Article

Designing ICT Competences-Integrated Lesson Planning Course Teaching Model for English Language Education

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Abstract: This study aims at designing ICT Competences-Integrated Lesson Planning Course Teaching Model for English Language Education. This study employed a modified Design and Development Research (DDR) model from Borg, R.W. & Gall (2007) and Ellis & Levy (2010) that consist of four procedures namely need analysis, preliminary prototype design, evaluation and design revision. There were two existing teaching models collected from classroom observation and four documents of lesson planning course collected from four universities in Indonesia was analyzed by using ICT Competences frameworks of UNESCO and other ICT competences theories. The results of analysis revealed that the existing teaching model of the course mostly and implicitly integrated ICT competences into teaching method and technique. The most applied level of ICT competences in the existing models of teaching was Technology Literacy. The proposed models of teaching designed ICT competences into approaches, method and technique by providing six integration procedures. The newly designed teaching model accommodated the necessary ICT Competences in all levels namely Technology Literacy, Knowledge Deepening and Knowledge Creation as well as applied the three approaches of Cognitive, Humanistic and Behavioral approach modified with Scaffolding, Project-based Learning and Computer Assisted Instruction method for lesson planning course teaching model design.

Keywords: ICT Competence; ICT Competences Framework; Lesson Planning Course; Models of Teaching Design

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1. Introduction

The education process is inseparable from the teaching and learning process between teachers and students to achieve goals. In this 21st century, teachers occupies an important position in education, as Ada & Azisah (2016) stated that teachers are the key players in classroom instructional activities that affect the success of students. As the teacher help students acquire information, skills, values, ways of thinking, and means of expressing themselves, they are also teaching them how to learn. Thus, the most important problem that arise is how to increase the capacity to learn, or the so called intelligent. Joyce, et al. (2015) claimed that education can greatly affect intelligence and that these tools we call models of teaching or teaching models are one way to organize intelligent in education. Additionally, Pateliya (2013) and Richards & Renandya (2002) has the same opinion that model of teaching are instructional design for effective teaching. They stated that a model of teaching as description of a learning environment that has many uses, ranging from planning curriculums, courses, units, and lessons to designing instructional materials, multimedia programs, and computer-assisted learning programs, in order to meet specific objectives by possessing 21st Century Skills to design and manage

projects, solve problems, and make effective decisions using a variety of Information and Communication Technology (ICT) and resources as a tool to connect around the world.

Model of teaching position in the curricula or syllabi is as the teaching approach or strategy to develop the learning activity and material, where it provide uniquely suited learning tools for the students with technology-driven educational system that lead toward higher education (Ontario Public Service, 2016). Furthermore, with the rapid pace of the world changing, ICT become necessary to prepare new generation to be equipped with these ICT skills (Erdo, Kur & Saltan, 2010; Gnanam et al., 2016). However, this is not an easy task. In order to implement the ICT in the teaching and learning process, teacher need to have not only teaching competence but also technology competence on to a greater degree than that expected of their learners as efforts to achieve the goals of education and teachers' professional development.

In this Industrial Revolution 4.0 education, teachers must prepare students not only with knowledge and information, but also by promoting creativity, refining students' critical thinking and problem-solving skills, also interacting and communicating across the globe by using ICT (Hussin, 2018). ICT is a platform on which key learning skills can be efficiently integrated into existing curriculum. ICT provides education officer with the unlimited resources (Ammanni & Aparanjani, 2016; National Council of Educational Research and Training, 2013) and support learning through their teaching that have high quality and continually improving (Rossner, 2009; Sudewi, 2020). Moreover, Infusing ICT competences in teaching model is one of the ways to develop high quality teaching.

A model imbued with ICT will give the student an environment where they can acquire not only specific subject learning but also a digital literacy to help them adapt in this technology era. The necessity of having a model for identifying effective technology integration and using it as the base of analyzing is acknowledged in many studies. Moreover, many researchers (Capuk, 2015; Joyce, et al., 2020; Pateliya, 2013) stated that teaching model is functioned to stimulate the development of new educational innovations. In this teacher's development, one of the instruments that can assist teacher to increase the quality and efficiency of the teacher training and professional development is European Profiling Grid (EPG) descriptors.

