Abstract: Instructional planning is one of the important and essential professional activities for teachers in doing their jobs in educating, teaching, and training. Instructional planning plays a pivotal role in connecting curriculum to instruction, developing effective learning environments and effecting what occurs in the classroom context. Even experienced teachers rely on it to ensure the direction of their teaching and bolster their confidence. The ability to plan instruction effectively can affect not only a teacher’s success but also the results of education reform. In the context of being professional, the changing world, and the demand of contemporary society, the improvement of competency in the instructional planning is a must. Setting objectives of learning, taking steps to achieve them, allocating time, selecting medium of learning are some aspects that are covered in the competency in the instructional planning.

Keywords: instructional planning

Introduction

To be a professional, a teacher has to own competencies. As Marsh (1996:278) states that professionals are persons who are self-motivated, capable and highly competent. In fact, some teachers in doing their task in teaching has no competencies so that they face many problems. One of them is competency in the instructional planning. Problems that teachers face caused by having no competency in the instructional planning can be known through questions they express as stated by Hill et al. (1983:182) in one of his papers. Those questions are Where do I begin? How can I find out what these children know and can do? How can I help the children understand what I want them to do? How can I get the other adults in my classroom to join forces with me? How can I coordinate my curriculum offerings with young children's needs for physical care? How can I explain to parents and administrators what I am trying to accomplish? How can I serve children who have special needs without ignoring the rest?.

What happens above points to the reality and picture of teacher’s competency especially in the matters of instructional planning nowadays. Therefore, discussing it
becomes urgent. At the other moment, Young et al. (1998:65) suggests about the importance of that Instructional planning by stating that it is one of the most important professional activities teachers engage in. Indeed, major reviews of the instructional planning literature clearly indicate that much of what takes place in classrooms is based on the planning activities of teachers.

But a contrary view expressed by Kitsantas and Baylor (2001:97) who say that even though it is widely believed that instructional-planning skills are critical for instructional effectiveness in the classroom, there is no strong evidence that teachers (or even superior teachers) actually use these processes. His opinion is based on the results of research of Martin, Young, Reiser, & Dick. But, he also states as based on opinions of Neale, Pace & Case that experienced teachers believe in the value of instructional planning and that it should be teachers.

The same statement is also expressed by Ball, et al. (2007:57) about the impotance of instructional planning as Young’s view. For him, it is essential to teaching because it is the process by which teachers link curriculum to learning. What he states is supported by Clark & Yinger. Further, according to him, Lesson plans are concrete representations of the day’s events that guide teacher-student interactions and instructional outcomes. He also continues as quotes Wood & Miederhoff’s statement that effective teaching usually springs from a well-planned, well-organized, and well-presented lesson plan.

Related to the lesson plan, according to Hoover and Hollingsworth (1975), a good lesson plan has many educational benefits: 1) it provides teacher guidelines, 2) allows time for the teacher to motivate students and to prepare for individual differences, and 3) allows teachers to evaluate their activities and improve their teaching skills (Ball, et al. :2007:57).

The effectiveness of learning process in the classrooms can’t be separated from a planning a teacher makes in the beginning. Yinger (1980:107) mentions some reasons why planning is essential for the coming term, for the coming week, or even for the next day. Here are the reasons: 1) the wealth and the variety of instructional materials available, the emphasis on meeting objectives of the school or the district, and the wide range of student aptitudes to be found in most classrooms; 2) Recently, it has become popular to describe teachers as problem-solvers and decision-makers; 3) Indeed, many
educational researchers have contended that the most important teaching skill is decision-making; 4) One consequence of this view is the temptation to portray the teacher as a rational information-processor who is continually making diagnoses, testing hypotheses, and making decisions. This notion of teaching may describe some moments of teaching better than others; and the moments that the model describes may be few and far between, for the teacher may seldom have opportunities for logical, rational behavior in the classroom. The swift pace and the immediacy of the teacher's interactions with pupils often preclude the rational, purposeful thinking that is normally associated with problem-solving and decision-making; 5) To understand teaching as a purposeful, reflective activity, it is necessary to look at those times when thoughtful behavior is most likely to occur. The description of the teacher as problem-solver and decision-maker may be most appropriate during the preactive phase of teaching. Preactive teaching is a term for those times in teaching such as before school, after school, during recess, and during other breaks when the teacher is in an empty classroom. Teachers spend this time in various ways-marking papers, setting up equipment, making and running off dittos, talking with colleagues, and planning, to name a few activities. Of the many things teachers do in the "empty classroom," planning is probably one of the most important.

