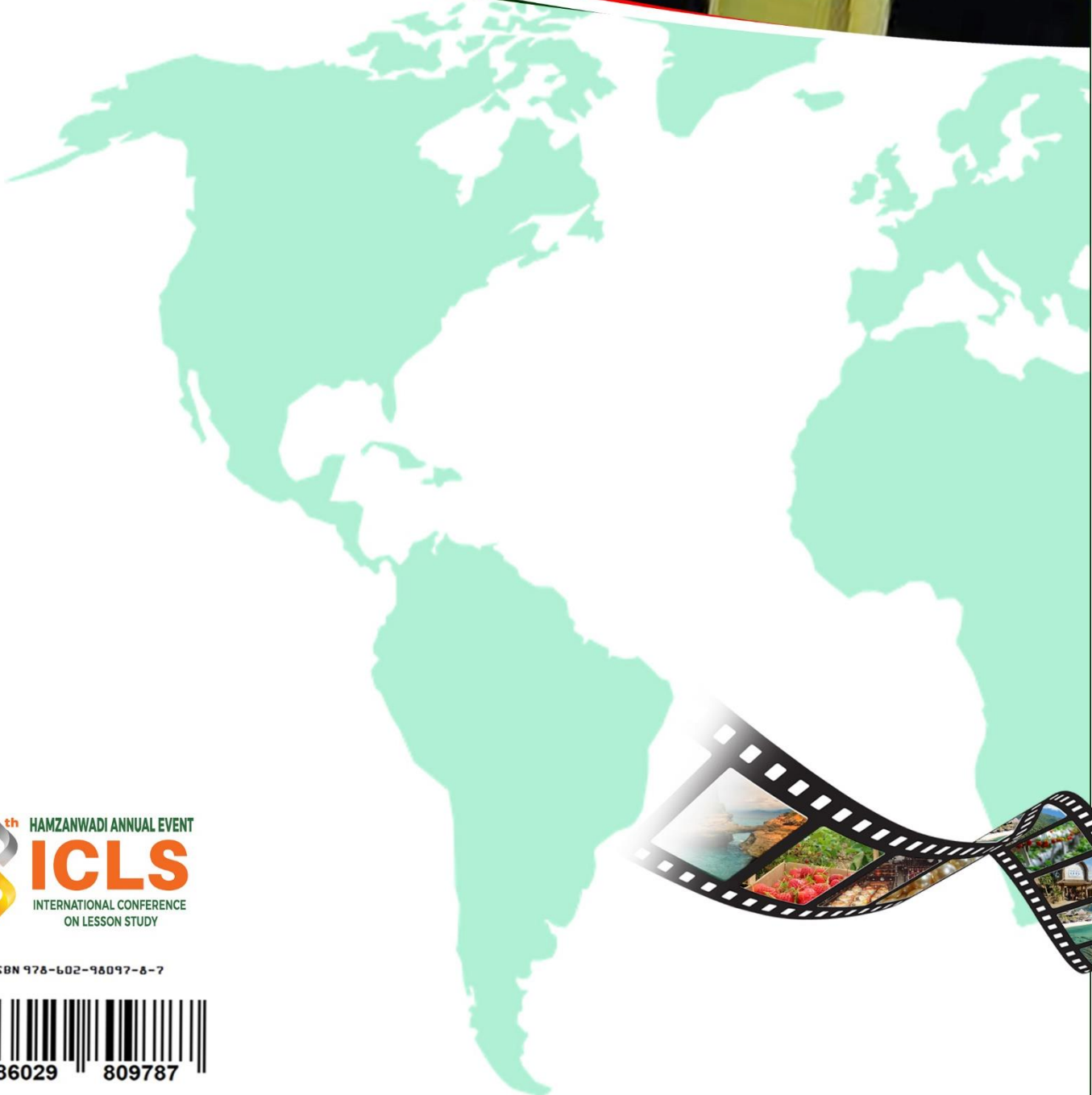




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ON LESSON STUDY

Proceeding

International Conference on Lesson Study

“ Professional Learning Community through
Lesson Study for Promoting Student Learning”

14th - 16th September 2017
Lombok, West Nusa Tenggara, Indonesia



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PROCEEDING 8th ICLS

INTERNATIONAL CONFERENCE ON LESSON STUDY

“Professional Learning Community Trough Lesson Study for Promoting Student Learning”

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INTRODUCTION

September 11, 2017

The theme of the 8th ICLS is “Professional Learning Community through Lesson Study for promoting student learning” is appropriate to respond the current issues in education, especially the issue related to the quality improvement through teaching and learning process.

