

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents several conclusions and suggestions related to the analysis of the English learning plan made by PPL 1 students in the 2024/2025 academic year at the Uin Antasari Banjarmasin campus based on the research results and discussions that have been explained in the previous chapter. Based on the analysis of six lesson plans designed by student teachers and the interviews conducted with six Teaching Practice (PPL) participants, the following conclusions can be drawn:

1. Challenges Faced The students encountered several obstacles, such as:
Difficulty in selecting specific and measurable operational verbs,
Limited understanding of how to integrate the Pancasila Student Profile into the learning objectives, Lack of experience in implementing project-based learning, Time constraints during teaching practice and limited constructive feedback from mentor teachers.
2. Category of Students' Ability Based on the findings and reflections, the students' ability in designing lesson plans based on the Independent Curriculum can be categorized as "Good." This is reflected in their earnest efforts to understand the curriculum, formulate relevant objectives, and adapt to the contextual needs of teaching. Nevertheless,

further guidance is still needed in technical accuracy, value integration, and strengthening non cognitive learning domains.

B. Suggestions

To follow up on the findings of this study, several recommendations are suggested for PPL students, PPL supervisors, and future researchers.

1. For PPL 1 Students It is recommended that PPL 1 students deepen their understanding of how to design effective Lesson Plans in accordance with the Independent Curriculum or the 2013 Curriculum (if still in use). Students should ensure that the lesson plans are systematic, contextual, and relevant to the needs and characteristics of the learners. Key elements such as material selection, teaching methods, learning activities, time allocation, learning resources, and assessment techniques should be carefully planned. Students are also encouraged to improve their time management skills to allow adequate preparation of well-structured lesson plans. Moreover, being open to feedback from mentor teachers and peers is essential in enhancing the quality of instruction. Active participation in discussions and self-reflection will also help students become more adaptive and creative in addressing challenges in the classroom.
2. For PPL Supervisors PPL supervisors are expected to provide more intensive and focused guidance to students in designing and implementing lesson plans. Additionally, supervisors should conduct

regular monitoring of students' progress and offer constructive feedback regarding both the planning and implementation phases of teaching. Support in the form of regular discussions, providing concrete examples, and facilitating reflective sessions will significantly aid students in developing their teaching competencies during the teaching practicum. The active role of the supervisor is crucial in bridging the gap between the theories learned at university and the real classroom environment

3. For Future Researchers Further research is encouraged to explore more deeply the quality of lesson plans developed by PPL students from various perspectives, including their implementation in the classroom. Future studies may also involve a broader range of participants to obtain more representative and generalizable findings. In addition, researchers are expected to identify various supporting and inhibiting factors in the process of lesson plan development and implementation by PPL students. This is important in order to provide more concrete recommendations for improving the effectiveness of field teaching practice in the future.