Definition of Instructional Planning

The term “instructional planning” for every teacher is not something that looks unfamiliar or new, but understanding and mastering it well is not owned by all teacher. For that reason, first it will explain about the term. There are two key words in the term namely; “instruction and planning”. so what does each word mean?

The term “planning” is familiar for anyone and needed for implementing an activity or a program to have a better result or to achieve a goal. All definitions of planning are almost the same. Many definitions of planning are discussed by many book and by many experts. Majid (2006) lists some definitions of planning made by experts in their works. They are: 1) Newman: planning is deciding what will be done. Planning contains series of wide decision and explainations of goals, policies, programs, methods and procedures and daily activities; 2) Terry: planning is deciding works that must be implemented by people to get the certain goal; 3) Banghart: planning is the first of all
rational process and contains optimism based on belief that varied problems can be overcome; 4) Sudjana: planning is systematic process in decision making that will be implemented in the future. From some definitions above, it can be concluded that planning is a rational & systematic process, goal-oriented, and future time.

Planning may be formal, as when a teacher prepares a lesson plan or activity outline, or informal, including the frequent thinking about school activities that a teacher does during nonschool activities such as shopping, driving to and from work, or eating lunch. As long as what a teacher is doing aids in "preparing a framework for guiding future action" (Yinger, 1977), it counts as planning, (Hill, et al 1983:182).

By defining teacher planning in this manner, several important aspects of planning as an activity come to light. First, planning is a process strongly oriented toward action rather than, for instance, knowledge acquisition or personal development. It is a process of transforming thought into action or, in many instructional situations, transforming curriculum into activities. Second, the fact that planning is concerned with future action introduces the problems of uncertainty and unpredictability. The complexity of social interaction makes prediction in the classroom especially difficult. Planning, therefore, requires making judgments and decisions using incomplete information. Prediction becomes as important in planning as careful organization of content, materials, and the like. The third important aspect of planning inherent in this definition relates to how planning is accomplished. The process of preparing a framework for future action is accomplished through teacher thinking, decision making, and judgment. Planning, when done well, requires significant intellectual effort, drawing: on practical and theoretical knowledge and experience, and it involves a wide range of mental activities, including predicting, guessing, weighing, restructuring, and visualizing, (Hill, et al. 1983).

While the term “instruction” refers to a set of events that effect learners in such a way that learning is facilitated (Gagne et al. 1992). Majid (2006) gives a definition of instruction as a process done by a teacher in educating, helping and directing pupils to get experiences of learning. In another word, instruction is a method about how to prepare experiences of learning for pupils. If two terms are combined, so the definition of “instructional planning” is a process of subject material arrangement, use of instructional media, use of instructional approach and method, and evaluation in a time
allocation that will be implemented in the range of time to get the decided goal, (Majid, 2006).

**Domains of Instructional planning**

Planning teachers makes is a complicated process. Planning interacts with all aspect of instructional matters and is influenced by many factors. Understanding a planning process and mastering specific concerns in planning is a important competency or skill for teachers especially for new ones. There are some subjects discussed for this part as written by Arends (2008).

1. Planning and Instructional Cycles

Teacher’s planning is a multifaceted and ongoing process almost covering all thing that is done by a teacher. It also becomes a part of instructional cycle wholly. Planning is not only a lesson plan a teacher makes for tommorow, but also in-flight adjustment (spontaneous adaptation in the midst of teaching) made during their teaching or planning that is done after teaching as the result of assesment.

**Gambar 1. Planning and Instruction**

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| planning before instruction | instruction | assessment |
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2. Period of Time of Instructional Planning

A teacher makes a plan for different periods of time. It covers a daily, weekly, monthly or yearly plan. Clearly, planning about what will be done tommorow is different from the one for one year later. But both are important.