This theme is expected to assist/contribute towards the quality improvement through the inclusivity of teaching and learning process that can be gained from many studies of researchers, practioners, workers in education professional learning, school improvement, curriiculum development and other fields that can help to promote its goals.

The ICLS is the annual meeting at Hamzanwadi University in East Lombok West Nusa Tenggara from september 13-16, 2017. This conference is organised by Hamzanwadi University in cooperation with Indonesian Association of Lesson Study (ICLS) and the Ministry of Research, Technology and Higher Education.

We proudly announce that we have invited some experts: Prof. Manabu Sato, Gakushuin Uni, Japa, prof. Petter Duddly (President of WALISDI UK), Prof. Cristin Lee (NU), Prof. Siriripaane Swanmonka - Chulalongkorn University Thailand., Carly Klein, Windesheim University of Nedherland and Prof. Sumar Hendayana, Ph.D (President of ICLS Indonesia).

We would like to say thank you to all invited speakers and participants who share their ideas to complete the agendas in this condereence, we also provide you to visit some schools as our partners in this Lesson Study.

It is a great honor for us and all commitee to be the host at the 8th ICLS 2017. Welcome to Lombok, have a nice conference and get ready to be inspired and challenged. Thank you.

Khirjan Nahdi

The vice Rector of Academic Division
Hamzanwady University

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Improving Lecturer's Professionalism Using Lesson Study Based on Computer-Supported Collaborative Learning With Moddle

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Abstract

The aim of lesson study is to improve lecturer's knowledge related to lesson plan, learning materials, ability to observe learning activities, ability to relate the learning process and long-term goal, professional collegiality relationship and motivation to develop learning quality. The implementation of lesson study was done by the 5 lecturers from 3 study programs. The lesson study stages was done at least 3 cycles by using Moddle based collaborative learning. The results of this program are the improvement of pedagogy, social, and professional competence. Then, professional learning community is created to identify and to find out the problems which appear during learning process and students' readiness will improve through lesson study, implementing lesson study accompaniment in the schools to increase learning quality, fulfilling students' learning rights, the lecturer found innovative learning model and digital media which can control and accommodate students' learning improvement. Besides, the improvement of students' cognitive, affective, and psychomotor ability, a solid and professional community in term of developing learning quality by using lesson study. Finally, it can create sustainable learning quality improvement.

Key words: lesson study; computer-supported collaborative learning; Moddle.

A. Introduction

STKIP Muhammadiyah Kotabumi is advanced education institute which has association Muhammadiyah in North Lampung. STKIP Muhammadiyah Kotabumi was built on March, 09th1975, that at the first was called Sekolah Tinggi Ilmu Pendidikan (STIP) Muhammadiyah

Kotabumi as attached in decision letter of Mapendapwil Muhammadiyah Provinsi Lampung No. E.2/187/1975 and was strengthened with letter of center management of Muhammadiyah which was attached in founding charter of advanced education Muhammadiyah No. 023/III.I.P.75/1979 on September, 19th1979.

The curriculum currently used in STKIP Muhammadiyah Kotabumi refers to Kerangka Kurikulum Nasional Indonesia (KKNI). One of long period advantages in applying KKNI is quantity increase of Indonesia human resource that have good quality and competent both in National degree and International degree. Therefore STKIP Muhammadiyah Kotabumi is expected producing graduate who have good competent.

In KKNI curriculum of level 6, the students are demanded to be able applying, investigating, making design, taking advantage of science, technology and art (IPTEKS) and solving problem. Therefore, learning process has to be designed optimally to fulfill demand of the curriculum. However, in real situation of learning system in STKIP Muhammadiyah Kotabumi is not yet applied optimally because of some factors. First, the majority of lecturers in STKIP Muhammadiyah Kotabumi are young lecturers so that need much training about how manage learning effectively. Second, the decrease of lecture's awareness to do obligation of Catur Dharma Perguruan Tinggi Muhammadiyah collaboratively so that causes less of interaction among lectures in doing the obligation especially in teaching sector. Third, research about increase of learning quality has been done by several lecturers by applying innovative learning models. But, the research results could not yet increase learning quality significantly because there is no effective reaction and continuity.