As Bergil & Saricoban (2016) said that EPG is an innovative instrument to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. Moreover, the Teaching Competences in EPG covered the pedagogy skill in teaching and learning language as quality assurance to check whether the teaching being assessed is up to the standard and determine whether the goals of a teacher development program have been attained (European Profiling Grid, 2011). Furthermore, the contribution for teaching competences can be seen from how the teacher's ability to manage learning, which includes planning, implementation and evaluation of learning outcomes (Ada & Azisah, 2016). Moreover, one of the content subjects in English Language Education Study Program (ELESP) in Indonesia that needs to be given more attention is Lesson Course Planning skill as one of the foundation and competences that must be mastered by pre-service teacher effectively and appropriately (Ponce, 2024). Thus, this research will present the Lesson Planning Course Teaching Model by integrating ICT Competence and standardize level teaching competence design.

2. Materials and Methods

Lesson planning is at the heart of being an effective teacher as the guidance for the teacher to act in learning process at the classroom. Lesson plan is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective (Ferrer, 2021). Through planning, the teacher is given the time to have ideas for the next lesson efficiently and effectively. Thus, the teacher

are required an ability in term to: plan a lesson includes the strategy, method and approach used in the teaching and learning activities, formulate the learning objective and outcomes, plan the ICT tools to support the teaching and learning activities, plan the activities of the teaching and learning (Decision making before, during and after class) that refers to learning objective, plan and design the task or assessment. Moreover, lesson course planning has the significant role in teaching competence in which the courses help the pre-service teacher to have the ability to arrange and design a lesson planning for the process of teaching and learning.

Model of teaching is an approach to guide teacher in designing educational activities that derived from syllabus, as Eggen & Kauchak (2012) and Joyce, et al. (2015) said that models of teaching is a part of syllabus that will help to guide you in arranging and designing the specification of the syllabus. However, the excessive numbers of components within a syllabus not all of them covers the models of teaching components based on the theory and principle of each components. Regarding to the theory and principle of each components, the researcher simplifies the 8 different components of syllabus that can cover 9 main components of models of teaching. The components of a syllabus explained are employed as the reference for document analysis in order to decide the components models of teaching that will be employed in designing new models of teaching of Lesson Planning Course (Joyce, et al., 2015; Kemenristekdikti, 2018; Richards & Rodgers, 2002).

There are many research about integrating ICT into teaching model. One of the studies the researcher has found is designing web-based teaching model conducted by Ying (2016) and Kamalodeen et al. (2017) that showed the necessary to design teaching models incorporated with ICT accordingly to meet with different educational requirements to stimulate students' learning interest by using ICT can be more effective in education. Meanwhile, the number of the research on EPG is still limited. The studies on EPG mostly deals with assessment, one of them is from Indonesia conducted by Nurkhamidah (2023) showed that EPG-based key teaching competences and phases based on the analysis of lesson plans and the interview with 17 pre-service teachers only have achieved the novice teacher criteria of the lesson and course planning. It means that the existing syllabi are not achieved the whole objectives that should be mastered by the students.

After examined all the studies dealing with teaching model, lesson planning course, ICT competence-integrated and EPG then the researcher consider that ICT competence and EPG descriptor are useful to guide the examiner to conduct appropriate teaching model. However, the researcher found that some of model of teaching components is only implicitly expressed, and indirectly stated on model of teaching used in syllabi but either suggested it to affect the purpose of learning, also there are still limited research dealing with EPG especially in teaching model of teaching competence integrated with ICT. Therefore, to close the gap the researcher decided to conduct a research by designing ICT Competences-Integrated Lesson Planning Courses Teaching Model to support and guide the pre-service teacher to build and improve their teaching competences in the classroom. Moreover, this study is conducted in order to design an appropriate teaching model using UNESCO ICT framework and the EPG descriptors to help in deciding the teacher development phase.

Furthermore, according to European Profiling Grid (2011), lesson planning course can be covered the Lesson and course planning area of application of EPG-key teaching competence descriptors. This area deals with teacher development of knowledge of lesson planning, learning activity, choosing material and designing course plan. Hence, the concept of the models of teaching in this research are adopted and modified form Joyce, et al. (2015) and Cruickshank et al. (2009) theory as a base to design model of teaching for lesson planning course. Moreover, this model is designed to strengthen student's

cognitive structure, and provide concept and principles to the students directly. These models incorporate ICT competences based on UNESCO ICT framework, EPG descriptor and bloom's taxonomy to help in deciding the learning objective. Furthermore, these frameworks can serve as the industry standard for incorporating ICT into the creation of teaching model in the curricula.

