

Relevance of Objectives, Activities, and Learning Media in the Learning Plan at RA Bani Adam Boyolali

Dewi Anggraini^{1,*}, Darsinah¹

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: dewian99rain@gmail.com

Abstract

Purpose: This study aims to determine (1) the relevance between learning outcomes and learning activities, (2) the relevance between learning activities and media, and (3) the alignment among objectives, activities, and learning media in the context of early childhood education at RA Bani Adam Boyolali.

Methodology: A qualitative content-analysis design was employed, using RPPH (Daily Learning Implementation Plans) as the primary data source. Researchers extracted and examined documented learning objectives, activities, and media, and supplemented this with interviews. The analytic process involved formulating research questions, selecting and identifying relevant documents for review, and drawing conclusions based on observed patterns of relevance.

Results: Out of 57 learning objectives and 53 activities, 49 activities (92.5%) matched their intended objectives, while 4 activities (7.5%) did not. In terms of media support, 46 out of 53 media items (86.7%) were deemed relevant to the corresponding play-based activities, leaving 7 media items (13.3%) misaligned. Finally, when considering the triadic relationship among objectives, activities, and media, 44 media items (83.0%) supported both the core activities and their objectives, whereas 9 items (17.0%) failed to align across all three dimensions.

Applications/Originality/Value: By systematically mapping alignment among objectives, activities, and media, this study provides a replicable framework for early childhood educators to audit and refine their daily learning plans. The high rates of alignment observed underscore the effectiveness of RA Bani Adam's current practice, while the identified gaps highlight specific areas—such as media selection and activity design—where targeted adjustments and professional development can further enhance teaching quality and learning outcomes.

Introduction

Early childhood education (PAUD) is the first level of education that aims to enable children to achieve healthy and optimal growth and development in accordance with the values, norms and expectations of their community. One of the government's efforts is the existence of PAUD (Early Childhood Education). According to Law Number 20 of 2003 concerning the National Education System, PAUD is a coaching effort aimed at children from birth to the age of six years which is carried out through educational stimulation to help physical and spiritual growth and development so that children have readiness to learn in entering further education [1].

To maximize children's potential, a plan is needed as a guideline for educators in providing stimulation to children. The planning is in the form of a curriculum. According to Law Number 20 of 2003 concerning the National Instruction Framework Chapter 1 Article 1 states that an educational module could be a set of plans and courses of action with respect to the objectives, content and subject matter as well as a method that functions as a guideline for the implementation of learning activities to achieve certain educational goals.

Learning objectives are achieved if the changes in behavior, knowledge, and skills expected from the learning process are realized [2]. This is the fundamental reason why learning planning needs to be prepared in such a way before learning activities are carried out. One of the important teaching tools in the Early Childhood Education Curriculum is the Daily Learning Implementation Plan (RPPH). A Learning Implementation Plan is a document that contains an outline or learning plan that will be implemented in one session, semester, or several periods [3]. The Learning Implementation Plan (RPP) is a design for teachers to carry out play activities that support children in the learning process. The lesson plan contains concrete steps taken by teachers so that the learning process goes well. The learning implementation plan that is prepared must refer to characteristics such as the age, ability, and needs of each child.

In the Learning Implementation Plan (RPP), of course, there are learning objectives to be achieved. To achieve each goal, teachers must create various activities that are interesting for children. So that the goals to be achieved and the planned activities are relevant or interconnected.

According to the Great Dictionary of the Indonesian Language, relevance or familiarity means relationship, relationship. Service of National Instruction, Awesome Word reference of Indonesian. In the mean time, agreeing to Sukmadi-nata, significance comprises of inside significance and outside pertinence [4]. Internal relevance is the existence of conformity or consistency between components such as objectives, content, delivery and evaluation processes, or in other words internal relevance regarding the integration between components. Mean-while, external relevance is conformity with demands, needs, and developments in society. Thus, it can be understood that relevance is the relationship or con-formity between two or more aspects of learning.

Learning activities are support provided by educators to enable the process of acquiring knowledge and science, acquiring skills and habits, and forming atti-tudes and self-confidence in students[5]. In preparing early childhood learning activities, of course, it cannot be separated from the learning media used. The learning media provided must be in accordance with the activities that have been planned with the learning objectives.

Media is a tool and material used to support learning activities. Learning me-dia are all forms of tools or materials used in the learning process to help stu-dents understand and master the subject matter[6]. According to A. S. Har-jasdharna, learning media are those tools or media that can affect human sensory perception when observing, feeling or acquiring knowledge or experience[7]. According to Jamala and Zain, learning media is any object or device used by teachers in the teaching and learning process to facilitate teachers and students in achieving the learning objectives[8]. According to M. Shafei, learning media means anything that can bring about a change in students' behavior through the five senses[9]. From the understanding of several experts, it can be concluded that learning media is any form of tool or instructional material used in the learn-ing process to enhance students' understanding and mastery of the learning material.

