

Lecturer Professional Development Through Lesson Study Implementation for Improving Student Learning

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Abstract: Lesson Study (LS) as a learning strategy in college is a new step in improving the quality of learning. During this time, lesson study known only in the learning of Mathematics and Science. This paper discusses how students apply the lesson study at the Faculty of Education Muhammadiyah University of North Maluku Study Program Elementary School Teacher. The main objective of Lesson Study is to: 1) gain a better understanding of the teaching in class 2) obtain certain results that are beneficial for lecturers and students in implementing the learning, 3) improve learning in a systematic, 4) construct a pedagogical knowledge where the lecturers can gain knowledge from other lecturers. There are eight opportunities can be obtained by the lecturer, when he carried out the LS sustainable, namely: 1) to think carefully about the learning objectives, subject matter and fields of study, 2) study and develop the best learning can be developed, 3) deepen the subject matter taught, 4) to ponder over the long-term goals to be achieved students, 5) designing collaborative learning, 6) assess carefully the manner and process of learning and behavior of students, 7) develop pedagogical knowledge, strong, full-power, 8) view own learning outcomes through student and colleague. Lesson study is based on four stages, that is: plan, do, check, and act.

Keywords: Professionalism of lecturers, lesson study, student learning

1. Introduction

Lesson Study concept and practice was first developed by the teachers of basic education in Japan, which in her Japanese referred to as cranky Jugyo. Makoto Yoshida, the man who is credited with developing kenkyuu Jugyo in Japan. Japan's success in developing Lesson Study seems to be followed by several other countries, including the United States are vigorously developed and popularized by Catherine Lewis, who has conducted research on Lesson Study in Japan since 1993. While in Indonesia today began many socialized to serve as a model in order to improve student learning, even in some schools have started training. Although initially, Lesson Study was developed in basic education, but currently there is a tendency to be applied also in secondary education and higher education.

Lesson Study is not a strategy or method of learning, but it is one development effort to enhance the learning process carried out by a group of teachers in a collaborative and continuous, in planning, implementing, observing and reporting learning outcomes. Lesson Study is not a project for a moment, but it is a continuous activity without stopping and was an attempt to apply the principles of Total Quality Management (TQM), that improve processes and student learning outcomes on an ongoing basis, based on the data. Lesson Study is an activity that can encourage the formation of a community of learning (learning society) are consistently and systematically perform self-improvement, both at the individual level and managers. Slamet Mulyana (2007) gives the formulation of Lesson Study as one of the coaching model educator profession through assessments and ongoing collaborative learning based on the principles of collegiality and mutual learning to build a learning community. Meanwhile, Lewis (2002) stated that "lesson study is a

simple idea. If you want to improve instruction, what could be more obvious than collaborating with fellow teachers to plan, observe, and reflect on lessons? While it may be a simple idea, lesson study is a complex process, supported by collaborative goal setting, careful data collection on student learning, and protocols that enable productive discussion of difficult issues".

Corbin and Kopp argued that Lesson Study has four (4) main objectives, namely: (1) gain a better understanding of how students learn and teachers teach; (2) obtain certain results that can be used by other teachers, outside the Lesson Study participants; (3) systematically improve learning through collaborative inquiry. (4) build pedagogical knowledge, where a teacher can gain knowledge from other teachers. Meanwhile, according to the Lesson Study Project (LSP) are several other benefits that can be drawn from Lesson Study, among others: (1) teachers can document the progress of work, (2) the teacher can obtain feedback from members / other community, and (3) teachers can publish and disseminate the final results of the Lesson Study. In the context of education in Indonesia, the benefits of which three can be used as a Scientific Paper Master, good for promotion or certification.

Associated with the implementation of Lesson Study, Slamet Mulyana (2007) explored the implementation of two types of Lesson Study, which is a school-based Lesson Study and Lesson Study based MGMPs. School-based Lesson Study carried out by all teachers of various fields of study concerned with the subject. with the aim that the quality of the learning process and the results of all subjects in the school can be further improved. While MGMPs based Lesson Study is the study of the learning process conducted by a group of teachers of certain subjects, with the deepening

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of the study of the learning process on a particular subject, which can be implemented in the area, district, or perhaps could be expanded again. In terms of group membership, Lesson Study Research Group from Columbia University shows excerpts 3-6 people, comprising elements of teachers and principals, and other interested parties. Principals need to be involved mainly because of its role as a decision maker in the school. With its involvement in Lesson Study, it is expected that principals can make the decision that is important and appropriate to improve the quality of teaching in schools, especially in the subjects studied through Lesson Study. In addition, it can also invite other parties deemed competent and have concern for student learning, such as school inspectors or experts from universities.

