

# Lesson Study: Model As A Social Science Teacher Training To Improve The Quality Of Learning In Primary In Kartasura

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## Abstract

The study aims to analyze a lesson study as a model of effective teacher training for improving the quality of social sciences teachers in primary school. This research used an approach of descriptive-qualitative phenomenology and the research design used a modified class action-based lesson study. The place of research is in Kartasura. The subject of study included the Primary School teachers and the informants were the teachers, principals, supervisors. The data gathering employed questionnaires, interview, and observation. The data analysis used the first order understanding and second order understanding with an interactive model, including data reduction, data display, and conclusion/verification. The results of the research show that; the lesson study as a model of effective teacher training for improving the quality of social sciences teachers in primary school, use ; "a modified lesson study" with three strategies, namely; Strategy-based improving the quality of collaborative, Strategy-based improving the quality of issues, and Strategy-based improving the quality of directly. Whereas the effectiveness of the lesson study as a model for developing the professional primary school teachers is conducted through the K3S (the Principal's Working Group) and implemented through the KKG (the Teachers' Working Group),

**Keywords:** lesson study, model, training, teachers, social sciences

## A. BACKGROUND

A learning quality of Primary School, Junior High School, Senior High School, Vocational School, and Higher Education can be influenced by three factors, including students (raw input) and all of their backgrounds, learning facilities (instrument input), learning environment (environmental input). Each of these inputs comprises some components. For example, the raw input includes all of the students' characteristics

such as intention, talent, intelligence, and maturity. The instrument input consists of teacher, objective, curriculum, learning textbook, learning method and approach, media, evaluation instrument, and facility. The environmental input covers physical environments such as building design, location, temperature, and non-physical environments such as family and community (Subadi, Journal in 2009).[1]

For improving a learning quality and teachers' competency, it is highly essential to consider such factors as teacher, student, facility, laboratory, environment and management. This can be reached through internal, external and cooperative approaches. The internal approach may refer to professional teachers as a trainer. The external approach may refer to teachers for taking part in workshop, training, and study. The cooperative approach may refer to the cooperation between school and higher education. These are intended to result in a qualified teacher who has an internal competency in developing his or her career and receiving a mandate as a professional teacher. Likewise, he or she must think logically, creatively, and reflectively in terms of improving a learning quality and realizing his thoughts and opinions in the class.

As one of the educational institutions, a Primary School plays a fundamental role in developing qualified Human Resources. It means that the School is a basis for subsequent education level.

A problem is that how to improve a learning quality for achieving a qualified education? Lesson study is one of the activity programs for improving a teacher's competency and learning quality can be developed in a school. It can be used as an analysis study of learning practice in the form of a research-based learning for finding a given learning innovation. Essentially, this lesson study is one of the stages of developing a professional teacher in which colleague teachers serve an observer so that it enables among teachers to share experiences.

The study aims to analyze a lesson study as a model of effective teacher training

for improving the quality social sciences teachers in primary school.

## **B. LITERATURE REVIEW**

The Act of No. 14/2005 on Teachers and Lecturers states that competency is a set of knowledge, skill and behavior which must be understood and mastered by teachers and lecturers in terms of serving their career as a qualified educator. For enforcing the government regulation of No. 19/2005 on National Education Standard, it is issued the National Education Minister's decree of Indonesian Republic of No. 17/2007 on Academic Qualification and Teacher Competency Standard. It states that the Teacher Competency Standard is developed through four competencies: pedagogical, personality, social and professional.[2]

According to Suell and Piotrowski (2006), Florida (one of the US states) possesses twelve teacher competencies, called Educator Accomplished Practices, which consist of assessment, communication, continuous advance, critical thought, variety, ethic, human resources and learning development, substantial knowledge, environment learning, planning, teacher role, and technology [3].

Teacher is an occupation and professional worker. An indicator to assess the professionalism is if the class becomes "a heaven for students" or students always look forward to their teacher's attendance in the class". Similarly, a teacher must play role in a learning source, facilitator, manager, demonstrator, consultant, motivator and evaluator. If these run well, an approach of optimally active, creative, effective and funny learning (PAKEM) may be achieved. Note

that a capacity to use this approach needs an innovative learning model.

Joyce and Weil (1986) suggested that the substance of teaching is helping students get information, idea, skill, value, insight of thinking, competency of expressing themselves and a way of learning how to study. A lot of learning models developed by experts for improving teachers' quality may include Contextual, Quantum, Integrated, Problem-Based and Cooperative.[4]

A cooperative learning model covers Student Team Achievement Division (STAD), Cooperative Integrated Reading and Composition (CIRC), Jigsaw, Learning Together, Group Investigation, and Cooperative Scripting. A learning technique identical to the model is a structural method, developed by Spencer Kagan. This emphasizes specific structures designed to affect students' interactive model.