Besides that, according to the research's result about analysis of students' think construction which is done by one of the lecturers of STKIP Muhammadiyah Kotabumi (Nugroho, 2015) shows that most of students' think construction in STKIP Muhammadiyah Kotabumi is still in low level. This research result is also supported by research result about analysis of students' think mathematical critical ability which is done by Ningrum (2016)—lecturer of STKIP Muhammadiyah Kotabumi Kotabumi, who concluded that think critical with cognitive style of field-dependent, is low. This shows that students' think critical ability in STKIP Muhammadiyah Kotabumi generally still need to be increased.

Based on that problem, it needs an effort in changing learning in STKIP Muhammadiyah Kotabumi. However, Lesson Study is an effort in increasing learning quality that is done by lecturer

collaboratively. Main steps of Lesson Study are design learning to reach the purpose, implement learning, observe implementation of learning and do reflection to discuss the learning as completing material in next learning plan. By applying Lesson Study in STKIP Muhammadiyah Kotabumi is expected create openness and increase of Accountability College that is done by lecturer so that create better learning quality.

The purposes which want to be reached through Lesson Study for Learning Community activity are: increasing knowledge and lecturer's skill of STKIP Muhammadiyah Kotabumi about concept, principle, and practical of Lesson Study for Learning Community in developing learning, building learning community between lecturer, between student and among students and lecturers in STKIP Muhammadiyah Kotabumi, increasing effort of learning right fulfillment each student in STKIP Muhammadiyah Kotabumi to develop their optimal potential, increasing students' learning ability in STKIP Muhammadiyah Kotabumi, especially in developing think critical ability, communicating, collaborating and creating, finding innovative learning models which are suitable with learning condition and situation in STKIP Muhammadiyah Kotabumi, and increasing lecturers' scientific publication in STKIP Muhammadiyah Kotabumi from the result of learning development through Lesson Study.

B. Implementing of Lesson Study

1. In 2017, STKIP Muhammadiyah Kotabumi receives grant Lesson Study for Learning Community (LSLC) as calculation Rp 120.196.000,00. There are activities in LSLC are technical guidance of LSLC in Surabaya, socialization of Lesson Study, development workshop of chapter design, lesson design, and exposure of open lesson, implementation of open lesson and reflection in 3 cycles, documentation and publication of lesson study, and result seminar and more in.

Technical guidance of LSLC was attended by 15 advanced institutes that as grant receiver in Surabaya for 3 days. The event was opened by Madam Dr. Ir. Paristiyanti Nurwardani, MP as Learning Director, then the directive about Lesson study was delivered by Prof. Dra. Herawati Susilo, M.Sc., Ph.D dan Dr. Iwa Kuntadi, M.Pd. The directive of technical guidance was related with revision of Term of Reference (TOR), Plan of Program Implementation, and Calculation Plan of LSLC Program.

Next activity is socialization Lesson Study which is related with concept, principle, purpose, and practical of Lesson Study for Learning Community in develop learning. The resource person in that event was Narasumber Mr. Dr. Iwa Kuntadi, M.Pd who was accompanied by Mr. Afriyudianto, S.T.P., M.M from Belmawa. The participants in this activity were 5 lecturers from each study program, the head of STKIP Muhammadiyah Kotabumi and the line, and lecturer from out of LSLC lecturer model, and the staff who helped the event. The implementation of event was done in one day. Mechanism order of implementation socialization activity of lesson study are 1) determining of schedule, place, and resource person, 2) inviting the participants include: lecturer model of LSLC, head of STKIP Muhammadiyah Kotabumi and the line, lecturer, and staff, 3) implementing socialization activity of lesson study, 4) doing documentation and publication socialization activity of lesson study, and 5) making activity report.

