



Lecturer's Attitudes on Lesson Planning and Their Impact on Pedagogical Practices

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Article Info	Abstract
Received: 2026 - 06- 01	<i>Lesson planning is an important professional responsibility in higher education; however, the connection between lecturers' personal attitudes toward planning and their real pedagogical practice has yet to be explored. Unlike school teachers, university lecturers have great autonomy to design their own course plan and assess their research output rather than their teaching performance. This research aims to investigate the influence of lecturers' attitudes towards lesson planning on their pedagogical practice within a higher education context. The researcher employed a qualitative research design. The data were collected through semi-structured interviews and document analysis with eight lecturers in the English Education Study Program, UIN Raden Intan Lampung. After the data were collected, the researcher analyzed them thematically and identified three significant categories. First, the lecturers view lesson planning as an administrative and pedagogical instrument, demonstrating a positive attitude. Second, these attitudes strongly influence pedagogical practice by filtering, framing, and guiding it. In this context, beliefs reveal the particular ways, tasks, and assessments that lecturers integrate into their lesson planning. Third, when gaps occur between lecturers' attitudes and their pedagogical practice, the fundamental causes are typically structural, such as time limitations, large class size, and inadequate resources. The research suggests that lecturers' attitudes towards lesson planning serve as the operational mechanism, evaluative standard, and motivational foundation for pedagogical practices in higher education. It is recommended that institutions promote the expansion of positive professional beliefs and identify organizational conditions that support these beliefs so they can be fully understood in teaching.</i>
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1. Introduction

Lesson planning is an essential document in the educational process. This effective document can encourage students' participation, enhance learning outcomes, and uphold classroom regulation (Abdulayeva, 2024). In addition, lesson planning facilitates connections by ensuring that the curriculum's intended learning outcomes are clearly articulated, organized, and effectively integrated into daily classroom schedules. To make curriculum goals understandable and relevant for students, efficient lesson planning focuses on substance, teaching strategies, and evaluation (Lazarous et al., 2025; Rao & Meo, 2016; Qassem Farhang et al., 2023).

Therefore, Khan et al. (2024) say that efficient lesson planning meaningfully expands students' theoretical attainments at the basic level, emphasizing the significance of integrating comprehensive lesson planning approaches into the curriculum plan and pedagogical methods. Thus, a comprehensive lesson plan allows the lecturer to allocate time effectively, anticipate possible obstacles, and alter the lesson as required.

Moreover, Kundariati et al. (2024) say that lesson planning, a comprehensive teaching method, extensively advances the value of learning in higher education by promoting evidence on learning behaviors. In higher education, a working plan is used to link objectives with reasonable results, promoting development and responsibility while tackling issues including resistance to change, resource constraints, and varied environments (Amina G., 2024). Today's approach used in higher education is outcomes-based education (OBE).

Outcomes-based education (OBE) highlights associating curriculum strategy through educational methods and students' achievement, pointing to improve educational value and accomplishment. Planned curriculum expansion and application are able to enhance students' attainment by associating through ideals, integrating advanced knowledge, and addressing gaps in recent methods (Angcuan & Lumyaen, 2024).

On the other hand, lesson planning for higher education students contrasts with the process used in school environments. Higher education lecturers frequently appreciate major autonomy in generating their own lesson planning; however, the primary teachers have less autonomy than they have obtained prewritten lesson plans (Narayanan et al., 2024).

In addition, lesson planning in higher education includes stimulating students' background knowledge, offering effective interaction, providing samples, and confirming management and unrestricted work (Olizko et al., 2024). Consequently, depending on the lecturer's beliefs, experience, and institutional regulations, the use of lesson planning may vary. The interaction between teaching plans, such as students' activities and students' appointments, meaningfully affects classroom atmosphere (Andersen, 2021).

To grasp the significance of lecturers' attitudes toward lesson plans, a

framework is necessary to connect their thoughts and actions. Borg (2015) provides a framework of teacher cognition that defines the pedagogical practice about what teachers believe, know, and think. The teacher's cognition is not formed through formal instruction but is also formed by complex previous experience, education, professional training, and pedagogical practices.

