

Teachers' Perspective on Lesson Study to Encourage Teaching and Learning Process

Madjdi, Achmad Hilal^{1*} Rokhayani, Atik² Syafei, Muh³

¹English Education Department Universitas Muria Kudus Kudus, Indonesia

²English Education Department Universitas Muria Kudus Kudus, Indonesia

³English Education Department Universitas Muria Kudus Kudus, Indonesia

*Corresponding author. Email: achmad.hilal@umk.ac.id, atik.rokayani@umk.ac.id, muh.syafei@umk.ac.id

ABSTRACT

Nowadays, collaborative teaching is very important to create a comfortable atmosphere in the classroom. The teacher should establish good cooperation with other teachers. One way that can be done by the teacher is applying lesson study. Teachers can apply lesson study as a strategy that is considered to be effective in class. Lesson study is a collaborative teaching that is very good for teachers. In lesson study, teachers can share ideas and creating appropriate technique and learning materials for students. They can also observe and reflect on other teachers' performance. This study is descriptive qualitative. It describes the teachers' perspective in applying lesson study. Teachers' perspective from different point of views will be analyzed in this study. The results of this study show that the teachers' perspectives on lesson study is as the best teaching strategy to develop the quality of teaching and learning process. Additionally, it also increases students' participation and learning achievement. The teachers will also be more enthusiastic in teaching their students.

Keyword: *lesson study*

1. INTRODUCTION

The problems of education become fascinating topics to be discussed nowadays. Every day the problems can arise relating to fundamental-philosophical to technical problem. The most debatable topic is mainly focused on achieving the quality of education. Teachers try to find the best strategy to be implemented to the classroom. One of the topics of education that has recently been interesting to discuss is about Lesson Study. Lesson Study becomes an alternative way to overcoming the problem of learning process. It is a collaborative strategy among the teachers before they perform to the class. Jake & Lee (2008) state that the collaborative environment throughout the study enabled teachers to gain insights into how to improve their teaching strategies. In addition, Lesson Study improves teachers' and students' learning (Perry and Lewis, 2009).

In Indonesia, many practitioners tend to revitalize the teaching strategy from teacher-centered (conventional) to student-centered. It is very complicated since the students should be very actively participated in learning process. It is not straightforward to change the rehearsal habits of learning from conventional to the active one. This happens because among group of teachers are inconvenient to evolve to move forward. In delivering the knowledge to students, the teachers need to consider to the students' needs and the demand of the current education development. The students don't understand all the materials given from the teacher. There are many factor influenced to this situation. One of them is lack of students' group work among the students. So, the teachers need to do innovation and focus to the best strategy to improve the education quality.

Innovation may come from applying Lesson Study. Lesson Study is a way to facilitate the development of English class. In the level of school, Lesson Study is a collaborative activity among teachers. In this case, Lesson Study seems to be applied as an alternative strategy to encourage changes in learning rehearsal to be more effective. The teachers need to collaborate with other teachers to motivate teaching performance. Collaboration may come from teachers from one school or other schools. Lesson Study is a never ending process in teaching and learning process in education.

2. LESSON STUDY

Lesson study has been developing in Japan since the early 1900s. In Lesson Study, the teachers in Japan study collaboratively to motivate students learn independently. Lesson Study is a direct translation of Japanese *jugyokenkyu*, which comes from two words *jugyo* which means lesson or instruction, and *kenkyu* which means study or research. Thus the lesson study is a study or research or assessment of learning. Lesson study is very popular in Japan because it helps teachers in the class. It is an approach to make improvement in learning. The improvement can be done through a process of collaboration between teachers. Teachers' effectiveness can be improved by Lesson Study as a valuable model (Dubin, 2010). Lesson study is also a model of fostering education profession through the collaborative and sustainable learning based on the principles of collegiality and mutual learning to build learning communities. Lesson Study is a collaborative process that involves teaching staff based on theoretical concepts and improvements to improve the teaching process (Kelley, S. et al, 2016). In Lesson Study, the teachers are engaged to work together to plan, teach, observe and analyse research lesson

(Dudley, 2015). There are three stages in Lesson Study, namely: plan, do and see.