From these explanation, in accordance to this study purpose, the design and development research (DDR) steps suggested by Borg & Gall (2007), Ellis & Levy (2010) and Peffers, et al. (2007) were adopted and modified for this research into four steps of procedures. As the foundation, library research is needed the most as the first step of DDR that coined the term as "Need Analysis" by examined the collected data to identify the information from relevant theories related with models of teaching design and gathered the data required for the research through observation and documents (lesson plan/syllabi) which currently used by ELESP of four universities in order to find out the ICT competences integrated in the existing models of teaching and EPG qualification level of the courses as the data source.

The second steps of this research is "Designing Preliminary Models of Teaching", which is used the result analysis of the existing models of teaching of lesson planning courses to develop the new models of teaching design. Then, the third steps named "Evaluation" where it involved the evaluation on the preliminary models of teaching prototype design by using the statement from the Focus Group Discussion (FGD) exercise including advice and comment from the professionals to testing and get the feedback or approval for the design. Hence, this linguists and models of teaching specialist, as well as ICT competency indicator, EPG indicator and table of analysis (models of teaching evaluation sheet) are used as the instrument of the research. Design Revision is the last step of DDR that was applied based on the feedbacks and suggestions gotten form FGD activity in order to create the final product that can be developed further and better in quality.

3. Results

The result found from the data analysis results shown that the lesson planning skill components of the current S-1 English study program models of teaching at four Indonesian institutions and two existing models of teaching of Lesson Planning Course through observation that are integrated into ICT competencies were examined by the researcher. Those elements are evaluated using ICT competencies indicators from different theories, and they are divided into three groups according to UNESCO's methods: Technology Literacy (TL), Knowledge Deepening (KD), and Knowledge Creation (KC). The primary problem statement is addressed by the ICT competencies integrated lesson planning course models of teaching for English study programs, which are based on these analytical conclusions. There were 2 existing models of teaching of Lesson Planning Course through observation (University A and D) and 4 existing models of teaching which were compiled from University A, B, C, and D. In university A the lesson planning course has different name that is Learning Planning on English Language Teaching (UA), in university B is Instructional Design 1 (UB), in university C is English Instructional Planning (UC) and in University D is Instructional Planning (UD).

3.1. ICT Competences Integrated in the Existing Lesson Planning Course Models of Teaching Components for English Language Education Study Program (ELESP)

The first sub-problem of the research which is "To what extent are the ICT competences integrated in the existing model of teaching of Lesson Planning courses for ELESP?" was elaborated and displayed, it is divided into three identifications: identifying the existing model of teaching, identifying the ICT competences integrated in the existing models of teaching components of Lesson Planning Courses and the last is identifying

Lesson Planning ability based on the EPG qualifications framework. These identifications are discussed in the summary following table below.

Table 1. Analysis of Models of Teaching Components and ICT Competence in the Existing Lesson Planning Course

MOT Components	Course Code	UNESCO Framework	Remarks
Theory of Language	-	-	Covered in course description
Theory of Language Learning	-	-	(implicitly through observation)
Goals	UB, UD	TL, KD	Mentioned in learning outcomes (operating ICT, accessing e-learning)
Objectives	UB, UC	TL, KD	Mentioned in course learning outcomes (operating ICT, accessing e-learning)
Types of Activities	UA, UB, UC	TL, KD	Mentioned in teaching method (operating ICT, accessing e-learning)
Content/ Materials	UA, UB, UC, UD	TL, KD	Mentioned content and learning media (accessing e-resources)
Teacher roles	UA, UB, UC	TL, KD	Implicitly mentioned through observation (operating ICT,
Learner Roles	UA, UB, UC	TL, KD	accessing e-learning and presentation)
Procedures of Activities	UA, UB, UC, UD	TL, KD, KC	Covered in TLA in the use of ICT, digital platform and e-learning
Assessment	UA, UC, UD	TL, KD, KC	for sharing and submitting the assessment to create lesson plan and ICT for presentation

From the table above, it showed that the ICT competences can be integrated not in all of the models of teaching components and mostly integrated in Teaching Method, and Procedure (Learning Activities and Assessment), while based on the observation analysis of ICT involvement can be integrated in all of components explicitly and implicitly. For example, in teacher roles and learner roles it is implicitly shown the ICT competence on how they have the ability to self-access for information and use the ICT for presentation and doing the task to create a product (lesson plan), this result supported Cruickshank et al. (2009) theory about Project Based and Eisenhower & Harrison (2007) on how lesson planning more advance by creating a platform for online classroom that enhances the teaching and learning process. Hence, the existing models of teaching are dominated by cognitive approach where the activities was mostly presentation. Thus, the extent of ICT integration in the existing Models of Teaching for Lesson planning course are as tools to support teaching and learning process share materials and presentation. Moreover, from

the analysis it can also revealed that Technology Literacy and Knowledge Deepening are the dominant approach or successive stages implicitly employed in the components.

