

LESSON STUDY AS AN ALTERNATIVE DEVELOPMENT FOR PRE-SERVICE TEACHER COMPETENCE

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Abstrak: Lesson Study bukanlah model pembelajaran melainkan model pengembangan profesional guru melalui pembelajaran kolaboratif dan berkelanjutan serta mengusung prinsip kolegalitas dan pembelajaran bersama untuk membangun komunitas belajar (hendayana, dkk, 2006). Penelitian ini menggunakan kajian pustaka melalui review jurnal artikel yang mendiskusikan lesson study. Sebagai model pengembangan lesson study diadopsi secara luas oleh guru di Indonesia namun prosedur pelaksanaannya telah diubah sesuai dengan konteks dan situasi. Lesson study juga berpotensi diterapkan pada real teaching (PPL) bagi mahasiswa LPTK, namun perlu adanya panduan pelaksanaan dan operasional yang jelas bagi siswa, guru, dosen dan sekolah.

Kata Kunci: *Lesson Studi, Pengembangan Guru Profesional, Pembelajaran Kolaborasi, PPL*

Abstract: Lesson Study is not learning model but a model of teachers' professional development through the study of collaborative learning and sustainable as well as carrying the principles of collegiality and mutual learning to build a learning community (Hendayana, et al., 2006). This Study conducted a library research through a review of journal article that discuss about lesson study. As a model of development, lesson study widely adopted by teachers in Indonesia but its implementation procedures have been amended in accordance with the context and situation. Lesson Study is also potentially be applied to the Real Teaching (PPL) for students LPTKs, but need a clear implementation guidelines and operational for students, teachers, professors, and school.

Key Words: *Lesson Study, Teacher Professional Development, Collaborative Learning, Real Teaching*

INTRODUCTION

Lesson Study activities were first developed in Japan in the 1990s that was originally intended for planning and assessing learning through observation together to actively motivate their students to learn independently. In the development of Lesson Study carried out in various forms and ways, involving inter-school of the sub-districts, counties, etc. Involves not only the young but also the teachers and senior teachers by the Japanese government, Lesson Study has also become part of teacher education in the early years as a teacher in charge (Yoshida, 1999). Lesson Study is not a method or strategy of learning but it is a model of teacher training towards professional teacher. In doing so, teachers can apply various methods / strategies / instructional media adapted to the situation, the conditions and problems faced.

Lesson Study is a model educator professional development through collaborative learning and assessment based on the principles of sustainable prinsip collegiality and mutual learning to build a learning community (Hendayana, et al., 2006; Sukirman 2006 in Mahmudi, 2009)). According to Baba (2007 in Mahmudi, 2009), Lesson Study is a process undertaken progressively teachers seeking to improve their learning method possible by way of collaboration with other teachers. While Friedkin (2005) define the Lesson Study as a process that involves teachers working together to plan, observe, analyze, and improve learning. From the definitions above, Lesson Study can be interpreted as a collaborative activity by a group of teachers to develop themselves towards professionalism

from planning to evaluation by applying the principle of mutual learning in an atmosphere of collegiality is high.

Lesson Study is a lot of attention by the teachers and education practitioners because it has strategic value in developing the professionalism of teachers. According Cerbin & Kopp (in Sudrajat, 2008), Lesson Study has four (4) main objectives, namely:

1. Getting a better experience on how students learn and teachers teach;
2. Obtain certain results are utilized by other teachers, outside the Lesson Study participants;
3. Systematically enhance learning through collaborative inquiri, and
4. Build a pedagogic knowledge, where a teacher can draw from other teachers.

Based on the observation of several schools in Japan, Lewis (in Sudrajat, 2008) concluded on the basic characteristics of Lesson Study as follows: (1) The purpose together for the long term, ie in the Lesson Study needs to be agreement about the goals of the teachers with the to be achieved in the long term with a wider coverage, (2) the subject matter is important, namely the study of lesson Study activities are focused on subjects that are considered critical or weak points that are considered difficult or student learning, (3) study of student carefully, the lesson Study focusing on the development and learning of students. Thus, the main concern is focused on the activities of students: The circumstances of the interaction of students, when students begin to tire, when it began to passionately again, how students interact with other students, the subject matter, etc..., (4) direct observation of learning, namely the observation is the heart of Lesson Study. Teachers observe directly in the learning models to obtain accurate data, more complete and more detailed.

According Cerbin and Kopp (in Sudrajat, 2008), the Lesson Study through 6 stages, namely:

1. Form a team, ie the formation of Lesson Study implementation team consisting of teachers and those who are competent and have an interest;

2. Develop Student Learning Goals, ie activities that proclaimed discuss learning goals for students as the end result of Lesson Study;
3. Plan the Research Lesson, namely the activities of teachers in the learning plan to achieve the stated goals and anticipate the possibilities of student responses;
4. Gather Evidence of Student Learning, namely the implementation of learning activities by appointing a person as a model and the other being an observer to collect evidence of students;
5. Analyze the Evidence of Learning, the activities of the team to discuss the results of learning activities and assess student progress, and
6. Repeat the Process, which started with the revision of learning by repeating the activities of the team and the 2nd to the 5th of activities over and above the team sharing the existing findings.

