



Lesson Study as Innovation in Learning Literacy Supervision at Elementary School

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Abstract. Supervision is an activity that is planned to assist teachers and school staff in carrying out their work effectively to improve the learning process. Teachers are one of the determining factors for high or low-quality educational outcomes. Various efforts can be made to improve the quality of literacy learning, one of which is through the format of lesson study activities. This is because lesson study is a model for fostering the teaching profession through collaborative and sustainable learning assessments based on collegiality and mutual learning principles to build a learning community. In lesson study activities, teachers collaboratively and collegially design learning together. The next step is observing the learning that has been developed jointly and ends with reflection activities on the results of learning observations. Teachers can learn from each other by taking valuable lessons from their statements.

Keywords: Supervision · Lesson Study · Literacy

1 Introduction

In carrying out its duties, supervision functions to help, provide support and invite and involve teachers in improving the teaching and learning process [1]. Judging from its position, it is clear that supervision can help teachers deal with teaching and learning difficulties [2]. A principal, as a supervisor, can act as a coordinator, consultant, group leader, and evaluator [3]. As for the supervisor's responsibilities in education, they can carry out supervision programs for changes in teaching activities; these changes can be made with various approaches and innovation efforts in curriculum development as well as educational activities and in-service training for teachers. Following the responsibilities in carrying out their duties, the supervisor has specific authority following the tasks. The supervisor's charge is to conduct corrections and improve and foster the teaching and learning process with the teacher so that the method achieves maximum results [4].

The principal, as a supervisor, plays an essential role in improving the quality of teachers to carry out higher-quality learning [5]. Supervisors foster education quality improvement related to efforts to create better learning conditions [6]. When supervisors are faced with the performance and quality control of education, their supervisor has a different mission from supervision by the principal. It aims to provide services to school

principals in developing the quality of educational institutions and facilitating them to effectively and efficiently manage institutional institutions [7].

Various efforts can be made to improve the quality of literacy learning, one of which is through the format of lesson study activities [8]. This is because lesson study is a model for fostering the teaching profession through collaborative and sustainable learning assessments based on collegiality and mutual learning principles to build a learning community. In lesson study activities, teachers collaboratively and collegially design learning together. Teachers can learn from each other by taking valuable lessons from their statements. Observe the learning that has been developed jointly and end with reflection activities on the results of learning observations.

The writing of this paper intends to describe and analyze lesson study activities carried out collaboratively between teachers at SDN Lakarsantri II Surabaya and the Surabaya City Education Office in Surabaya Teacher Good Practice activities involving elementary school teachers, both public and private throughout the city of Surabaya, which was carried out virtually through a zoom meeting with best practice presentations or good practices, followed by discussions and questions and answers.

From the description above, it can be concluded that supervision is an effort to provide assistance or services to teachers so that they can improve the quality of the teaching and learning process carried out, which in turn will have an impact on the personal formation of excellent students [9]. To assist teachers in developing their professionalism in teaching and learning activities, it is necessary to create a learning supervision model with a lesson study model. The lesson study model for learning supervision was carried out at SDN Lakarsantri II Surabaya. The focus of this paper is to describe and analyze the implementation of the Lesson Study to improve the quality of literacy learning at SDN Lakarsantri II Surabaya.

2 Method

The data collection procedure was carried out through three main techniques: observation, interviews, and documentation [10]. Comments focused on lesson study activities at SDN Lakarsantri II Surabaya and the Surabaya City Education Office. The main target of the statement is all forms of activities related to lesson study, starting from lesson plans, available lessons, and reflection. The interview technique in writing this paper was carried out in an unstructured manner (unstructured interview) [11]. Interviews were conducted through free conversation or covertly through discussion activities in reflection forums. The primary informants in the interview are the parties who are directly involved and know precisely the ongoing lesson study process, namely the teachers of SDN Lakarsantri II Surabaya.

The documentation technique in this writing is used to review documents in the form of lesson plans produced by the teacher in the format of the Lesson Plan (RPP), open lesson observation sheets, minutes of reflection discussions, student worksheets (LKS), tasks carried out and collected by students. Students, such writings, and various other documents can provide data related to the focus of writing this paper [12].