Development workshop of chapter design, lesson design, and exposure open lesson was done after socialization activity of lesson study with Mr. Dr. Iwa Kuntadi, M.Pd. implementation of the workshop was done as long 2 days with the participants: lecturer model of LSLC, head of study program, and lecture from out of LSLC. In this activity, the participants make chapter design and lesson design in group then it was presented and discussed to be done revision which was suitable with RPS, and learning material that had been made before. On the last activity, one lecturer model applied chapter design and lesson design which had been made on exposure open lesson activity in real class. On exposure open lesson, the participants acted as observer then the result observation was reflected for a while after open lesson was done. Mechanisms of workshop implementation are 1) determining schedule and place, 2) inviting the participants include: lecturer model of LSLC, head of STKIP Muhammadiyah Kotabumi and the line, lecturer and staff, 3) doing workshop as the schedule, 4) making learning evaluation tool based on lesson study, and 5) documentation and publication result of development workshop chapter design, lesson design, and exposure open lesson.

Implementing first step of lesson study is Plan. In this step, lecturer model made lesson design which had been arranged before. Then the lecturers collaborated to understand deeply from content side, the way of learning, and assessment of learning success. Learning model which was used was computer supported collaborative learning that means each lecturer's

learning model used collaborative learning model with support application of model. The reason of this model selection of collaborative learning could create mathematical communication among students. It is supported by Widjajanti (2008) who concluded that collaborative learning model makes students study in small group to break the limit through problem given by lecturer. Studying in group emphasizes in social interaction to increase understanding, reasoning, ability in thinking critical, ability in solving problem, and ability mathematical communication. On plan activity, the lecturers acted open and democratic to design maximal learning. Plan step had done in 15 minutes before learning began.

Second step of open lesson is do. The activity in this step was implementing lesson design for lecturer model and giving other lecturers lesson learn. Lecturer model did learning, while others acted as observer who took note all the events in the field without assessed how the lecturer taught. This activity has to be done before, such as students' seat, the way of dividing groups, and observer's manner in observing in the class. Lecturer model has to ensure learning right of each student by giving problem to be solved by students as think critical practice in order that can create the creativity, observing all of students' learning activities, even listening students' conversation. When there is a student who are not involved in learning, lecturer model facilitates the student in order that he/she wants to ask to his/her friend, and make sure that they learn each other (collaborative learning). After the last learning activity, so the next step is see.

In the step see is to reflect learning effectiveness learning by sharing observer's finding about how students learn. This activity was led by a moderator, then pleased lecturer model to do self reflection, how far learning reach the target, why if it does not yet reach the target. Moderator gave chance to every observer and discussed issues (clarification or solution) for sharing sharing. Lecturer model and observer did sharing of finding about activity of students study after learning, how students learn. The comment could be categorized into 5: learning model, lecturer's attitude, facility, students' interaction, and learning achievement. The comment had better more focus on students' category. The comment also could be categorized into 4 levels: level 1 (only describe), level 2 (describe and give reason), level 3 (describe and giving reason and solution), level 4 (level 3 + theory reference). The comment was focus on students learn that starts by telling learning fact not opinion. Then, the fact was analyzed why they involve or do not involve in learning, how to involve students in learning. Learning theory

which was relevant could be reference to strengthen the finding. Observer has to get inspiration/precious experience to be applied in the class

One cycle of LSLC includes developing lesson design, implementation of learning, and reflection. The next cycle was done in same class with different material. Lecturer model also implemented input from reflection in class parallel (if it exists). The next cycles of LSLC have to show revision of learning quality. Every LSLC activity needed to be recorded by camera video as document and data to be analyzed so that can be work of research lesson. Practical of LSLC has to give impact toward daily learning.

Result seminar and Monevin of LessonStudy. This activity was done through result seminar of lessonstudy activity with these mechanisms: preparation of seminar. The things should be done in preparation of seminar of this lesson study are: 1) arranging schedule of implementation activity of seminar and monevin. 2) Inviting lecturer of Mathematics study program, lecturer of Bahasa Indonesia study program and lecturer of English education study program and the management and miter school as the participants of result seminar and Monevin of lesson study. 3) Delivering invitation to the colleague of lesson study from Dikti.4) Telling information to the lecturer modeland monevin team as the presenter. 5) Preparing medium, tool which is used for seminar. 6) Seminar participants and monevin team representative present the result seminar paper of lesson study. 7) documentation and publication the result seminar and monevin of lesson study.