1. Plan

The stage of planning aims to produce learning designs that can make students active & motivated in the learning process. In this case the teacher plans collaboratively with other teachers to conduct need analysis and develop teaching material.

2. Do

At this implementation stage, the aim is to implement the learning design. In this process one of the teachers acts as teacher model while the other teachers observe teaching and learning process. The focus of observation is not on how the teacher teaches but more oriented to the learning process of students. When observing, must take care the observers cannot interfere the learning process.

3. See

This reflection stage is the stage where sharing is carried out about the strengths and weaknesses of the learning process. Critics and suggestions are given by observers to the teacher who was observed to improve the further teaching and learning process.

Through Lesson Study the teacher can focus on learning and find innovation in the classroom (Candice, 2015).

On the other hand, Chichibu (2016) identified about the practice of Lesson Study. He states that Lesson Study also has obstacles. He found that – From simple problem to high-level cases in which finding the problem of a lesson is difficult, only a highly competent mentor can find the problem and suggest improvements. The competency to observe the lesson for mentors plays a significant role in the activity. Furthermore, mentors also need the knowledge and skills to improve the quality of teaching and learning process.

3. METHOD

This study belongs to descriptive qualitative research. It investigates the perception towards lesson study Islamic

Elementary School teachers in Kudus Central Java. The writers selected purposive random sampling among the teachers. There are 17 teachers involved in this study. They teach different subjects. This study used questionnaire to gain the data. The questionnaire consists of ten questions. The writers analysed the result of questionnaire then, they describe the data.

4. FINDING AND DISCUSSION

The study is divided into three aspects in order to present the data clearly. The writers used questionnaire. From the closed-ended statements, there are 5 degree of agreements;

1. Strongly Agree (SA), it shows the highest grade.
2. Agree (A), is shows lower grade in comparison.
3. Neutral (N), it shows lower rate in comparison.
4. Disagree (D), it shows lower rate in the comparison.
5. Strongly Disagree (SD), it shows the lowest grade. The score is 1 for strongly disagree.

Then, the writer used 3 category to present the data about teachers' perspective, namely:

1. Positive, it is the category of Strongly Agree and Agree.
2. Neutral, it is the category of Neutral.
3. Negative, it is the category of Disagree and Strongly Disagree.

This study aims to explore the teachers' perspective on Lesson Study to encourage teaching and learning process. In this study, the writer used 10 questions in the questionnaire.

Notes:

S.D = strongly disagree

D = disagree

N = neutral

A = agree

S.A= strongly agree

The result of this study is presented in Tabel 1below:

Table.1 Teachers' Perspective on Lesson Study

No	Statement	Perspective				
		S.D	D	N	A	S.A
1	Lesson Study improve critical thinking skills of teachers when preparing lesson design	0	0	0	10	7
2	Applying Lesson Study is interesting and fun	0	0	0	11	6
3	The material delivered by the teacher is easier to understand by using Lesson Study	0	0	0	11	6
4	Learning using Lesson Study is suitable when applied to schools	0	0	0	12	5
5	Lesson study can improve the ability of teachers to teach students	0	0	0	10	7
6	Lesson study can improve the quality of learning	0	0	0	11	6
7	Lesson study can increase collaboration among teachers	0	0	0	10	7
8	Teachers can develop teaching materials through collaboration with peers	0	0	0	10	7
9	Through Lesson Study teachers can develop strategies / methods that are interesting for students	0	0	0	10	7
10	Through Lesson Study teachers can develop learning media that are interesting for students	0	0	0	11	6
	Total	0	0	0	106= 62 %	64= 38 %
	Category	Low			High	

Based on Table 1, the result of this study shows that the teachers' perspective on Lesson Study can be categorized as positive category. There are 106 teachers answered agree to the statement in the questionnaire, while 64 of them answered strongly agree. Therefore, it can be concluded that the teachers' perspective on Lesson Study is positive or good since Lesson Study can be used to encourage teaching and learning process.