3.2. The Analysis of Lesson Planning Competence Models of Teaching based on EPG Qualifications

In the process, the indicators of Lesson and planning area in the Key Teaching Competence descriptor were used to analyze the coverage of lesson planning skill and EPG qualification of teaching competence in the existing lesson planning course models of teaching. Based on the analysis, it revealed that the EPG Phase in the majority of existing model of teachings of lesson course planning was dominated in the range of 1.1 to 2.1 of development phase that was mostly found in Goals and objective in the existing document. This result indicate that the development phase for the novice teacher, it indicated that the course more focused on students' competence to identify and develop a lesson plan, and some of descriptor leads toward the students' competence in understanding the concept of lesson plan. Although, some of them were in 2.2 development phase (UD) that indicate the students not only required developing a plan or a part of a course and design tasks to exploit the linguistic and communicative potential of materials.

Hence, it was not all of descriptors were found in the models of teaching of lesson planning courses. So, it was become the gap between the existing models of teaching and the standard level of lesson planning skill for undergraduate students as Kemenristekdikti (2018) said about the standard for teacher's competences.

4. Discussion

After identifying the gaps from the result, then the researcher in this section discussed the steps to design the new models of teaching which was the step to fill the gaps between the existing and the intended models of teaching. The following methods were used to integrate ICT competencies into the lesson planning model of teaching:

1) Identifying ICT competences indicators from various reverence sources.
2) Selecting the indicators of ICT competences related on Lesson planning course overall proficiency.
3) Analyzing and examining the existing lesson planning course models of teaching and its components through observation and document analysis that can accommodate ICT competences related to or in accordance with the function of those components.
4) Deciding the components employed in the prototype models of teaching. These models of teaching components decided to be employed by considering the mostly used components in the existing document as well as the suggestion given by Harmer (2013), Kemenristekdikti (2018), and Wolf et al. (2013)
5) Adjusting the models of teaching components that can possibly accommodate the ICT competences in their contents. Then, the selected models of teaching components were infused with key points of ICT competence into the statements contained in the models of teaching component so that they are integrated or becoming part of the statement.
6) Designing ICT Competences-integrated models of teaching of Lesson Planning Courses for English Language Education Study Program

In considering which ICT competences integrated into each component of models of teaching, the EPG descriptors and other theory of lesson planning course to decide the expected and possible learning outcomes and product of lesson planning course. Before integrating the ICT competences in the lesson planning course models of teaching for

ELESP of Undergraduate students, the researcher interpret the data analysis taken from the table of infusion. The result of analysis is grouped into approach, method and technique where the ICT competences in this component can explicitly or implicitly integrated through words of phrase indicated ICT competences.

The designed models of teaching are an integration of content-based syllabus type. Therefore, in the models of teaching is required to help student learn the language as a by-product of learning about real-world content, this product is in a form of a lesson plan. To design the models of teaching the researcher used the components discussed in the existing models of teaching analysis, combined with ICT competence integrated models of teaching components. The goals and objectives of lesson planning course were aligned with EPG qualification of key teaching competence development phase from 1.1 to 2.2 levels. The design was enhanced with ICT Competences covered *Technology Literacy*, *Knowledge Deepening* and *Knowledge Creation*. Furthermore, the proposed models of teaching used the three approaches of cognitive, humanistic and behavior approaches to design the lesson planning courses. To integrate the ICT Competences, the researcher used scaffolding, project-based learning and computer assisted instruction in organizing the teaching and learning activities. These method can be used for education that combines online educational materials and opportunities for online interaction, and linked into collaborative activity where the teacher focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building.

