. Usually odd semesters are calculated from July to December, while the even semester is calculated from January to June.

In calculating the weeks per month, the reference is the official calendar from the government. The way to calculate it is by paying attention to how many activities have been set on the educational calendar. Then the number of weeks that are effective in each semester, hours of lessons each week, effective hours of study and time allocation.

*C. Annual Program (Prota)*

The annual program is an arrangement of the allocation of learning time in one year which aims to achieve Competency Standards and also Basic Competencies which are the expectations of the school. Making the annual program is aimed at facilitating the making of the semester program, because in making the semester program it refers to the annual program (Utami dkk., 2023). So that all Competency Standards and Basic Competencies can be applied and can be accepted by students, it is necessary to allocate time. Time allocation is an estimate of the length of time students spend studying a material (Ranal dkk., 2023).

In preparing the Annual Program (Prota) an educator can only do so if the number of teaching hours in a subject is known. With the amount of time provided, educators are required to allocate time. Allocating this time can be done through an annual program. The annual program is usually carried out at the beginning of the new school year. The success of an educator in making an annual program will have an impact on the administration of other learning.

The function of making an annual program in an educational program is to 1) Coordinate learning so that it runs well 2) As a reference in preparing semester programs 3) As a reference in preparing an educational calendar 4) Used as a guide to optimize the effective use of time in learning that is already available.

In compiling the annual program there are steps that must be taken, namely: Reviewing the educational calendar and adapting it to needs based on the characteristics or characteristics of the educational unit.

Markers of holidays, the beginning of the semester, the effective week that can be used for studying, as well as the effective hours each week. Holidays that must be marked in the education unit are religious holidays, national holidays, special days, year-end holidays. Reviewing the effective week to arrange time allocation for each Basic Competence (KD). Determine the time allocation for each subject, Basic Competence (KD), as well as the subject of the effective week. The time allocation that has been determined is required according to the scope of the material, the level of difficulty, the importance of the material, and the time used to evaluate the material.

*D. Semester Program (Promissory Note)*

Semester is. unit used to organize educational programs. In an educational unit, one semester is held for six months, because the semester in one level of education is two semesters, the time used in completing the two semesters is one year, namely twelve months (Fadiyah dkk., 2023). Programs carried out by teachers every semester are face-to-

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face teaching and learning activities, practical work, field work, mid-semester exams, end-of-semester exams, and many other activities.

The semester program is a program that consists of outlines related to things that are targeted per semester. The difference between an annual program and a semester program is in its function. The annual program is established to describe the number of hours needed to achieve Basic Competence (KD). The semester program is formed to determine in what week and when learning is able to achieve the basic competencies that have been set. The semester program is part or an elaboration of the annual program. So, the new semester program can be arranged after the annual program. In compiling the annual program, there are two components that must be present, namely identity which includes educational units, subjects, classes or semesters, and the school year, the next component is the form of entry which includes, Basic Competence (KD), Competency Standards (SK), indicators, the number of meeting hours, and also the month. The purpose of designing the semester program is to determine the material load that will be carried for one semester (Hermansyah dkk., 2023). In designing the semester program the teacher refers to the annual program because in essence the semester program is an elaboration of the annual program (Fiqih dkk., 2023).

The steps that must be taken to create a semester program are: filling in basic competencies based on the mapping of basic competencies per unit, filling in indicators that are adjusted to basic competencies, filling in basic materials, filling in how many hours of lessons per unit are in accordance with the results of the analysis of the allocation of the specified time, and the division of effective hours of study per semester.

#### *E. Silabus*

The term syllabus is often used in a curriculum development product in the form of the result of further elaboration of competency standards and also targeted basic competencies, as well as the main description of the material that needs to be mastered by students. Regarding development issues, the syllabus and curriculum are the same development.