The use of media in the teaching and learning process is very helpful for suc-cessful learning. Through media, children can use all of their senses. The more sensory aids children use, the easier it is for them to learn, accept and remember. The use of media in the learning process also needs to be adjusted, so teachers must be able to choose the appropriate learning media for their instruction..

In addition to the relevance or alignment of goals with learning activities, ac-tivities with learning media, all three must also show relevance. The relevance between objectives, activities and learning media does not have to be one-on-one correspondence. Where what is meant is that one activity provided can achieve several learning objectives. And the media provided can be used.

The researcher conducted research at RA Bani Adam Boyolali, because this school is one of the pilot schools in Boyolali under the auspices of the Ministry of Religion (depag). RA Bani Adam has also participated in accreditation with an A grade and the principal of RA Bani Adam is also a companion to other schools that have not been accredited. So that many schools around it make this school one of the places of reference and comparative study. Therefore, the researcher wants to find out the relevance of the objectives, activities and learning media contained in the Learning Implementation Plan (RPP) or RA Bani Adam teaching module.

Journal on the Relevance of the Main Foothold to Learning Objectives in the Preparation Center. The results of the study are the Relevance of the Play Envi-ronment in Kanita Tiara Islamic Kindergarten with the Learning Objectives The play environment and learning objectives are not fully relevant. In the learning of the preparation center at Kanita Tiara Islamic Kindergarten, not all learning ob-jectives are supported by the preparation of tools and play materials[10].

I Wayan Karta', Baiq Nada Buahana, Philosophy of the Sativa Era (2023) on Evaluation of the Ability to Prepare Early Childhood RPPH in the New Normal Period. The results of the study are that the preparation of teacher RPPH in Mata-ram City has a low category of 16.3%, a medium category of 68.8%, and a high category of 15%. With the results of the evaluation percentage of the preparation of the RPPH, it can be said that the teacher's ability to prepare the RPPH has been carried out well[11].

Journal The role of learning planning for early childhood education teachers' teaching performance. The results of his research show that Understanding RPPH makes teachers display confident performance and bring out teaching skills. RPPH could be a arrange made to attain learning objectives for children, not to force exercises for children.. Planning can change according to the child's cir-cumstances by modifying the RPPH that has been made [12].

Journal on learning analysis that is not in accordance with RPPH. The results of his research show that there are still many teachers who teach without making lesson plans or do not carry out the activities made in their lesson plans. So, teachers run out of ideas in delivering a material or learning becomes ineffective. Because it is only for the purpose of activities, not following the lesson plan that has been made or the absence of the lesson plan that has been implemented[13].

Method

Qualitative research is a research step that produces descriptive data in the form of writings and speeches as well as observed behavior of subjects[14]. According to Saryono (2010), subjective research aims to investigate, discover and reveal the nature and benefits of social impacts that cannot be obviously measured and elucidated through quantitative approaches, i.e. surveys. On the other hand, Su-shiyono (2009) states that "the definition of qualitative research approach is based on the post-positivist philosophy that researchers use to study the state of natural objects that matter most (rather than experiment)[15]. This method in-volves sampling data of interest from data sources. The research method uses

triangulation (combination), data analysis is inductive or qualitative, and qualitative results do not imply generalization. The most important method used is the researcher himself. Data in qualitative research is not in the form of numbers, but rather narrative descriptions. Even if there are numbers, the numbers are related to the description.

According to Lofland (Moleong, 2007), the main sources of data in qualitative research are words and actions, and the rest are additional data such as documents. Sources are categorized into two groups: essential sources and additional sources. According to Sugiyono, primary data is data collection using observational tools, interviews, field notes, use of documents, etc. [16]. Primary data sources are data obtained directly by informant interview techniques or direct sources. Essential sources are information sources that straightforwardly give information to information collectors. As for this study, the primary data source is in the form of a Daily Learning Implementation Plan (RPPH) document for Semester 2 of the 2023/2024 school year and teachers who teach in RA Bani Ad-am Boyolali.

The data collection techniques in this study were taken from the Daily Learning Implementation Plan (RPPH) document for Semester 2 of the 2023/2024 school year. Which is carried out for 5 months in semester 2 with 5 themes consisting of 4 sub-themes in each theme. The researcher will take a sample of 2 (two) RPPH in each theme with different sub-themes. If the researcher finds that there is insufficient information from the RPPH, then the researcher also conducts an interview with the teacher who made or designed the RPPH.