**Tabel 1. Three Phases of Planning**

<table>
<thead>
<tr>
<th>Planning before instruction</th>
<th>Planning during instruction</th>
<th>Planning after instruction</th>
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<tbody>
<tr>
<td>Selecting a content</td>
<td>Presenting</td>
<td>Checking understanding</td>
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<tr>
<td>Selecting a approach</td>
<td>Delivering question</td>
<td>Give feedback</td>
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<tr>
<td>Allocating time and place</td>
<td>Helping</td>
<td>Praising and criticising</td>
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<tr>
<td>Determining a structure</td>
<td>Giving exercise</td>
<td>Testing</td>
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</tbody>
</table>
Related to periods of time of planning, Yinger as quoted by Arends (2008) identifies five periods of time of planning of teacher: daily planning, weekly planning, planning of unit, quarterly planning and yearly planning.

### Basics of Instructional Planning

As an important competency to be mastered, a teacher should understand basics of instructional planning. There are some basics of instructional planning to be known by a teacher to be professionals. Arends (2008) concludes them as follow:

1. Selecting a content of curriculum and a competency to be taught

   Mostly, contents of curriculum in many countries and in many elementary and secondary schools are organized in the form of academic disciplines such as history, biology, math, and others, used by many experts to organize information about social and physical world. Therefore, one of the important tasks of planning until now for teachers is selecting the most appropriate content of various subjects to be taught to a group of pupils. This is not a simple task, because there are so many topics to be taught in limited time and new knowledge is produced every day.

2. Tool to select content of curriculum

   When teachers are faced by a situation that forces them to make a decision about content without accepting many aids, they have to know ideas and tools that can help them do it. Some tools that are meant are as follow: a) using the concept of economy and power. Teachers mostly try to teach more information and much irrelevant information. Pupils face troubles to find and study key ideas. Based on the reality above, the principle of economy can be applied by behaving carefully about amount of information and concepts to be taught in one lesson or one unit of work. As the principle of economy says: to take a difficult concept and make it simple and easy for pupils, not to take an easy concept and make it difficult.

   Related to power, it should be implemented as well selecting a content of curriculum. A strong lesson or unit of work is a lesson or unit of work having various basic concepts in it and presented simply and logically.
3. Instructional objective

An instruction can be defined as a process to develop characteristic of pupil. The learning of pupil is the core for teachers and a school. In the past, intention of a teacher to a learning of pupil had different terms such as aims, purpose, goals or outcomes. Today, the intention is often called as content or curriculum standards. In learning-teaching process, the term “instructional objective” is used to describe the intention of teacher related to the development and change of pupil. The instructional objective looks like a roadmap which helps a teacher and pupils know where they are going to and when they are arriving at the objective.

Mager as quoted by Arends (2008) develops the objective of behavior classified into three parts: 1) student behavior: what pupil will do or what kind of behavior a teacher receive as a proof that his objective is attained, 2) testing situation: a condition where behavior will be observed or hoped to happen, 3) performance criteria: a standard or degree of performance that is fixed as a standard or degree of performance accepted.

4. Taxonomy to select instructional objective

Taxonomy is a tool that classifies and shows a tie among many things. In an education world, a taxonomy is very useful to take a decision about a instructional objective and to assess the result of learning. This taxonomy was first developed by Bloom and then revised by his students and called it taxonomy for learning, teaching and assessing. Bloom’s taxonomy revised has two dimensions. They are dimension of knowledge and dimension of cognitive process. The dimension of knowledge consists of factual, conceptual, procedural, and metacognitive and the dimension of cognitive process consists of remember, understand, apply, analyze, evaluate and create.

<table>
<thead>
<tr>
<th>Table 2. Table of Taxonomy</th>
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<tr>
<td>Dimension of knowledge</td>
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<td>1. remember</td>
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<td>2. understand</td>
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<td>3. apply</td>
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<td>Conceptual</td>
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<td>Procedural</td>
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<td>metacognitive</td>
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5. Lesson plan and unit plan

Instructional objective is used with lesson plan. It has three plannings: daily planning, weekly planning and yearly planning. First, teacher’s daily planning is a plan which gets much attention. In some schools, this kind of plan is obliged. And in some other schools, even the form of daily plan is prescribed. Usually, daily plan covers what will be taught, motivational technics that will be used, steps and special activity for pupil, materials that will be needed and evaluative process. Second, weekly planning and unit planing, mostly schools and teachers organize an instruction around a week and a unit. A unit basically is a group of interrelated content and skill and perceived fit each other. Usually, it is needed more than one lesson to finish one unit of instruction. The unit of instruction consists of some chapters in a book.