The complexities mentioned form a belief that serves as a professional lens through which teachers can filter, frame, and guide their decisions. This indicates that when teachers design their lesson plans by selecting teaching methods and responding to unexpected situations in the classroom, their choices are not made randomly. Instead, these decisions have been shaped throughout their teaching careers.

Lesson planning is established as a vital element in effective teaching. In contrast, it is regularly used as a formal obligation instead of a meditative educational process. Many lecturers may notice that lesson planning is administrative files instead of as lively instruments that lead to significant teaching. Therefore, there is frequently a gap between lecturers' intentions and the real situation in the classroom. Numerous studies on lesson planning have focused on primary teachers, departing with an incomplete comprehension of how higher education lecturers theorize and apply lesson plans through their particular planning.

Farhang et al. (2023) explain that lesson planning assists lecturer arrange for teaching and creating course activities according to students' learning level. Additionally, lesson planning improves the instructional process for English Foreign Learners (EFL) groups by respecting students' learning styles, relevant information, intelligences, attentions, and other factors (Badawied, 2020). Therefore, Putri (2015) states that lesson planning and teaching implementations that were consistent did not always offer better activities than those that were inconsistent, since effective teaching relied on classroom situations, like ineffective teaching materials and a lack of time.

Additionally, this current research used a qualitative approach to investigate how lecturers' attitudes affect their lesson planning and teaching practice in order to close this gap. After that, the data were collected through in-depth interviews, document analysis of lesson planning, and classroom observations to summarize both cognitive and practical elements of teaching.

Teacher cognition theory by Borg (2015) has been used in analyzing the interaction of classroom practice and contextual factors such as beliefs, knowledge, theories, attitudes, images, assumptions, etc. Then, the whole data has been analyzed by using thematic analysis. This research established an educational novelty by associating lecturers' attitudes and practices with improvement of more significant, outcomes-based, and contextually tackled lesson planning. To investigate these issues, the following research questions were formulated:

1. How do lecturers' attitudes towards lesson planning shape their

pedagogical practices in a higher education context?

2. Method

This research focused on a qualitative research design. According to Ary et al. (2019), qualitative researchers aim to comprehend an experience by focusing on the entire depiction instead of separating it into several variables. The objective is a comprehensive depiction and depth of knowledge rather than quantitative research of data. Busetto et al. (2020) also explain that qualitative research is the study of natural phenomena, and is mainly suitable for responding to questions about why something is detected, evaluating complicated involvements, and enlightening involvement efficiency.

In addition, this research focused on exploring the relationship between lecturers' attitudes about lesson planning and their actual teaching practice in higher education contexts. This research also applied the teacher cognition theory by Borg (2015). This approach emphasized several points, such as teachers' beliefs, knowledge, and experiences in classroom contexts.

The subjects of this research are eight lecturers in the English Education Study Program UIN Raden Intan Lampung, who are actively teaching writing, listening, translation, language teaching material and media, and textbook analysis courses. The decision to comprise eight participants is coherent with the principles of qualitative research, which highlights depth of understanding over breadth of coverage rather than seeking a larger or statistically representative sample (Creswell & Poth, 2018).

The sampling technique used in this research is purposive sampling. Campbell et al. (2004) argue that purposive sampling provides benefits such as flexibility, affordability, and the capacity to focus on cases with a lot of information; it is frequently criticized for its lack of generalizability and weakness to researcher preference. The eight lecturers were selected because they symbolize a group that is both professionally relevant and rich in information.

They share the same institutional context, adhere to the same outcomes-based education lesson planning format, and are required to balance curriculum obligations, institutional expectations, and their own educational beliefs. They are required to integrate cross-cutting institutional themes, including environmental issues, religious moderation, and ecotheology, into their lesson planning. This requirement enriches their planning decisions and adds complexity, making it a valuable subject for qualitative inquiry.