Syllabus is a curriculum development that outlines competency standards and basic competencies that are targeted from the start, as well as the main material and material descriptions that need to be mastered by students. The syllabus is a form of curriculum development and also learning in its application by educators, namely by elaborating in the planning and implementation of learning to evaluating or assessing student learning outcomes. The purpose of the syllabus is to make it easier for teachers to teach in class (Azizah dkk., 2022; Nicholas dkk., 2023). It is said to function to make it easier for teachers when teaching because in the syllabus there are references to be made by the teacher so that the teacher (Putri dkk., 2023). will teach in a structured way. The way educators review and develop curriculum is on an ongoing basis by giving consideration to the evaluation results through classroom action research or CAR, and can also be done through tests. This is also contained in Article 17 paragraph (2) of PP No. 19 of 2005 which states that schools and school committees, or madrasah and madrasah committees, develop a curriculum for the education unit level and its syllabus based on the basic

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curriculum framework and graduate competency standards, under the supervision of the district / city office responsible for education for elementary, junior high schools , SMA, and SMK, and the department that controls government affairs in the field of religion for MI, MTs, MA, and MAK. Based on this, it can be concluded that the development of the syllabus and curriculum is both carried out by the school, and the main party in the development of this syllabus is the educator. Therefore, the position of educators is at stake to determine whether the developed syllabus is of good quality or not.

In developing the syllabus, of course, it will not be separated from the principle of development. Some of the principles in the development of the syllabus are as follows:

Scientific in nature, meaning that the entire material and activities contained in the syllabus must be able to be scientifically accounted for. Relevant, the existing syllabus must be in accordance with the physical development of students, which must pay attention to the level, namely in terms of scope, depth, level of difficulty, and the order in which the material is presented. while the purpose is adjusted to the physical development that is related to the intellectual, social, emotional, and also includes the spiritual of the students. Systematic, meaning that the components contained in the syllabus are functionally interrelated to achieve competence. Consistent, meaning that there is a principled relationship between basic competencies, indicators, subject matter, learning experiences, learning resources, as well as the assessment system. Adequate, the scope of indicators, basic materials, learning experiences and so on can support the achievement of basic competencies. Actual and contextual, adapting to the times, both the development of science, technology and art. Flexible, able to accommodate the diversity of learners.

In addition to the above principles, there are also other principles in the development of the syllabus, such as: in compiling the syllabus, educators compose it independently, compose independently on the condition that educators recognize the characteristics of their students, school conditions, and also the environment around the school.

On the other hand, if the teacher cannot develop the syllabus independently, the school will form a group in terms of syllabus development. The groups created are adjusted to the subjects in question. In compiling the syllabus, educators do it simultaneously or simultaneously, but not mixed, but adapted to the subjects in the field. For example, the social studies teacher composes the syllabus together with the social studies teacher, and so on. In compiling the syllabus, schools are facilitated by the education office in the form of the budget needed in the preparation of the syllabus, resource persons, and also a group consisting of educators who have experience in their fields.

The steps that must be taken in developing the syllabus are as follows: The syllabus for the subjects is prepared based on all the time allocations that have been provided for the administration of education.

In compiling the syllabus, things that need to be considered by the compilers are the time allocation, both the time allocation for each semester, every year, as well as the time allocation for other subjects that are grouped. The application of learning every semester using parts of the syllabus is adjusted to competency standards and basic competencies for

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subjects according to the time allocation that has been provided which can be seen in the curriculum (Vicky dkk., 2023).

*F. Learning Implementation Plan (RPP)*

Learning Implementation Plan is a guide or guide used by educators to teach in the classroom. RPP will in fact give a boost of teaching readiness to every teacher. RPP is used as a template by teachers in teaching (Holly dkk., 2023). By following the existing guidelines designed in the RPP, the teaching -learning process will be more structured. The learning implementation plan (RPP) that has been prepared by the educator before teaching will make it easier for the educator to teach in the classroom, because the activities that will be done are already in the planning so that the teaching time of educators is not confusion and activities are more controlled. In the preparation of RPP, it is not impossible for teachers to find difficulties. To overcome the existing difficulties, teachers usually refer to the RPP compiled by the KKG team (Levan's dkk., 2022).

Some of the benefits that can be taken from the preparation of learning implementation planning are as follows: Can provide tangible evidence to the school administrator about the teaching -learning process. Prove that the program that has been planned obtains satisfactory results and in accordance with what is expected. Educators can see the abilities and skills of their students and can establish a positive relationship with students individually. Students get the maximum learning experience.