From a concept that has been described, the essence of Lesson Study at the university as an educator by profession, coaching model assessment, collaborative learning and sustainable, based on the principles of collegiality is to help each other in learning to build a learning community. There are several things to be key in Lesson Study, namely professional guidance, assessment of learning, collaborative, sustainable, collegiality, mutual learning, and the learning community.

Lesson Study aims to conduct a coaching educator profession on an ongoing basis in order to improve the professionalism of educators occur continuously. If nothing is done, then continue to develop professionalism can be decreased with increasing time. How to make, namely through the assessment of learning and collaboration. Learning assessment should be done on a regular basis, such as once a week or once every two weeks to build a learning community is to build a culture that facilitates members to learn from each other, mutual correction, mutual respect, mutual trust, mutual restraint ego. Learning assessment is intended to find solutions to the problems of learning occurs continuously improve the quality of learning. The object of study of learning can include: teaching materials, methods / strategies / learning approaches, Student Worksheet, instructional media, classroom, and assessment. Why learning assessment conducted in collaboration? As more input improvements will improve the quality of learning itself.

According to yourself it feels as lesson preparation has been good, but when it gets input from others there are things that can improve the quality of lesson preparation.

Based on the above understanding of lesson study, the Faculty of Education Muhammadiyah University of North Maluku, in accordance with the vision and mission that must be achieved as well as an attempt to solve one of the problems of education in North Maluku, had to apply the lesson study. Improving the quality of lecturers in the learning process to be important in producing quality graduates, in addition to other improvements program. Competency-based curriculum, which has been applied, a real need in terms of applying the model student center learning lesson study learning method of learning the basic problem. Learning from the results that have been obtained based on the experience of several universities that have implemented lesson study, there are significant changes and

improve the quality of learning that is characterized by the formation of several important things that will support the development of institutional capacity in developing the learning process.

2. Problem Definition

Based on the identification of problems that have affected the author tries to define problems and design solutions as follows; how is the role of the faculty in overcoming learning difficulties students in the subject of lesson plans.

3. Methodology

The object being studied as a source of data is the fifth semester students to the subject learning plan. The design of the implementation of lesson study in this paper consists of four cycles. First cycle: the implementation of the plan began on September 16, 2015 with invited principal and teachers Muhammadiyah elementary school Toboko together with lecturers for discussion of strategy and learning model that will be given.; The activities do resume on Wednesday, September 25, 2015 continued to see. The second cycle of the implementation plan in Muhammadiyah elementary school Toboko held on October 2, 2015, starting with the plan, do, and see. The third cycle of implementation of the plan, do, and see housed on Muhammadiyah University of North Maluku campus by inviting guest lecturers and professors and teachers observer. The fourth cycle of November 6, 2013 held at Muhammadiyah elementary school Toboko starting with plan, do, and see.

Data collection instruments are the result of observations in the form of notes from the observer, at the moment do and see as well as the student journal. The data that have been collected in the form of feedback from the observer at the moment do and see and journal students collected and then processed to determine how the implementation of lesson study in the course of planning the lessons learned regarding the quality of the learning process as well as understanding and independence of the students after a lecture.

4. Results and Discussion

Results and discussion in this section begin with the first to fourth cycle activities. The first cycle with the lecture material: designing an annual program and the semester program. Open lesson on this occasion began with a plan, do and see, the ultimate goal of this study is students can make an annual program and the semester program. At the initial meeting of students looked confused, so on the journal entries there are students who argued about the difficulties in designing the semester and yearly program, so that the same material taken up again in the next meeting by inviting guest lecturers followed by calculation of the effective and creating a schedule. Open the third lesson as a lecturer and guest lecturers models with material calculation of KKM, and open the fourth lesson is the preparation of lesson plans with lecturer models.

The Stages of Lesson Study

With regard to the stages in this Lesson Study, found several opinions. According to Wikipedia (2007) that Lesson Study carried out through four stages by using the concept of Plan-Do-Check-Act (PDCA). Meanwhile, Slamet Mulyana (2007) presents three stages in the Lesson Study, namely: (1) Plan; (2) Implementation (Do) and (3) Reflection (See). For more details, with reference to the thought Slamet Mulyana (2007) and the concept of Plan-Do-Check-Act (PDCA), the following will be described briefly about the four stages in the implementation of Lesson Study.

1. The Planning Stages

In the planning phase, the educators who are members of the Lesson Study collaborate to develop an RMP that reflects the student-centered learning. Planning begins with analyzing activity needs and problems faced in learning, such as about: basic competence, how students learn, anticipate the lack of facilities and means of learning, and so on, so as to know the real conditions that will be used for the sake of learning. In addition, together also looking for solutions to solve all problems found.

Conclusions from the analysis of the needs and problems into parts that must be considered in the preparation of RMP, so RMP into a plan that really is very mature, which is also able to anticipate all possibilities that will occur during the execution of the learning takes place, either at an early stage, the core stage until with the final stage of learning.

