



The Effect of Educational Background on Preparation of Lesson Planning in Project-Based Blended Learning

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DOI: <https://doi.org/10.46245/ijorer.v5i6.693>

Sections Info

Article history:

Submitted: August 28, 2024

Final Revised: October 28, 2024

Accepted: November 2, 2024

Published: December 07, 2024

Keywords:

Background;

Lesson Planning;

Project-Based Blended Learning;

Teachers' Educational.



ABSTRACT

Objective: This study aims to analyze the effect of educational background on preparing learning plans in project-based blended learning. **Method:** The study used a quantitative research method with an experimental research type. The research subjects were 40 teachers, 20 teachers with particular education backgrounds, and 20 teachers not from special education. The data collection technique used a questionnaire to review the educational background. Data analysis used a homogeneity test, normality test, and hypothesis test. **Results:** Based on the research results, the research data is homogeneous and statistically normally distributed. The results of hypothesis testing show an influence of educational background on the preparation of lesson planning in project-based blended learning statistically. Further research can examine and research the influence of teacher education background in other fields of education, from early school to college. **Novelty:** This educational background is fundamental because this is where the ability or insight related to the teacher's competence can be reviewed. It is hoped that it is appropriate and the same as the field of education being taught, mainly so that there are no obstacles in the learning or teaching process.

INTRODUCTION

One of the criteria for analyzing if a teacher is qualified to be a professional is their educational history. Since education shapes a person's mentality, including their mindset and perspective, the higher a teacher's educational background, the higher the expectations for their professionalism. These elements will impact instructors' professional competency in the classroom (Bahri, 2019). Their educational background influences the caliber and aptitude of a teacher's instruction. A teacher's education quality impacts their performance, inventiveness, and level of self-competence.

The teacher's educational background can be seen from the suitability of the field of knowledge taken by Government Regulation Number 19 of 2005 Pasal 28, that "Education must have academic qualifications and competencies as a learning agent, be physically and mentally healthy and have the ability to realize national education goals." The educational background of a teacher or an educator affects the classroom's learning process significantly. This can happen because a teacher's or educator's educational background will affect the quality of mastery and delivery of the material they teach (Indriani & Kuswanto, 2021). This is further supported by the observation that teachers who lack a formal education will struggle significantly to facilitate learning, in contrast to educators who possess a background in education and can more easily adjust to the classroom setting because they have a foundation of theories to support their work (Amalia & Rokhimawan, 2022). Thus, the educational background of teachers is essential to pay attention

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