Based on the above description, it can be concluded that the existence of a learning implementation plan in the educational unit is very important and must be prepared by the educator. The success of teachers in teaching, one of the supporting factors is the learning implementation plan, because in the learning implementation planning all activities that will be carried out are listed in it. In preparing a learning implementation plan there are several things that must be considered, namely: Ability, interest, and number of students, subjects concerned, educational philosophy, teacher's ability to manage learning in the classroom, educator's ability to apply learning methods used, and educator habits, study space, facilities available, and time allotted.

When the educator has considered some of the things mentioned above, then the educator is expected to be able to make a decision. The decision is called a situational decision because it considers in accordance with the situation in the field, namely in school. In compiling a plan for the implementation of learning, there are several things that are often problematic points are as follows: Educators have not finished compiling a plan for the implementation of learning due to the high teaching hours. Educators write a plan for the implementation of learning due to demands from the school administration so that its implementation is not given enough attention. The opinion of educators stating that the learning implementation plan cannot be used as a guarantee that the educational goals that have been designed will be achieved. The teacher's opinion stated that the lesson plan was not always realized when teaching in the classroom. Educators who do not describe detailed lesson plans (Saputra dkk., 2022).

The steps that must be passed by educators in writing a lesson plan are as follows:

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Include identity. The entities listed in the learning implementation plan include the name of the school, subject, class, semester, competency standards, basic competencies, indicators, and time allocation. Formulate goals. Direct results from a package of activities in learning. Determining the material to be studied Determining the method to be used in learning Establishing activities During the learning process Selecting sources for learning the last step is to determine the assessment.

#### *G. Minimum Completeness Criteria (KKM)*

The minimum completeness criterion is the minimum criterion to see whether students achieve mastery or not in the subject in question or not. In setting the minimum completeness criteria the school must set it before the new school year begins (Amrina dkk., 2022). The function of making minimum completeness criteria in educational units is as follows: Guidelines for an educator in assessing the competencies of their students which are adjusted to basic competencies. A reference for all students to be more active in learning. Served as a target that must be achieved in mastering the material. It is an instrument when evaluating learning. It is used as a pedagogic contract for educators, students, and also the community, especially parents of students.

There are several stages in determining the minimum completeness criteria for educational institutions: Educators who set the minimum completeness criteria must pay attention to three aspects of the criteria, namely complexity, carrying capacity, and the intake of their students. After the minimum completeness criteria have been determined, the results are approved by the school supervisor, namely the principal. interested or related such as students, as well as parents. Minimum completeness criteria are usually listed on student report cards.

## **CONCLUSION**

To achieve all educational goals, of course, various tools are needed that support the learning and learning process. Educational aids are also known as learning tools. Learning tools used at every level of education include effective week analysis, Annual Program (PROTA), Semester Program (PROSEM), Learning Implementation Plan (RPP), syllabus, Minimum Completeness Criteria (KKM). With these learning tools, education will be able to run in a directed manner.

Analysis of the effective week is the number of days in the ongoing school year. While the intended effective week is the number of weeks in the educational calendar that can be used for learning activities. The annual program is an arrangement of the allocation of learning time in one year which aims to achieve Competency Standards and also Basic Competencies which are the expectations of the school. Meanwhile, according to that all Competency Standards and Basic Competencies can be applied and can be accepted by students, it is necessary to allocate time. Time allocation is an estimate of the length of time students spend studying a material. The semester program is a program that consists of outlines related to things that are targeted per semester. The difference between an annual program and a semester program is in its function. The annual program is established to describe the number of hours needed to achieve Basic Competence (KD).

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The semester program is formed to determine in what week and when learning is able to achieve the basic competencies that have been set.

Syllabus is a curriculum development that outlines competency standards and basic competencies that are targeted from the start, as well as the main material and material descriptions that need to be mastered by students. Syllabus as a form of curriculum development and also learning in its application by educators, namely by elaborating in the plan and implementation of learning to evaluation or assessment. The Learning Implementation Plan is a guide or guide used by educators to teach in the classroom. The purpose of making lesson plans in educational units is to show planning, development, assessment results, and management during the course of learning. The minimum completeness criterion is the minimum criterion to see whether students achieve mastery or not in the subject in question or not. In determining the minimum completeness criteria, the school must determine them before the new school year begins.

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