Table 1. Interview resume

Topic	Answers	Follow Up
Response/interest of teachers and principal in lesson study activities	<ul style="list-style-type: none"> • Supervision with lesson study is considered more exciting and meaningful because it does not only assess in the form of numbers on learning tool sheets like the previous supervision (3 out of 4 informants) • Management is still considered a burden for teachers who are the subject of micro-teaching (1 out of 4 informants) 	There needs to be an even distribution of roles in lesson study so that not only one teacher becomes the subject of micro-teaching but can be modified into team teaching with two teachers who jointly prepare the lessons to be observed.
The advantages of lesson study activities, according to teachers and principals.	<ul style="list-style-type: none"> • Obtain more concrete and applicable input related to enjoyable learning (4 out of 4 informants) • Supervision is considered not to be a judgment of teacher quality, but rather to share and discuss problems and solutions in learning (4 out of 4 informants) 	Teachers who are the subject of micro-teaching can be started from model teachers who have received training in curriculum development or learning innovation to proceed to other teachers and are not burdensome; the paradigm used is learning and sharing.
Weaknesses in lesson study activities according to teachers and principal	<ul style="list-style-type: none"> • The time required is more extended than conventional supervision because it takes time to observe micro-teaching, discussion, and reflection (4 out of 4 informants) 	Principals and teachers need to make a mutual agreement regarding setting time and priorities for realizing lesson study as a learning culture among teachers

3 Result and Discussion

3.1 Interview Resume

The following is a resume based on the results of interviews (unstructured questions) conducted with 3 (three) sample teachers and 1 (one) principal of SDN Lakarsantri II Surabaya regarding the implementation of lesson study in the development of learning supervision. The interviews were conducted over five days (6 June 2022 to 10 June 2022) after a lesson study was conducted the previous week. The interview is achieved through small talk and prioritizes honesty from the teachers and the principal to get accurate responses (Table 1).

Table 2. Documentation of literacy learning

Type of documents	Link to access
Documentation of learning videos that are the subject of micro-teaching	https://drive.google.com/drive/folders/1AiXHCr6iu1RH0QydpqQLvDip6kSYpL6b?usp=sharing
Documentation of students' work	https://drive.google.com/drive/folders/1Z9h10bKl0GWldsFXM8PBC:5HZTxDzg49?usp=sharing
Shared best practice documentation	https://docs.google.com/presentation/d/1AeSo0UP6mAn3p6g0mtLqKmbAjC8UPf/edit?usp=sharing&oid=115482815783170180242&rtpl=true&sd=true

3.2 Documentation of Literacy Learning

The following is supporting documentation in the literacy learning lesson study conducted at SDN Lakarsantri II Surabaya, summarized in the Table 2.

3.3 Recommendation

Implementing Learning Supervision is necessary for an educational institution or unit that wants to continue developing and innovating to realize quality education [13]. With this lesson study-based supervision, effective classroom management will be created, a learning culture that continues to grow among teachers and educators and leads to a school culture that continues to develop [14]. Supervision is not merely supervising teachers to give grades and scores only. Still, it must also provide solutions to the difficulties and obstacles experienced by teachers, ranging from conceptually in planning learning to implementing it in the classroom. Supervision that offers a solution for the teacher eliminates the impression of a heavy burden for the teacher [15]. Thus, management can be eagerly awaited and expected as an effort to develop teacher competence [16].

Here are some notes from lesson study activities as the development of learning supervision at SDN Lakarsantri II Surabaya: (1) Some teachers are willing to appear to be the subject of microteaching with other teachers. This is because there is still a fear of feeling wrong and a lot of corrections from colleagues or superiors. (2) The tight schedule of teachers, related to the new curriculum, socialization is carried out almost every day through the online zoom meeting mode, so it is challenging to find time for this lesson study. (3) There is still an assumption that supervision is an obligation and a demand from the principal. It has not become a necessity.

Based on the problems above, some recommendations can be given for implementing learning supervision with lesson study mode. (1) There needs to be an even distribution of roles in lesson study so that not only one teacher becomes the subject of microteaching but can be modified into team teaching with two teachers who jointly prepare the learning to be observed. (2) Principals and teachers need to agree on setting the time and priorities for realizing lesson study as a learning culture among teachers, carried out at the beginning of the semester to set the lesson study agenda. (3) Held training related to learning innovation, both at the school and regional level, and training facilitated by the city education office, for example. The principal, as a mover, needs always to motivate his teachers.

4 Conclusion

Effective classroom management will be created with supervision, a learning culture that continues to grow among teachers and educators and leads to school culture development. Supervision is an effort to provide assistance or services to teachers to improve the quality of the teaching and learning process that is carried out, which will impact the personal formation of superior students (excellent). To assist teachers in developing their professionalism in teaching and learning activities, it is necessary to create a learning

supervision model with a lesson study model. Lesson study activities within the scope of the school are carried out in outline with the following stages: (1) Preparation, (2) Micro Teaching Implementation, (3) Small Group Discussion, and (4) Reflection. Then on a larger scale, collaboratively between teachers at SDN Lakarsantri II Surabaya and the Surabaya City education office in a sharing session program called Best Practice *Praktik Baik Guru Surabaya* (Prakarya), which involves elementary school teachers, both public and private throughout the city of Surabaya, held regularly. Virtual through a zoom meeting with presentations on best practices or good practices, followed by discussions, sharing, and questions and answers with participants.

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