The data analysis technique used in this study is Content Analysis. Content analysis is research that is an in-depth discussion of the content of written or printed information in mass media or documents [17]. The steps used include formulating research questions, determining the content or documents to be analyzed, identifying the document and drawing conclusions.

Results and Discussion

Relevance of Learning Objectives and Activities

The learning objectives stated in the RPPH RA Bani Adam are the results of CP (Learning Outcomes) analysis conducted by schools in determining learning objectives. The developed learning objectives are then packaged in the form of activities either in the form of habituation or in the form of non-habituation activities for the child.

Activities in the form of children's habituation are for example giving thanks to Allah, obeying the applicable rules, and carrying out daily worship activities. Meanwhile, activities in the form of activities outside the child's habit such as fine motoric, gross motoric, cognitive, and language activities. The following is an analysis table of learning objectives with learning activities in the form of activities outside of children's habits.

Table 1. Analysis of learning objectives and learning activities.

RPPH to	Theme / Sub Theme	Purpose	Activities	Relevant	Irrelevant
1	Animals / Pets	Children can express emotions	Guess the expression image		1
		Children know God through their creation	Imitating the movement of a swimming fish	1	
		Children can imitate movements	Mimicking the movement of swimming fish	1	
		Kids can draw shapes	Drawing a fish	1	
		Kids can connect pictures	Connecting Images with Shadows	1	
		Children can arrange letters into words	compose the word fish	1	
		Children can be creative	Making a Fish Aquarium	1	
Sum				6	1

In RPPH 1, there are 6 main activities and 7 learning objectives. 5 of which are very relevant to the 6 learning objectives. The activity of drawing fish is relevant to the purpose of the child being able to draw shapes, the activity of connecting the picture with the shadow is relevant to the purpose of the child being able to connect the picture, the activity of composing the word "fish" is relevant to the purpose of the child being able to arrange letters into words, and making the aquarium relevant to the purpose of the child can be creative. There is 1 activity that is relevant to 2 learning objectives, namely the activity of imitating the movement of swimming fish relevant to the goal of children knowing Allah through His creation and children can imitate movements.

And there is 1 activity that is not relevant to the learning objectives, namely guessing the expression picture with the aim of the child being able to express emotions. Guessing the picture of the expression is not relevant to the child's goal of being able to express emotions because the child only guesses the expression of the picture of sadness, crying, anger and joy. It is better to do activities by imitating various facial expressions or pictures so that they are relevant to the child to be able to express emotions.

This analysis was also carried out on other RPPH. Berikut is a table of relevance of learning objectives and activities.

Table 2. Relevance of learning objectives and activities.

RPPH Ke	Purpose	Activities	Relevant	Irrelevant
1	7	6	5	1
2	5	5	5	-
3	6	5	4	1
4	5	5	5	-
5	4	4	3	1
6	7	6	5	1
7	5	4	4	-
8	6	6	6	-
9	6	6	6	-
10	6	6	6	-
Sum	57	53	49	4

Relevant data is obtained from the types of activities that are relevant to the learning objectives achieved. Irrelevant data are obtained from learning objectives that are not supported by appropriate activities. The results of the study showed that of the 10 RPPHs taken, there were 53 learning activities and 57 learning objectives. The data shows that 49 learning activities are relevant to the learning objectives, with the analysis that 1 activity can achieve several goals. Or as much as 92.5% of learning activities are relevant to learning objectives. Meanwhile, 4 activities or 7.5% of the activities were not relevant to the learning objectives.

In RPPH RA Bani Adam, not all learning objectives are supported by appropriate activities. Most of the activities provided have supported the achievement of learning objectives. According to Jean Piaget on the Theory of Cognitive Development, Piaget emphasizes the importance of adapting learning activities to the level of cognitive development of students [18]. This shows that learning activities must be in harmony with the abilities of students or the goals to be achieved.

Relevance of Learning Activities and Media

The following is an analysis table of Activities with Learning Media.

Table 3. Analysis of learning activities and media.

RPPH Ke	Activities	Media	Relevant	Irrelevant
1	Guess the expression image	Expression cards	1	
	Mimicking the movement of swimming fish	Video of fish swimming	1	
	Drawing a fish	Picture book, Crayon	1	
	Connecting Images with Shadows	Animal LK, pencil	1	
	compose the word fish	Letter paper i-k-a-n	1	
	Making a Fish Aquarium	plates, pebbles, color pastes		1
	Sum		5	1

Judging from the data, in RPPH 1 there are 6 types of media groups for 6 play activities. 5 kinds of media are relevant to play activities, including expression cards are relevant to the activity of guessing the expression picture, videos of fish swimming are relevant to the activity of imitating the movement of swimming, picture books and crayons are relevant to the activity of drawing fish, LK Animals and pencils are relevant to connecting pictures with shadows, letter paper i-k-a-n is relevant to the activity of composing fish words. There is 1 media that is not relevant to the activity, namely pering, pebbles, color paste with the activity of making an aquarium. The media can use used drinking bottles, leaves/grass, pebbles, water and pictures of fish (pictures are pasted on the outside of the bottle) to be relevant to the activity of making a fish aquarium.