The approach was *student-centered teaching* where the student becomes the main sources or subject of Teaching and Learning Activities. The procedures were adopted from Cruickshank et al. (2009) that was divided into three parts: preparation, delivery and closure. Then, the researcher design the prototype ICT competences-integrated lesson planning course models of teaching for English Language Study Program, as follow:

Course Name/Credits : Lesson Planning/ 2 SKS
EPG Level : 1.1 to 2.2
Course Webpage & Mail: Group Code: stmtsr
https://new.edmodo.com/groups/lesson-courseplanning-30258953?utm_source=new_manage_groups_page
lesson.planning.s1@gmail.com (example)

1) **Course Description**
   Lesson planning course is designed to build students ability in developing a lesson plan. In this course, the students are introduced to the concept, principle of lesson planning and the current curriculum used in Indonesian as well as its elements in designing lesson plan. Besides, this course also aimed to train the students not only to be able to comprehend the concept, principles and elements of lesson plan but also able to formulate goals and learning outcomes, lesson activity plan, media setup, authentic materials, design assessment standards by using **various ICT Tools (Ms. Office, Canva, LCD, computer, cell phone, printer, internet, websites, e-mail, etc.) and digital classroom platform (Schoology, Edmodo, etc.)** to maximize the teaching and learning process. As the final product, the students are expected to develop a set of lesson plan for different school level.
2) **Goals**
   At the end of the course, the students are supposed to be able to understand the concept of lesson planning and has the ability to develop a lesson plan integrated with **ICT tools (LCD, computer, laptop, E-book, Internet, websites, e-mail, PowerPoints, etc.)** in teaching and learning process by taking account of the students' need and available materials to maximize the teaching and learning process to be more effective.

3) Course Learning Outcome

The course learning outcomes of this course based on the lesson course planning development phase 1.1 until 2.2 of EPG' descriptor of lesson planning as follows:

- Students are able to comprehend the concept of lesson planning and TEFL through interactive media
- Students are able to comprehend School-level curriculum of English language for SMP/SMA provided in https://jurnaldikbud.kemdikbud.go.id
- Students are able to analysis the relation of school-level curriculum development and lesson planning by using problem based learning.
- Students are able to select materials, media and tools to support the series of activities of teaching and learning in giving the materials in the classroom (link the previous teaching and learning activities into the next meeting continuously).
- Student are able to adjust lesson plans as instructed to take account of learning success and difficulties by using problem based learning to train the critical thinking and students' problem solving.
- Students are able to formulate instructional objectives and operating words of Bloom and Lee Taxonomy to arrange the learning objective and outcomes of the lesson
- Students are able to plan the activities of the teaching and learning (Decision making before, during and after class) that refers to learning objective.
- Students are able to plan the lesson plan by taking account of the syllabus, the needs of different students and the available materials by using ICT tools (Microsoft words, Canva, etc.) and collaboration via online discussion and face-to-face discussion in the classroom.
- Students are able to design and apply the students' assignment aligned with the learning objective or outcomes.

4) Contents/Materials

The detail materials and references are attached and available to be downloaded at **digital platform (Edmodo)**. The materials related to Lesson Planning such as Principles of language learning and teaching, Curriculum 2013 and National Education Standard, Methodologies in TEFL, Bloom's Learning Taxonomy, Lesson Planning Design, Designing learning materials, Designing assessment, etc.

Learning Media

- Hardware: LCD, Computer, Laptop, Cell Phone, Speaker, etc.
- Software: Ms. Office, Canva, Brightwheel, digital library (Mendeley) and other resources from Internet.
- Digital Classroom Platform: Edmodo, Schoology, Google Classroom, Zoom Meeting, etc.

5) **Teaching Method** (Student-centered activities)

The activities are incorporated with Cognitive Approach for Meaningful Learning, Blended Learning Method (scaffolding and computer assisted instruction), and Project-based Learning Method

- Types of Activity: Lecturing, discussion, e-learning, case study, presentation.
- Teacher Roles : Facilitator, assessor, prompter, observer, resources and feedback organizer
- Learner Roles : Active participant, Self-access of the materials, autonomous learner

6) Technique

Teaching and learning activities (TLA) are divided into two categories: **offline class** means that the activity is taking place in the classroom and **online class** refers to an activity that takes place outside of the classroom (online learning).

Procedures in teaching and learning activity are adopted from Advanced Organizer Models that will divides into three phases: presentation of advance organizer, presentation of learning task and materials, strengthen cognitive structure.