From the data obtained, 62% and 38 % of teachers have high category perception. From the finding of the study, it can be seen that from the statement number 1: there are there are 10 teachers answered agree and 7 teachers answered strongly agree that Lesson Study improve critical thinking skills of teachers when preparing lesson design. Critical thinking can come from the discussion among the teachers. The statement number 2 and 3, there are 6 teachers answered agree and 6 teachers answered strongly agree toward the statements applying Lesson Study is interesting and fun since they decide the technique of teaching collaborate with other teachers and the material delivered by the teacher is easier to understand by using Lesson Study. The statement number 4 is about the perception of Learning using Lesson Study is suitable when applied to schools, there are 12 teachers answer agree and 5 teachers answered strongly agree. The next statement is about Lesson study can improve the ability of teachers to teach students, 10 teachers answered agree and 7 of them answered strongly agree. The statement number 6 is Lesson study can improve the quality of learning, there are 11 teachers answered agree and 6 of them answered strongly agree. Then, the following statements are Lesson study can increase collaboration among teachers, Teachers can develop teaching materials through collaboration with peers and Through Lesson Study teachers can develop strategies / methods that are interesting for students have the same participants of teachers who answered 10 for agree and 7 for strongly agree. The last statement is Through Lesson Study teachers can develop learning media that are interesting for students, there are 11 teachers answered agree and 6 teachers answered strongly agree.

From Table 1, the writers display the data in the figure below:

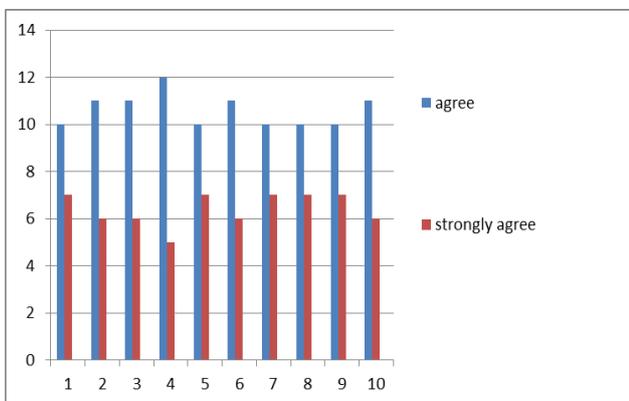


Figure 1. Teachers' Perspective on Lesson Study

The result of this study shows that Lesson Study has positive perception of the teachers, so it can be applied in the class since it give many benefits for both teacher and students in teaching and learning activity. From the 10 statements in the questionnaire, the teachers who were involved in this study stated that they are agree and strongly agree towards the statements. In conclusion, Lesson Study can be used as an alternative way to encourage teaching and learning process. It can also be used as a collaborative study among the teachers to develop professional teaching.

ACKNOWLEDGMENT

The writers would like to say thank you very much to the Ministry of Research and High Education of the Republic of Indonesia. This study is one of the additional outcomes of the study which was funded by DRPM Kemenristek Dikti, the Republic of Indonesia.

REFERENCES

- [1] Jackie, F.K., & Lee. (2008). A Hong Kong case of lesson study-Benefits and Concerns. *Teaching and Teacher Education* 24, 1115-1124.
- [2] Perry, R. R., & Lewis, C. C. (2009). What is successful adaptation of lesson study in the US? *Journal of Educational Change*, 10(4), 365-391.
- [3] Dubin, J. (2010) American teachers embrace the Japanese art of lesson study. *Education Digest*, 75(6): 23-29.
- [4] Kelley, S. et al. (2016). Researchers Apply Lesson Study: A Cycle of Lesson Planning, Implementation, and Revision. *Learning Disabilities Research & Practice*, v31 n2 p113-122 May 2016.
- [5] Dudley, P. (2015). *Lesson Study: Professional learning for our time*. London: Routledge.
- [6] Candice, B. (2015). From Experience to Expertise: The Development of Teachers' Learning in Lesson Study. *Journal of Teacher Education*, v66 n4 p349-362 Sep-Oct 2015.
- [7] Chichibu, Toshiya. (2016). Impact on lesson study for initial teacher training in Japan: Focus on mentor roles and kyouzai-kenkyuu. *International Journal for Lesson and Learning Studies*. Vol. 5 Issue: 2, pp.155-168