

# Continuous Professional Development for Novice Lecturers Using Lesson Study (A Case Study in the Department of Primary and Preschool Education)

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## ABSTRACT

In general, lesson study activities are very applicable to be implemented in professional development through professional learning communities. This study aims to identify and explain the lesson study activities of a group of novice lecturers. This research is qualitative research with the type of case study research conducted from August to November 2018 in the PEKERTI program at the State University of Malang. Participants in this study were two novice lecturers as members and model lecturers in lesson study activities in the Department of Primary and Preschool Education (KSDP), State University of Malang. Based on the research results, lesson study activities as the beginning of the continuous professional development process provide many benefits because they increase the confidence of lecturers and are also able to improve the quality of learning carried out.

**Keywords:** Lesson Study, Continuous Professional Development, Primary and Preschool Teacher Education, Novice Lecturer

## 1. INTRODUCTION

Commitment to increase professionalism for individual professionals is necessary for all fields. Education is one of the areas that always requires professional development [1], [2]. Lecturers, as one of the professional professions in education, are one of the fundamental parts that must continuously improve their professionalism. This basic need is based on the general idea that educators are lifelong learners who must constantly develop, enhance, and develop competencies [3], [4]. Therefore, it is important to review that the urgency of this is related to the steps of continuing professional development [5].

The continuous effort of increasing the professionalism of lecturers is not only an idea but needs to be described in various concrete steps. As a policy maker, the government has poured out the concept of training for the teaching profession about the guidance and development of teachers and lecturers, including professional and career development and guidance [6]. Coaching and development are units related to the educational profession [7]. These two things are inseparable efforts to improve the qualifications and

competence of lecturers, especially novice lecturers. In connection with these policy products that provide a legal umbrella for professional development efforts, a critical review is needed. One of the things that is done in increasing professionalism is related to knowledge production, involving collaboration through professional learning communities through lesson study [8], [9].

Fundamentally, collaborative learning communities can inspire and encourage educators to commit to professional development as a priority in their work [10]. Professional development provides assistance to educators to define new ways of teaching content that are more readily learned for students with special needs [11]. Broadly speaking, it can be concluded that professional development not only provides benefits for educators, but also for students. However, the participation of educators in professional development does not necessarily guarantee an increase in quality. The benefits of professional development depend on the level of attention that educators pay to their professional development [10], [12].

There are three forms of educators' professional development, namely through direct teaching (such as

courses, workshops, conferences, etc.), learning within schools (such as mentoring, coaching, action research, and peer-teaching), and learning outside schools (such as networks, school collaborations, partnerships, etc.). [13]. In the context of continuous professional development, CPD models were implemented to increase the professionalism of educators, including through training, cascade, coaching / mentoring, the community of practice (community of practice), action research (action research), and transformative (transformative) [12], [14].

In general, lesson study activities are very applicable to be implemented in professional development through professional learning communities. Lesson studies involve a group of teachers meeting regularly over time, which usually involves several months of involvement [15]. The implementation of lesson studies in Indonesia can be carried out in three main activities: plan, do and see [16]. During the lesson study, the lecturers collaborate to improve learning by sharing ideas and reflections.

Therefore, concerning increasing professionalism, it is essential to ensure that educators teach students well, in this case, novice lecturers. The problem that arises is that novice lecturers still do not have adequate teaching experience. The involvement of novice lecturers in character activities is a transformative effort to follow up on developing the learning that is being carried out. This study aimed to identify and explain the lesson study activities of a group of novice lecturers.

## 2. METHOD

This research is a case study research with a qualitative approach. This case study research was carried out in the odd semester learning year 2018-2019 at the State University of Malang's character program (PEKERTI) from August to November 2018. In the case study, a specific case (person, group, schedule, and others) was thoroughly investigated. Participants involved were two young lecturers in the Department of Elementary and Preschool Education (KSDP) Malang State University. They were in their first year of teaching (X (TAR) and Y (RDT)).

The two resource persons were involved in lesson study practice in the Instructional Engineering Basic Skills Development program (PEKERTI). Data obtained from observation, documentation, and interviews during the implementation period of the lesson study practice. The instruments used in this study were observation sheets and reflection on lesson study. Data analysis was performed using qualitative data analysis consisting of data reduction, data presentation, conclusion, and data verification [17], [18]. The theme of the data analysis carried out follows thematic analysis so that conclusions can be drawn.