Referring to one of the activities for improving teachers' competency and quality, based learning lesson study could serve as a model of coaching teachers to improve the competency of the teacher.

The question is what is the lesson study? lesson study is a term which derives from Japanese language, *Jugyokenkyu*. Fernandez & Yoshida defines it as an analysis study of research-based learning practice to find a given learning innovation. The lesson study training uses a cycle system including three stages: planning, learning implementation (action) and observation. Lesson study was developed in 1870s (Inagaki and Sato, 2012: 3). It is a case analysis model of learning activity aimed to help develop teachers' professionalism and provide them a chance of mutual learning on the

basis of real activities in the class. In Japan, as a development model of teachers the lesson study can improve teachers' professionalism and educational quality. For the Japan teachers, it is used as a development of educators in continuity where teachers analyze a learning plan, activity, observation, and reflection collaboratively. The model motivates students to take an active and collaborative learning while teachers try to make students 'get accustomed to learning'. [5]

In the study, the lesson study means an analysis of a cycling teacher training process, beginning from a teacher. A sequence of the process is as follows: (1) making an early dialogue and academic or exploration analysis of syllabus, competency standard, basic competency, learning indicator and objective, development of learning materials, innovative learning method and technique, development of assessment instrument; (2) making an academic analysis-based lesson plan (RPP); (3) taking a RPP-based learning action and inviting fellows as an observer and experts as a supervisor; (4) making a reflection on the learning action through opinion sharing, review or commentary, and discussion with observers and supervisors; (5) planning a 'continuous and continuous' learning so that it forms a cycle; and (6) implementing a lesson study program in the classroom where it must be monitored and evaluated in order to see its effectiveness, efficiency, and outcome.

As a learning-developing model, the roadmap of the research with the lesson study includes a variety of steps. According to Lewis (2002), the steps of implementing a lesson study are 1) establishing a lesson



study group, 2) focusing on a lesson study, 3) making a lesson study, 4) implementing a learning in the classroom and observing it, 5) reflecting and analyzing a learning reflection, and 6) planning a subsequent learning. [6] According to Richardson (2006), the steps of the lesson study for improving a teacher quality are as follows: 1) establishing a lesson study team, 2) focusing on a lesson study, 3) planning a learning, 4) preparing observation, 5) implementing a learning and its observation, 6) discussing a learning reflection, and 7) planning a subsequent learning.[7]

Sagor (1992) stated that as a research, a lesson study includes three steps: planning, implementing, and reflecting. In terms of Sagor's class action research, the steps of the lesson study are as follows: 1) initiating an action, for example, adopting an idea and implementing a new strategy, 2) monitoring and adjusting an action, and 3) evaluating an action to prepare a report of the program completely. In an inquiry, Sagor suggested that initiating an action is usually an activity of sharing information that will help to solve a problem, called action research. In the process, it is necessary to monitor and evaluate an action related to things in the research. In the last action, it needs to evaluate an action that focuses on performance. It can be described in Figure below. [8]

### **C. METHOD.**

The research used a phenomenology descriptive-qualitative method with a socially-defined paradigm in micro analysis. The research design used a class research action based-lesson study model. The lesson study circle employed a class action

research modified with Subadi's model (2009).[9] The study was located Schools of Kartasura. The informants included the students, teachers, principals, Department Heads of Education,

The techniques of data gathering were observation and in-depth interview. The observation technique was employed to examine the activities in the classes. The researchers interviewed the teachers, principals, supervisors of education, to find the teachers' problems at Kartasura Schools in improving a lesson study-based learning quality, and describing an effective lesson study.

A process of interview used the first order understanding and second order understanding where the researchers provided a chance of the individuals as a research subject to interpret the questions asked by the researchers. Then, the researchers understood their interpretations for finding their accurate meaning, but the researchers' understanding may not be opposite to the first interpretation.

The technique of data analysis applied an interactive model, including data reduction, data display, and conclusion/ verification (Miles and Huberman, 2007).[10]

### **D. RESULTS AND DISCUSSION**

An effective model for improving the quality of social science teachers that resulted from this research is model "modification Lesson Study" (Appendix 1. Figure 1), while learning strategies using three strategies, namely: 1) Strategy-based improving the quality of collaborative, this strategy-based in addition aspects of high academic achievement among students, also means

learning the social dimension. 2) Strategy-based improving the quality of issues, this strategy can improve the quality of learning, which is based on the development of thinking skills among students through problem solving exercises, and c) Strategy-based improving the quality of directly, the main focus of this strategy is the training that can be applied from the real state of the simple to the more complex.