Moreover, the researcher captured the complicated natural phenomena of attitudes and practices by using two main data collection methods. For instance, researchers used semi-structured interviews and document analysis, which together form a methodological triangulation. The triangulation is used to increase credibility and reliability by blending multiple data collection techniques (Vivek et al., 2023). First, the researcher asked several guiding questions to explore lecturers'

attitudes, knowledge, and experience about lesson planning. The guidelines are open-ended questions. Second, the researcher investigated how lecturers' attitudes are established in their printed lesson planning. The lesson plans perform as an administrative document that demonstrates what lecturers dedicate to their professional planning decisions. This enables researchers to compare the beliefs expressed in interviews with the observable evidence of planning practice in the documents.

Ultimately, the data were analyzed using thematic analysis. The steps in analyzing the data are familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2022). The analysis was started by organizing, transcribing, and familiarizing through repetitive reading. The steps enabled the researcher to portray general ideas, repeating themes, and emotionally significant statements that would consequently lead the coding process.

Then, the interview transcript was coded line by line to classify repeating concepts, which were then grouped into themes signifying lecturers' attitudes about lesson planning. After that, lesson planning files were analyzed using an organized structure to classify aims, learning activities, and evaluations, and to explain how these components reveal lecturers' educational beliefs. At last, the researcher is producing the report. The report presents descriptive data from both the interview and document analysis, which are interpreted to answer the research question.

3. Result

Lecturers' attitudes towards lesson planning

The research results emphasize the lecturers' positive attitude towards their lesson planning. Lecturers declare that lesson planning is not only an administrative document but also a valuable instrument for fostering an active atmosphere in pedagogical practice. Therefore, this point clarifies the lecturers' attitude to establish favorable conditions for implementing pedagogical practice. Significantly, lecturers demonstrate a positive attitude when preparing their lesson planning, as illustrated in the interview table below.

Table 1. Lecturers' Attitude Toward the Role and purpose of lesson planning

Lecturers	Response to the role and purpose of lesson planning
Ag	Important file/guideline: helps organize material in classroom activities
Ir	More than a document, a guide for teaching; it helps stay organized and focused
Di	A roadmap reflects teaching philosophy, not just an administrative document

Sg	Gives direction and organization; motivates students' curiosity and engagement
Yu	Very important; a guideline for the teaching and learning process; assures course quality
Nu	A guideline to arrange classroom activities; it affects how the lecturer teaches and assesses
Dw	A tool facilitating successful teaching and learning represents professionalism and preparation
Nn	A guideline for implementing teaching practice helps work more systematically

In addition, the research results indicate lecturers' attitudes towards lesson planning that reflect on pedagogical practice. For example, the way lecturers integrate concrete planning of learning outcomes, learning materials, and learning activities. This attitude portrays lecturers' functioning instrument linking to instructional design in implementing their planning into pedagogical practice. The following is the result of the interview section of this aspect:

Table 2. Lecturers' Attitude Toward Practices in Lesson Planning

Lecturers	Response to <i>Practices in Lesson Planning</i>
Ag	• Prepares based on CPL study program; uses syllabus, curriculum, OBE • Implements based on the plan; reflects next semester
Ir	• Combines clear goals, materials, activities, flexibility; uses syllabus, OBE framework, institutional guidelines • Uses as a map and reminder; remains flexible; adjusts when activities take longer or students are disengaged
Di	• Starts from learning outcomes in the syllabus; uses OBE, CLO/PLO alignment, institutional format • Uses as a guide; adjusts when activities take too long, or students find tasks difficult
Sg	• Starts with problem-solving and project design; students take responsibility from the start • Adjusts when the classroom situation is unfavourable, to achieve the goal