Teaching and learning Activity (Offline class)

- **Preparation (Presentation of Advance Organizer)**

  The lecturer leads the students into the materials by prompting awareness of students' background knowledge to clarify aims of the lesson. The lecturer start by asking questions such as; *what do you know about this topic? Have you heard or learn about this topic before?* And other related questions to stimulates students awareness and motivation toward the new materials. This activity may takes about 3-5 minutes before the class, and this activity are conducted by using **common-hardware (Laptop, LCD, Projector, and using presentation software)** to discuss the materials, also accessing online module via **digital platform (Edmodo)**

- **Teaching Delivery (Presentation of learning task and materials)**

  Lecturer brainstorm the students to introduce the materials with clear instructions for the activity by presenting a demonstration or example of how to plan a lesson or other topic related to lesson planning via **Laptop and PPT slides** effectively. Lecturer allow the student to download and access **(via internet and Edmodo)** task and material relevant to lesson planning in order to get some practice as a foundation for the required skill in planning a lesson project. Additionally, the lecturer as an observer need to guide the students work in the group discussion to check on how they express their critical thinking, the collaboration in doing the task and their clear understanding on what they have to do. Then, to maintain attention lecturer may check back their understanding toward the topic and material by asking question.

  To **strengthening cognitive ability and** promote active reception learning by asking each group to discuss and examines a variety of e-resources (books, Syllabi, lesson plan (RPP), and journal transcriptions) to gather information and material that will help them in creating a lesson plan. As students engage with these materials, the lecturer asks them to find the common relation and differences between school level curriculum and lesson plan by exploring and comparing with other sources from another country obtained from **internet (prezi, wikipedia, youtube, website, etc.)**. The students is required to be able to identify the content, rationale, process, assessment standards, competence standards and basic competence for teaching and learning on their own. Here, the scaffolding method is take place. The lecturer may ask the student from general to specific question relevant to the topic and materials. Student will become more familiar and understanding with the knowledge and information when they are able to make inference from the information, outlining, compare the content, activities and assessment in details presented in front of the class. Lecturer might provide guidance through instruction through assignment available at **digital platform**. Then, the students may start outlining and draft the first lesson plan carefully, checking if it's compatible with the standard competence and so forth

  Through **Peer evaluation** by using **virtual classrooms for sharing files (Edmodo),** lecturer and students can read and make helpful suggestion about the draft. This will help student to know how to revise the content, organization, language, or other mistake and error found in their draft.

Meanwhile, the lecturer will simply 'mark' the draft and give some realistic ways of respond.

- **Closure**

  The lecturer will asks students to make a reflection individually or in small groups on what they have learned about lesson planning course and sharing it with the class via **digital platform (Edmodo).**

  The assessment for non-structured test form is students' understanding toward the creating a lesson plan as they study the material through reflection. Then, for structured assessment are students main project in designing or creating their first draft lesson plan and share it to **digital platform**.

Teaching and Learning Activity (Online Classroom)

The activity is through **digital Classroom (Zoom meeting or Google Meet)** in the form of Self-Learning and Structured Assignment. The students will use their smartphone or laptop to search related materials via **internet**. Then, Students create their lesson plan draft, and post it into **Edmodo or Google Classroom** in order to get the lecturer's Feedback. Furthermore, Lecturer may provide supporting **online resources** for the next class meeting.

5. Conclusions

This study aimed to design the ICT competences-integrated lesson planning course models of teaching for ELESP, so it became necessary to incorporate ICT competence frameworks into lesson planning activities to promote the use of international standards and teaching competences for students. It is found that based on the document analysis the ICT competences indicators were merely involve in some components of models of teaching, while based on the observation analysis show that ICT competence can be integrated in all of the models of teaching components explicitly and implicitly. Additionally, Technology Literacy and Knowledge Deepening were dominantly applied, while EPG descriptor was not all it employed in the existing model of teaching, so it is not enough accommodated in the models of teaching. Therefore, the designed the models of teaching which implemented ICT competences in all levels: technology literacy, knowledge deepening, and knowledge creation. The cognitive, humanistic and behavior approach were applied and modified with Scaffolding, Project-based Learning and Computer Assisted Instruction to design the models of teaching of Lesson Planning Courses. Moreover, the coverage of lesson planning course goals and objective are derived from EPG qualification descriptors.

Hence, it is suggested that the teacher and education researcher as well as models of teaching developer not only to maximize to infuse the ICT competence in model of teaching to be in line with ICT frameworks and EPG descriptor about the standard level of lesson planning skill for teacher's competences. This change is expected to standardize the lesson planning course and provide student with ICT skills and teacher's competence. Although, there this design of ICT competence integrated models of teaching has many limitations, there still huge work to reach the ideal state of integrating ICT competences in models of teaching, but the researcher expected that this research can be helpful for other researcher in conducting more research related with Lesson Planning Course Model of Teaching.

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