There are validations model "modification lesson study" this is : closed class and open-class. Closed class to testing the implementation of lesson study to the teachers with learning in a fewer observers, where it is restricted to the teachers with the same course. Whereas for the validation of the open class, to testing the implementation teachers with learning in more observers where it is unlimited to the teachers with various courses. (can be seen in Appendix, 2)

The effectiveness of the lesson study as model for developing the professional primary school teachers is conducted through the K3S (the Principal's Working Group) and implemented through the KKG (the Teachers' Working Group), 4) barriers lesson study, inter alia; difficulty scheduling, funding, team work, and motivation for implementing them. Solutions to overcome these problems, it is necessary to (a) hold a routine and continuous training, (b) use a training budget of the RAPBS (the School Budget), the RAPBD (the Regional Budget) and the RAPBN (the National Budget); (c) establish a team work; (d) realize a monitoring and evaluation program periodically; (e) be motivated by 'developers' and officials; (f) be monitored by 'developers' periodical-

ly; and (g) make the school's MOU with the commission of the Regional House of Representativesx.

Implementation of quality improvement strategies cooperative demanding role of teachers in the learning phase 6. The sixth phase of learning, among others: (1) The formulation of objectives, apersepsi and motivation (2) description and presentation of information through IT, (3) organize study groups, (4) the involvement of teachers in the counseling groups for students bekerja and learning, ( 5) assessing fairly and (6) give awards to students who excel.

While the role of the teacher in cooperative strategies, among others; (1) Contract of learning by communicating the KI and KD, indicators, learning objectives, subject, reference, learning systems, and systems evaluation. (2) Provide information through the media, for example; boxes of information, IT, internet, if necessary, email, web and blog. (3) Form a study group, and describes the tasks of the group. (4) Provide guidance when student group work, and accommodating student difficulties to be solved together. (5) Provide an evaluation of what has been produced by the group (6) reward.

The above description shows that First, Model yang efektif untuk meningkatkan kualitas guru ilmu sosial yang dihasilkan dari penelitian ini adalah model Lesson Study modifikasi

Second, through cooperative learning, in addition to the aspect obtained high academic achievement among students, it is also meaningful in assisting teachers in achieving the learning objectives that the social dimension (social competence). Thid, Second, Strategy-based improving the quality of is-

sues, this strategy can improve the quality of learning, which is based on the development of thinking skills among students through problem solving exercises, and. Fourth, Strategy-based improving the quality of directly, the main focus of this strategy is the training that can be applied from the real state of the simple to the more complex.

In this case as demanded by Act No. 14 of 2005 challenged Teachers and Lecturers. This law requires adjustments to provide education and training in order to become professional teachers who master "paedagogik competence, personal competence, social competence, and professional competence (Article 10 paragraph (1).

a main problem of Primary School is not only efficiency but also quality, accessibility and development opportunity. A critically reading competency of the Primary School students was low, it is stated that the critically reading competency reached 36.1%. Referring to one of the activities for improving teachers' competency and quality, lesson study is a term which derives from Japanese language, *Jugyokenkyu*. Fernandez & Yoshida (in Paidi, 2005) defines it as an analysis study of research-based learning practice to find a given learning innovation. The lesson study training uses a cycle system including three stages: planning, learning implementation (action) and observation.[11]

the study, model Lesson Study modifikasi means an analysis of a cycle-based system teacher training process. A sequence of the process is as follows: (1) making an early dialogue and academic or exploration analysis of syllabus, the core competency (KI), Basic Competency (KD), Indicators

and objective, development of learning materials, innovative learning method and technique, development of assessment instrument; (2) making an academic analysis-based lesson plan (RPP); (3) taking a RPP-based learning action and inviting fellows as an observer and experts as a supervisor; (4) making a reflection on the learning action through opinion sharing, review or commentary, and discussion with observers and supervisors; (5) planning a 'continuous and continuous' learning so that it forms a cycle; and (6) implementing a lesson study program in the classroom where it must be monitored and evaluated in order to see its effectiveness, efficiency, and outcome.

## **E. CONCLUSION.**

The results of the research show that, the a lesson study as a model of effective teacher training for improving the quality social sciences teachers in primary school, use ; "a modified lesson study" with three strategy, yaitu; (a) Strategy-based improving the quality of collaborative, this strategy-based in addition aspects of high academic achievement among students, also means learning the social dimension. (b) Strategy-based improving the quality of issues, this strategy can improve the quality of learning, which is based on the development of thinking skills among students through problem solving exercises, and (c) Strategy-based improving the quality of directly, the main focus of this strategy is the training that can be applied from the real state of the simple to the more complex.