Yu	- Analyses students' characteristics; breaks down skills; refers to OBE, institutional and consortium documents - Uses as a tentative guideline; adjusts when situation is unpredictable; evaluates when end-of-meeting goal is achieved
Nu	- Prepares a plan first, then implements; uses syllabus, textbook, curriculum, study program guideline - Uses based on needs; changes if topic is no longer appropriate; reflects by checking students' understanding
Dw	- Identifies objectives from curriculum and students' needs; uses OBE, Bloom's Taxonomy, and authentic materials - Uses as a road map; adjusts based on student comprehension; evaluates via observation and student feedback
Nn	- Collects relevant materials; uses institutional OBE format; decides objectives based on students' background - Follows step-by-step; skips parts when time is limited, or students need more explanation

The result now focuses on the lecturers' attitudes towards their reflections on the extent of the relationship between their preparation and what they have done, and what factors affect their pedagogical practice.

Table. 3 Lecturers' Attitude Toward the Practice Relationship

Lecturers	Response to the Practice Relationship
Ag	- Appropriate with the plan; no major difference; same - Believes strategy will be appropriate; confident in planning
Ir	- Closely reflects the plan; allows flexibility; student, time, class size, and resource factors cause gaps - Belief in student-centred, inclusive, practical learning shapes all strategies
Di	Mostly aligned but not 100%; time constraints push toward lecture over student-centred; large class and proficiency gaps cause differences

	• Belief in active engagement led to replacing lectures with small group discussions for hesitant students
Sg	• Strong alignment; years of experience give a clue on how to plan and apply; confident in preparation • Belief in clear goals and flexible preparation helps students understand the process and complete the project
Yu	• Follows plan initially; may change direction mid-lesson; unpredictable events and readiness cause differences • Belief in student-characteristic-based teaching; arranged asynchronous activity when students lacked laptops and internet
Nu	• Strongly reflects plan; no difference; lecturers' expectations vs. students' ability as key factor • Believes students can explore ideas; the writing process belief directly shaped paragraph writing instruction
Dw	• Closely follows plan; adapts based on comprehension; time, class size, and exam pressure cause gaps • Believes every student can develop with proper support; mistakes are opportunities; replaced passive listening with interactive summarizing and role-play
Nn	• Reflects plan when time allows; expected discussions sometimes don't happen due to student silence or unfamiliar topics • Believes different students have different learning styles; varies strategies to accommodate different needs

Furthermore, the results of document analysis derived from lesson planning support the result above. These results strongly portray lecturers' positive attitudes toward lesson planning, especially in designing well-structured plans. The document analysis clearly presents evidence of the lecturers' positive attitude that is deeply integrated into their lesson planning. The lesson planning has been arranged professionally. In addition, the lecturers utilized the guidelines from the institution's outcome-based education template. The following is the sample

evidence taken from the document analysis.

"The lesson plan comprises 14 Sub-CPMKs, a 12-stage scaffolded student task plan, and a six-dimensional assessment rubric. It ends in a final task in which students are required to generate and submit an academic journal article. This design is feasible only from a lecturer who truly believes planning is a purposeful professional act" (Lesson Plan Document, Ir).

"Multiculturalism and Language Education plan inserts multicultural understanding not as an unconnected topic but as the systematizing lens across which every English language skill, active listening, questioning, empathy, and role-play is taught, checking that his expressed attitude in diversity-responsive teaching has been fully operationalized in documentary form" (Lesson Plan Document, Sg).

"Translation and Interpreting plan is the most theoretically impressive of all five, integrating professional competence, Islamic principles, ecological consciousness, and critical AI literacy into a single coherent instructional architecture" (Lesson Plan Document, Yu).

"Nu's plan applies the same outcome-based education template as Su's; however, one is structured around metacognitive professional arrangement and backward design, while the other is planned around multicultural communication performance" (Lesson Plan Document, Nu).

4. Discussion

The research results clearly show that lecturers maintain positive attitudes toward lesson planning in their teaching practices. The teaching and learning process conducted by lecturers in the classroom comprises a cognitive framework. Lecturers' experiences in the classroom, their education, and their professional reflection shape the activities.