Associated with the development of prospective teachers' competence (student LPTK), then this activity can be adapted in course development pattern Micro Teaching and Real Teaching (PPL). Now it was just figuring out how to adapt and to package it into a Lesson Study prospective teacher development program. It should be designed with a clear implementation mechanism involving teacher tutors, lecturers, and students. This activity is in line with the demands of UURI No. 14 of 2005 tentang Guru dan Dosen, especially Article 32 which essentially provides teacher training and development that includes training and professional development and a career that includes four competence development of teachers (professional competence, pedagogical competence, social competence and personal competence). Similarly, in Article 19 PPRI No. 19 of 2005 National Education Standards neighbor (SNPs) associated demands that the learning process in an interactive learning process organized, inspiring, fun, challenging, motivating learners.

METHOD

This research used library research as a research method in the discussion of lesson study. Library research is used by obtaining data by applying books in libraries that are the result of previous researchers. In this study the activities carried out by collecting data in the form of journal articles that discuss about lesson study, reading, recording and processing of research materials. The data in the form of review results of previous research findings, then used as a discussion material described in this article.

FINDING

Lesson Study Can be an Alternative

As pointed out above that the Lesson Study is a model of coaching educators (teachers and prospective teachers) in a collaborative and sustainable based on the principles of collegiality and mutual learning to build a learning community. The creation of a learning community which is mutually beneficial for student teachers need to be built starting from the campus. PPL to implement policies LS pattern will not run without starting first with the introduction of and habituation on the campus level. Each study program has a Micro Teaching courses are expected to equip the students with PPL in school activities. Micro Teaching activities in each course walking alone and is not never no perception, whereas all the students of all courses prepare to face the same thing, namely PPL. Perception needs to be done between managers PPL with custodian of Micro Teaching courses so that this course can really prepare students to go to the field. Lesson Study as a model for the development of prospective teachers can be introduced through the Micro Teaching courses. The three main activities, namely LS PLAN, DO, and SEE can be implemented as follows:

1. Planning (PLAN). This activity can be initiated by the assignment of students to create a lesson plan (RPP) individually. RPP is then assessed with IPKG 1 (Teacher Work Assessment Instrument) and the input given by the other students and worked in groups (small 5-6 person) so that each student can provide input for

improvement of RPP. The benefits of this activity are (a) lack of cooperation and the creation of mutual learning, (b) student habituation rate and comment on other people's work, and (c) resulting RPP is already ready to be served and DO activities.

2. Implementation (DO). After having already perfected lesson plans, then one by one the students perform the specified time by the lecturer (usually overall teaching ability will already be visible within 30-40 minutes). In order for students to focus more on activities, the students role models can be divided into 1 person and students divided into two half an observer (must be placed at the back of the class) and partly as a student. Each observer must be equipped with observation sheets and scoring sheets (IPKG 2 - Implementation of Learning). Need clarity on the observer of the aspects that need to be observed so that the discussion could be focused (This instrument must be owned by the lecturers prior to implementing learning). Implementation and observation can be done 2-3 students at a time prior to the reflection together. Role as an observer and as a student can also be rotated to provide equal opportunity. The benefits of this activity include (a) a model student (practitioner) will try to prepare and perform well because it will be assessed, (b) for the observer, these activities train students to perform well and observation carried out continuously, (c) observers can also learn from what was done by the model (the practitioner), (d) all active students during lectures, (e) faculty can make an assessment of the process and the appearance of the comments made at the time the student becomes the observer.
3. Reflection (SEE). In this session, faculty lead discussions by providing opportunities to students who appear (models) to convey his impressions during the show. Each observer was given an opportunity to present the positive things that made models of learning followed by suggestions for improvement which should be submitted wise (not criticize). Students

who serve also gets a chance to express opinions from the student perspective. The benefits of these activities include: (a) familiarize the student express ideas, (b) students can learn from other students, (c) student learning to be a wise observer to accentuate the positive aspects of your friends as a learning (lesson learned), (d) for this reflection activity model will be useful as feedback for improvement and get used to receiving advice from peers.

Implementation of Lesson Study in Micro Teaching courses are open to modification of what has been applied in the development of in-service teacher. This is where the demands of the lecturers of this course to be creative and look for application format because of the situation (peer - teaching, teaching is not real). By involving peers, certainly not to the learning observation center but probably more on the impact of the activity if applied to actual students. To that end, debriefing for lecturers, tutors and student teachers about lesson study various concepts are urgently required.

CONCLUSION

The idea of the application of Lesson Study on PPL should begin with the planting of the concept of lesson study on students through Micro Teaching courses so that they are really ready to implement the pattern PPL Lesson Study in school. Teacher tutors and lecturers must also be provided with a common perception of Lesson Study. As a concept, Lesson Study is very good to be applied on both these subjects, but it needs to mature preparedness planning PPL associated with this pattern of Lesson Study and readiness to support the program financially. If it is not supported with both of these things, the concept is just a theory that the implementation will be like before.

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