## 3. RESULT AND DISCUSSION

At the planning stage, lecturers must carry out the design stage with their collaborative team by considering learning models, learning strategies, media, materials, and assessments. The results of these activities are written in the lesson plan. Lecturers X and Y sit with the team and then carry out the plan together. At this stage, the model lecturers get feedback and suggestions from other members to design the best learning. Lesson plans are introduced at this stage by members who will implement them. "I feel that suggestions from colleagues will help me in facing my first practice tomorrow. This is my first-time implementing LS" (Y, 28/8/18). According to X, the doubts that had arisen were entirely neutralized from the joint planning activities, so the subject used the team's suggestions. This is in line with states that members of the LS team meet and share their ideas to improve the design of the model teacher implementation [19]. From this planning stage, it was found that novice lecturers stated that there were (1) improvements to the quality of the lesson plans, (2) increasing self-confidence, and (3) collaboration in the preparation of the assessment.

At the do stage, it is carried out in the context of implementing the design of the lesson plans that have been designed together. Based on the observations' results, it appears that the two model lecturers carry out learning according to the previously designed plan. Class mastery looks very natural when there are observation activities, although some students seem disturbed by observers. Nervous is the main problem faced by model lecturers, especially when the lecturer is a novice lecturer. Most observers stated the same thing, how the mastery of the media and the lecturers' expressions much determine the class's course so that students feel comfortable learning. In general, the model lecturer did the learning according to what was planned. Lecturers can provide good motivation and have enthusiasm for carrying out learning activities. The material or information presented was accompanied by examples, students were actively involved in discussion activities, and lecturers were actively involved in guiding students during the discussion session.

The see stage is an important stage carried out because, at this stage, a discussion is carried out from the results of the implementation observation (do) of the designed LS. This reflection discussion results are not the result of absolute assessment (judging), rather than suggestions for building the quality of learning. "From lecturer X's learning, I learned to be able to fully master the class, getting into unreach students so that my students can engage in class even though I am not the humorous type." (Y, 12/10/18). Moreover, the resource person stated that with the lesson study activities, he felt that he found a lot of inspiration, especially for the lessons he was doing, although it was important to consider its suitability. This was expressed by X

(27/10/18), "the most inspirational thing for my learning was how to give ice breaking, then how to arrange the seats, but controlling, by seeing other lecturers being inspired, for example in lecturer P class A then applied to my class. "In general, the two sources stated that there were many positive aspects of implementing lesson study in their two classes. They feel more challenged to make students actively involved in learning and able to understand.

In general, the model lecturer did the learning as planned. In this case, lecturers can provide good motivation, as presented in the lecture activities in Figure 1. The material or information presented is accompanied by examples. Students' active involvement through their involvement in reading and discussing discussion topics makes the classroom atmosphere dynamic. The lecturer and students conclude at the end of the lesson. The suggestion that can be given to the next learning process involves students who do not have a discussion partner to involve themselves in one of the group pairs not to be involved in the discussion.



**Figure 1** Providing motivation during question and answer activities

Lesson study activities as the beginning of the continuous professional development process provide many benefits because they increase the confidence of lecturers and are also able to improve the quality of the learning that is being carried out [19], [20]. This is supported by the interview results as expressed by lecturer Y that with the joint planning process, it will minimize the element of assessment because there is a sense of belonging even though it is not the subject being handled. This certainly supports the process of improving learning both through materials, community elements, and also the knowledge of the lecturers themselves. Lesson study improves learning by improving the lesson plans together, which are described through three main lines: increased knowledge, commitment, and community [20]. Related to the increase in teacher knowledge there is an urgency to increasing the capacity to observe students, linking daily experiences with the long-term practice. It is associated with commitment and community of professional learners related to motivation to improve themselves when teaching in their class, the relationship between colleagues about providing mutual

assistance, and a sense of assessing the community's practice. Regarding learning resources, it is crucial to make students think and supports collegial support.

#### 4. CONCLUSION

Based on the research results, it is known that the implementation of a good lesson study can provide many benefits, especially in the development of continuing professionalism. Lecturers feel a lot of inspiration that can be applied in their class. Besides, giving feedback is far from being an assessment because of a sense of belonging so that the optimization of learning activities can occur. Reflective activities from the implementation of LS support further learning, and lecturers get a lot of learning from participating in other model LS activities. It is recommended that lecturers see the learning carried out by other lecturers as often as possible and motivate them to learn.

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