This result is supported by Borg's (2015) conceptual framework. This framework demonstrates that the teaching and learning process engaged by lecturers in the classroom promotes the integration of belief, experience, and knowledge. In addition, the result of the interview demonstrates that lecturers' attitude toward their teaching planning is not merely an administrative document, but rather a deeper cognitive character. For instance, a lesson plan is used as a roadmap of teaching reflection, a lecturer's professionalism representation, and more than a document (Interview, Di, IR, & De: 2026). The document analysis also confirms that a lesson plan is an essential document designed carefully by lecturers for achieving pedagogical learning outcomes.

The research results also support Fives & Buehl's (2012) hypothesis, which explains that teachers' beliefs actively impact professional activity through three distinct functions: filtering, framing, and guiding. First, the filtering function refers to the belief that affects how a lecturer recognizes and responds to new information or requirements. It is seen that all lecturers employ the format of outcomes-based instruction given by the institution. Second, the framing function refers to the belief

that the lecturer recognizes an unpredictable condition in class. The function is proven by lecturers' interpretation of unpredictable classroom conditions, such as one of the lecturers found the students hesitant to speak during a planned lecture session (Di, Document Analysis).

The last is the guiding function that refers to the belief that influences the way lecturers' decision-making in designing a lesson. The researcher found that the result of document analysis expresses the beliefs that shape the design of lesson plans. For instance, one of the lecturers' beliefs that in authentic academic practice led him to design a final task in which students submit a real journal article (Ir, Document Analysis). Furthermore, the results of the interview and document analysis provide strong evidence taken from the subject of the research.

The results indicate that the connection between lecturers' attitudes and their classroom practices lacks consistent clarity. There are instances when a lecturer's expectations for effective teaching do not align with what they actually accomplish in the classroom. This reality is in line with Arteaga et al. (2024) about the theory-practice gap.

The gap in this research is not caused by weak, poor, or a lack of attitudes, but rather by the outside conditions. For instance, a structural obstacle in the working environment. Backfisch et al. (2020) agree that good professional expertise and real motivation are essential for teaching quality. Besides, this point of institutional support improvement is also the main key point. It refers to a manageable class, sufficient time allocation, and acceptable resources. This means that the connection between attitudes and practice is not simply a personal matter, but it is also an institutional obligation.

Today, many university lecturers face the challenges of teaching large classes, managing administrative reports, achieving research publication articles, and complying with curriculum requirements simultaneously (Tight, 2010). It greatly reduces the time and energy lecturers have for the careful, thoughtful lesson planning that they clearly value. In this research, the common challenges across the eight lecturers are time.

It can be argued that enhancing the value of lesson planning goes beyond merely altering the attitudes or skills of individual lecturers. It is also necessary that institutions lead working conditions to determine if they are providing lecturers with the same time, space, and support necessary for effective planning.

In summary, the discussion above shows that the attitudes of lecturers are simply expressed opinions rather than supportive professional characters that tolerate, encourage, and guide the planning and instructional decisions made by the lecturers. It is proven that the lecturers believe in their planning, connect their beliefs and classroom practice, and institutional support is required. On the other hand, lecturers have different subjects, teaching styles, and personalities, but they still agree that a lesson plan is an important document for their pedagogical practice

5. Conclusion

The research focuses on investigating how the lecturers' attitudes towards lesson planning shape their pedagogical practice in a higher education context. Then, the results consistently show that lesson planning attitudes are more than just unimportant professional opinions, but it drives behind every pedagogical decision made by lecturers. For instance, lecturers' attitudes toward lesson planning are extremely positive and professionally internalized; the attitudes shape pedagogical practice through particular instruments, and the practice hangs on institutional support. Moreover, the researcher suggests treating lesson planning as a deliberate professional practice. Utilizing the belief practice gap as a tool for professional learning, this approach generates institutional conditions that allow positive attitudes to translate into effective practice. Additionally, it helps maintain the outcomes-based education framework as a supportive structure for professionals.

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