Table 4. Relevance of activities to learning media.

RPPH to	Activities	Media	Relevant	Irrelevant
1	6	6	5	1
2	5	5	5	-
3	5	5	4	1
4	5	5	5	-
5	4	4	4	-
6	6	6	4	2
7	4	4	3	1
8	6	6	5	1
9	6	6	5	1
10	6	6	6	-
Sum	53	53	46	7

Based on the data above, the media provided does not fully support the activities carried out. There are 53 kinds of activities and media provided. Relevant data is obtained from the number of media that support play activities. There are 46 media that support play activities or 86.7% of the media provided are relevant to play activities. And there were 7 irrelevant data or 13.2% of media that were not relevant to the activity. As a Constructivism Theory, a theory that views students as active builders of their own knowledge, so it requires appropriate learning media that facilitates students to build a deep understanding through direct experience and interaction with subject matter [19].

Relevance of Learning Objectives, Activities and Media

In addition to the relevance of the objectives to learning activities and activities to learning media, the objectives must also be relevant among the objectives, activities and learning media. The following is an analysis of learning objectives, activities and media [20].

Table 5. Analysis of Learning Objectives, Activities and Media

RPPH to	Purpose	Activities	Media	Relevant	Irrelevant
1	Children can express emotions	Guess the expression image	Expression cards		1
	Children can imitate movements and know God through His creation	Mimicking the movement of swimming fish	Video of fish swimming	1	
	Kids can draw shapes	Drawing a fish	Picture book, Crayon	1	
	Kids can connect pictures	Connecting Images with Shadows	Animal LK, pencil	1	
	Children can arrange letters into words	compose the word fish	Letter paper i-k-a-n	1	
	Children can be creative	Making a Fish Aquarium	plates, pebbles, color pastes		1
Sum				4	2

Based on this data, RPPH 1, there are 7 objectives, 6 activities and 6 learning media. Data is said to be relevant to all three, if the media, activities and goals support each other. There are 4 data that are relevant to these three. The video media of swimming fish is relevant to the activity of imitating the movement of swimming fish and supports the achievement of 2 learning goals, namely children can know God through His creation and children can imitate movements. And there are 2 data that are not relevant to the three, namely the expression card media is relevant to the activity of guessing expressions but not relevant to the learning goals of children can express emotions, so the results of the analysis are not relevant to the three. The same is true for analysis in other RPPH as well. The following are the results of the relevance analysis between the objectives, activities and learning media.

Table 6. Relevance between activity objectives and learning media.

RPPH Ke	Purpose	Activities	Media	Relevant	Irrelevant
1	7	6	6	4	2
2	5	5	5	5	
3	6	5	5	4	1
4	5	5	5	5	
5	4	4	4	2	2
6	7	6	6	5	1
7	5	4	4	3	1
8	6	6	6	5	1
9	6	6	6	5	1
10	6	6	6	6	
Sum	57	53	53	44	9

Based on the data above, the media provided does not fully support the activities and learning activities do not fully support to achieve learning goals. There are 53 kinds of activities and media provided with 57 learning objectives. Data relevant to the three was obtained from the number of media that supported play activities and supported the achievement of learning goals. There are 44 media that support play activities and learning objectives or 83.01% of the media provided are relevant to learning activities and objectives. And there were 9 irrelevant data or 16.99% of the media were irrelevant to learning activities and objectives.

Conclusion

Based on the results of the study, it can be concluded that the relevance between learning objectives and activities, the relevance between learning activities and media, and the relevance between learning objectives, activities and learning

media are not yet fully relevant. In the sense that there are several goals that have not been facilitated with supporting activities, and there are activities that have not been facilitated with appropriate media. So that between the goals, activities and media there are still things that are not relevant.

The results of the study showed that of the 53 learning activities and 57 learning objectives, 49 learning activities or 92.5% were relevant to the learning objectives. Meanwhile, 4 activities or 7.5% of the activities were not relevant to the learning objectives. Of the 53 activities and media, there are 46 media that support play activities or 86.7% of the media are relevant to play activities. And there were 7 irrelevant data or 13.2% of media that were not relevant to the activity. Meanwhile, the level of relevance between objectives, activities and learning media, as many as 44 media that support main activities and learning objectives or 83.01% of the media provided are relevant to the activities and learning objectives. And there were 9 irrelevant data or 16.99% of the media were irrelevant to learning activities and objectives.

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