The effectiveness of the lesson study as model for developing the professional primary school teachers is conducted through



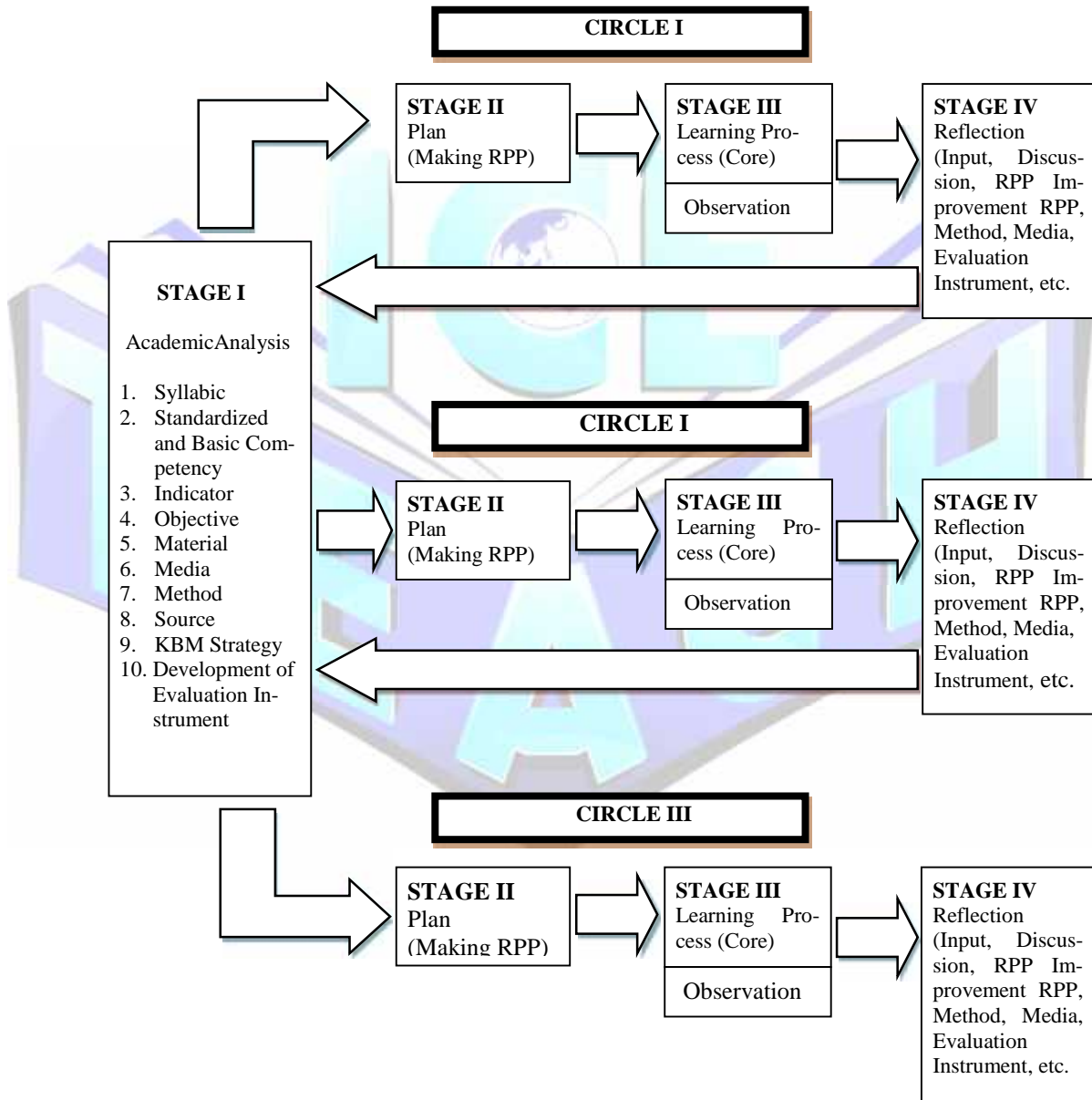
the K3S (the Principal's Working Group) and implemented through the KKG (the Teachers' Working Group), 3) the problems of the lesson study, include; time for training, fund, team work, and motivation for implementing them. Solutions to overcome these problems, it is necessary to (a) hold a routine and continuous training, (b) use a training budget of the RAPBS (the School Budget), the RAPBD (the Regional Budget) and the RAPBN (the National Budget); (c) establish a team work; (d) realize a monitoring and evaluation program periodically; (e) be motivated by 'developers' and officials; (f) be monitored by 'developers' periodically; and (g) make the school's MOU with the commission of the Regional House of Representatives.

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Appendix 1.

Figure 1: Modification Lesson Study





Appendix 2 closed class