2. The Implementation (Do) Stages

In stage two, there are two main activities, namely: (1) the implementation activities of learning undertaken by one of the teachers agreed or at the request of his own to practice RMP that has already been agreed, and (2) activities of observation or observation made by a member or Lesson Study other communities. Some of the things that must be considered in the implementation stages, including:

- Lecturers implementing learning according to the RPM that has already been agreed.
- Students can be pursued through the process of learning at a reasonable and natural setting, not in a state which is under pressure due to the Lesson Study program.
- During the learning activities take place, observers were not allowed to disrupt the learning activities and disturb the concentration of lecturers and students.
- Observers do thorough observation of the interaction of students - students, student - teaching materials, student - lecturer, student - other environments, using observation instruments previously prepared and compiled together.
- Observers should be able to learn from the learning that takes place and not to evaluate lecturers.
- Observers can make the recording via video cameras or digital photos for documentation purposes and further analysis of materials and recording activities do not disrupt the learning process.
- Observers taking notes on students behavior during the learning take place, for example, about the comment or discussion should involve the student and include the name of the student, the student understanding of the construction

process through students learning activities. Notes are based on the guidelines and the sequence of the learning experience of students listed in the RMP.

3. The Reflection (Check) Stages

The third stage is a very important stage for future learning process improvement efforts will depend on the sharpness of the analysis of the participants based on observations of teaching practices that have been implemented. Reflection activities carried out in the form of a discussion to follow all participants Lesson Study is guided by one of the other participants were appointed. The discussion starts from the delivery of impressions lecturers who have been practicing, learning, to submit comments or general impression as well as a special impression of the learning process is done, for example the perceived difficulties and problems in running the RMP that has been compiled.

Furthermore, all observers submit feedback or suggestions wisely to the learning process that has been implemented (not the teacher concerned). In presenting his suggestions, the observer must be supported by evidence obtained from observation, not based on opinion. Various discussions that developed in the discussion can be used as feedback to all participants for the benefit of the repair or improvement of the learning process. Therefore, we encourage all participants also had the records of discussions took place in the discussion.

4. The Follow Up (Act) Stages

From the result of reflection can be obtained by a number of new knowledge or decisions in order to improve and enhance the learning process, both at the individual level, and managerial. At the individual level, the findings and valuable input that is delivered during the discussion on the stage of reflection (check) will be the capital for professors, both of which act as teachers and observers to develop a learning process for the better.

Lesson Study as a model of professional development of educators through collaborative learning assessment and sustainable based on the principle of collegiality principle of mutual help in learning to build a learning community. The ideas contained in research lessons in fact short and simple, that is, if the teacher wants to improve the learning process, one of the most obvious is to collaborate with other teachers to design (PLAN), implementing (DO), observing and reflecting (SEE) for learning which is conducted. Seven (7) major key in the implementation of Lesson Study are: professional guidance, assessment of learning, collaborative, sustainable, collegiality, mutual learning, and the learning society.

From the discussions that have been described are several reasons to develop teaching practices Lesson Study in Higher Education (PT), in particular in the education courses Faculty of education as follows:

- Lesson study is an effective way to improve the quality of learning.
- Lesson Study will produce a professional and innovative faculty.

- Increase collaboration among educators in learning.
- Improve the skills of writing scientific papers or textbooks.
- Educators have a chance to make meaningful educational ideas in teaching practices so as to change the perspective on learning, and learning practices from the perspective of student learning.

5. Conclusion

Lesson study is an alternative to the professionalism of teachers and increase self-sufficiency for students learning through collaborative and sustainable activities. Principles of cooperation will allow professors to build a learning community that is effective and efficient, while the principle of sustainability will provide an opportunity for faculty to become a lifelong learning society. Two things are very important for lecturers in their role as a role model and trusted by students at the college level.

The implementation of lesson study on an ongoing basis will help accelerate the change lecturer professionalism. An indicator of increased professionalism of the lecturers through the implementation of lesson study, is the development, design and implementation of learning (RMP), which always demands innovative learning and assessment, the cycle plan-do-view that allows faculty to be able to develop critical and creative thinking about teaching and learning, sharing observations based on experience-learning provides an opportunity for faculty to develop openness and increased social competence, and the reflection process on an ongoing basis is an opportunity for faculty to raise awareness of their limitations.

Study subjects can be implemented in learning through a cycle plan-do-see six stages, namely forming groups of study subjects, to determine the focus of research, studies lesson plans, implementation of learning and observation of learning activities, discussing and analyzing the results of observation, and reflection and improvement. Stages of lesson study activities can facilitate the improvement of the quality of teaching and student learning independence.

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