Meanwhile, a unit planning is more critical than daily planning in some cases. A unit planning relates to objective, content, and activity that are in teacher’s mind. This plan determines all flow of ranges of lesson for some days, several weeks, or even several months. The plan often reflects understanding of teacher over content or instructional process.

Models of Instructional Planning

Actually there are many models of instructional planning developed by experts. But in this opportunity, only some model will be discussed.

1. Tyler model

The first is the Tyler model. This model is much used by researchers to find out and measure teacher’s competency of instructional planning as stated by . Based on this model, in making a instructional planning, teachers plan their objectives first, then choose instructional activities related to those objectives, implement those activities in an appropriate sequence, and evaluate student attainment of the desired objectives, (Young et al, 1998:65).

Related to this model, many researcher such as Branch, Driscoll, Klein, & Sherman, Earle, Klein, Martin, Reiser, in the field of instructional technology who have written about the instructional planning practices of teachers have often advocated the use of systematic planning processes similar to those described by Tyler. An example of
such an approach is the seven step planning process described by Reiser and Dick: 1) identify instructional goals, 2) identify objectives, 3) plan instructional activities, 4) choose instructional media, 5) develop assessment tools, 6) implement instruction, and 7) revise instruction as necessary, (Young, et al. 1998:65-66).

2. The linear ends-means model

This model is basically a linear ends-means model in which planning progresses logically from one's goals. Curriculum-planning is thus characterized as a task that requires orderly, careful thinking; and this model is proposed as a rational and scientific method to accomplish this task. The model, because of its rational and scientific appeal, has been prescribed for all types of educational planning from the comprehensive curriculum-planning to the teacher's daily lesson-planning. The only alternative suggested to this rational model of teacher planning is the "integrated ends-means model" proposed by MacDonald and Eisner. They believe that teachers do not begin their planning by thinking about objectives and then proceeding to decisions about activities and evaluation. Instead, MacDonald and Eisner say, teachers focus first on the type of learning activities that will be provided for the students. Objectives arise and exist, MacDonald and Eisner argue, only in the setting of an activity, as students chose their own learning experiences and pursue their own objectives. Thus, in the model that MacDonald and Eisner describe, ends for learning become integrated with means for learning, and the specification of goals before an activity becomes meaningless, (Yinger, 1980:108).

**Correlation Instructional Planning with Assessment**

The logical basis for assessment is that educators make frequent and important decisions, and those decisions need to be accurate; if they are not, valuable instructional time could be lost in presenting instruction that does not address the student’s needs. When it comes to planning instruction for students, the best way to maximize the accuracy of educators’ decisions is to base them on data (Shepard, Hammerness, Darling-Hammond, & Rust, 2005) (Hosp and Ardoin, 2008:69).

Screening assessments sometimes provide enough information to plan instruction, but oftentimes they do not, because they focus on quick samples of performance rather than on in-depth assessment. They can be useful for instructional
grouping (since they can provide the level of performance of all students in a class or grade), but most often are useful in providing the starting point for more in-depth assessment that will lead to instructional planning. This type of assessment is often called diagnostic assessment, but it is not diagnostic in the typical sense of the word (i.e., diagnosis of disease or disorder, as used in medicine). Many educators express frustration with the term diagnostic because of the additional connotations with which it comes. Even though the term sounds medical, it does not necessarily imply a physiological cause to a student’s difficulty. Whereas the most common term for this type of assessment is diagnostic, others have argued for the use of different terms that do not carry the preformed connotations. These include analytic (Hosp, in press) or instructional planning (Howell, Hosp, & Kurns, in press). Because using assessment data to guide instructional planning is the focus of this article, instructional planning is the term used here, (Hosp and Ardoin, 2008:71).

Conclusion

The competency of instructional planning is one of competencies that must be mastered by teachers to be professional. The instructional planning is a process of subject material arrangement, use of instructional media, use of instructional approach and method, and evaluation in a time allocation that will be implemented in the range of time to get the decided goal. The process of instructional planning is to plan objectives, then choose instructional activities related to those objectives, implement those activities in an appropriate sequence, and evaluate student attainment of the desired objectives.

Reference