2. Here are the study programs and the subjects which have been the target in lesson study activity.

Lecturer model	Subject	Collaborative Model
Matematika Study Program		
1. Fhela Vhantoria, S.Pd., M.Pd	Persamaan Diferensial Kompleks	Jigsaw
2. Venty Meilasari, S.Pd., M.Pd	Pengantar Logika	TAI
3. Karsoni Berta Dinata, S.Pd., M.Pd	Analisis Vektor	GI
4. Ratih Handayani, S.Pd., M.Pd	Aljabar linier	STAD
5. Darwanto, S.Pd., M.Pd	Himpunan	CLS
Prodi Bahasa Inggris		
1. Elis susanti, S.Pd., M.Pd	Advanced speaking	Learning Together
2. Asep Hardiyanto, S.Pd., M.Pd	Intermediate grammar	TAI
3. Bobi Arisandi, S.Pd., M.Pd	Semantics	Jigsaw
4. Rulik Setiani, S.Pd., M.Pd	Vocabulary	CLS
5. Rini susilowati, S.Pd., M.Pd	Listening comprehension	CI
Prodi Bahasa Indonesia		
1. Rahmat Prayogi, M.Pd	Morfologi Bahasa Indonesia	CI
2. Dewi Ratnaningsih, S.Pd., M.Pd	Analisis kesalahan berbahasa	Jigsaw

3. Nur Mei Ningsih, S.Pd., M.Pd	Keterampilan Membaca	STAD
4. Windo Dicky Irawan, S.Pd., M.Pd	Linguistik umum	TGT
5. Dr. Sri Widayati, M.Hum	Kajian prosa fiksi	CLS

- Lesson study activity in each study program was done minimally 3 learning cycles

C. Results Which Have Been Reached

The results of lesson study in STKIP Muhammadiyah especially in each study program are:

- getting increase pedagogic competency, social, professional and each lecturer model's personality of lesson study,
- creating professional learning community to identify and look for solution from the problem which appears during learning process,
- getting increase of learning readiness with lesson design,
- doing associating of lesson study in the school to get learning increase,
- fulfillment of students' learning right,
- lecturer model finds innovative learning in learning,
- creating digital media which can observe and accommodate increase of students' achievement,
- getting increase lecturer's work in research sector and dedication to society,
- getting increase in students' cognitive ability, affective, and psychomotor,
- Bindingup professional community which is more cohesive and wide in developing learning quality with lesson study, and creating revision of learning quality which is continuity.

D. Conclusion

Implementing of Lesson Study for Learning Comunity(LSLC) of STKIP Muhammadiyah Kotabumi is applied in three study programs as Mathematics study program, Bahasa Indonesia study program and English study program. Lecturer model is lecturer who will apply learning based on lesson study in each study program that contain of 5 lecturers who are appropriate with their basic knowledge. Learning model used is collaborative learning model while the media used to make easy evaluation process and

learning is Moddle. Each lecturer model uses collaborative learning model that is different in one field.

Lesson Study for Learning Comunity(LSLC) activities of STKIP Muhammadiyah Kotabumi are: 1) Technical guidance of LSLC. 2) Socialization of Lesson Study. 3) Development workshop of chapter design, lesson design, and exposure open lesson. 4) Implementing open lesson as long 3 cycles . 5) Result seminar and Monevin of *LessonStudy*.

The results which have been reached in implementing LSLC are: 1) getting increase pedagogic competency, social, professional and each lecturer model's personality of lesson study, 2) creating professional learning community to identify and look for solution from the problem which appears during learning process, 3) getting increase of learning readiness with lesson design, 4) doing associating of lesson study in the school to get learning increase, 5) fulfillment of students' learning right, 6) lecturer model finds innovative learning in learning, 7) creating digital media which can observe and accommodate increase of students' achievement, 8) getting increase lecturer's work in research sector and dedication to society, 9) getting increase in students' cognitive ability, affective, and psychomotor, 10) binding up professional community which is more cohesive and wide in developing learning quality with lesson study, and creating revision of learning quality which is continuity.

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