

Lesson Study in Dancing Art Learning to Improve Competences of Elementary Students in Sumedang

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Abstract—The poor quality of dancing art learning process has led to low students' appreciation toward dancing art lesson in elementary school. This is due to several reasons relating to teachers' limitations either in their ability and capability to use innovative methods in learning process. Regarding this problem, Lesson Study can be an alternative approach to improve the students' competence in dancing art lesson. Therefore, this study aims to investigate: (1) how Lesson Study is implemented to improve fourth graders' ability in dancing art lesson; (2) to what extent Lesson Study improves the students' competence in the learning process; (3) how the students perceived toward the use of Lesson Study in dancing art lesson. Three cycles of Classroom Action Research based on Lesson Study from Lewis were conducted including plan, do, see. The result of this study were expected to reveal several points: 1) an innovative learning model in dancing art lesson for elementary students, and 2) a scientific article relating to dancing art learning through Lesson Study for elementary students.

Keywords—*dancing art; lesson study; students' competence*

I. INTRODUCTION

Art is an expression of human soul which is revealed through various art works. The artwork itself is considered as media in which human life is reflected. All of art branches (dance, music, fine, theater and literature) have values which can be transformed in daily life and vice versa [1]. Therefore, art is involved in all level of school curriculum including at elementary and secondary level in order to provide students with art experiences.

Regarding this, art education has been realized in culture and skill art lesson (SBK). It is clearly stated that the main purpose of conducting SBK lesson is to develop students' ability in terms of art appreciation and expression rather than to prepare them to be artists. Besides, it can give students knowledge about national culture whether in dancing, art, as well as in drama art. However, the art lesson in school especially in elementary school is being implemented as it is supposed to be. Whereas art education in primary school is very important due to the benefits proposed such as (1) cognitive development, (2) the development of a proper sense, (3) the development of the child wills [1]. However, many factors may lead to less optimal learning of dancing art in elementary schools, namely (1) teachers do not use creative

and innovative learning approach/model. (2) Teachers in primary schools have a lack competence in dancing art, so it may impact on under-developed learning outputs. As stated by Rock and Wilson said that teacher professional development efforts are often criticized by educators for their lack of continuity and ability to produce effective change in teacher practice and student learning [2].

To overcome these problems, Lesson Study can be an alternative solution. According to Lewis, Lesson Study is a model to improve the quality of learning through collaborative and sustainable learning investigations based on some principles of collegiality and mutual learning, in order to build a learning community [3]. Lesson Study is a professional guidance model for educators through investigating and conducting collaborative learning based on the principles of collegiality and mutual learning to build a learning community [4]. Besides, Lesson Study is not directed to a learning method or a teaching strategy, however in the Lesson Study activities, educators may select and apply various teaching methods which is appropriate to situation, conditions and issues faced in classroom.

By applying Lesson Study in learning the dancing art lesson in elementary school, teachers and their colleagues, and experts' team can identify problems revealed in the learning process without feeling of being judged since it is based on collegiality principal. Teachers also can find solutions to overcome these problems by sharing teaching approaches, models, methods and media learning which are appropriate to the situation and the problems faced by the students.

II. THEORETICAL FRAMEWORK

A. Lesson Study

Lesson Study is not an approach or model of learning. According to Suratno and Cock, Indonesian context, Lesson Study is defined as a model of professional development for educators by studying teaching and learning activities collaboratively and continually, based on the principles of collegiality and mutual learning to develop a learning community among educators [5].

Lesson study has been used for professional development of teachers in Japan for more than a century, and it has also

been commonly used for professional development since it was adopted in other parts of the world. Although the majority of studies include implementation of lesson study among in-service teachers, some recent attempts have been made to apply a lesson study approach in initial teacher education [6].

Lesson Study has many benefits to learning process including to improve teachers or lectures' knowledge in teaching and learning materials; to increase knowledge of the teachers or lectures in how to observe the students' learning activities; and to strengthen the collegiality relationships among teachers or lectures, teachers and lectures, as well as the observer outside them; to strengthen the relationship between the executor of learning with long-term learning objectives; to increase teachers or lectures' motivation constantly; and to improve the quality of the lesson plan and components such as teaching materials (hands on), and learning strategy [7].

According to Raymond Bjuland and Reidar Mosvold, lesson study also has been used for professional development of teacher in Japan for more than a century, and it has also been commonly used for professional development since it was adopted in other parts of the world [6].

In implementing Lesson Study, there are three steps: plan, do, and see cycle. Here are the following steps in Lesson Study according to Suratno [8]:

Plan, Lesson Study team collaboratively develops teaching and learning design based on students' needs and their learning demands. Second, in the stage of Do, an appointed teacher (called as model teacher) implements the planned lesson. This activity may be conducted in the form of open lesson where the other team members, including the principal, observe the lesson conducted in a classroom. The observation is mainly aimed as scrutinizing students learning in terms of interaction among students, between students and teachers, and students' understanding of the content to be taught. Third, the reflection or post-class discussion (See) is conducted soon after the open lesson. The appointed teacher model and observer discuss together, led by a moderator as to share evidence resulted from observation, to map identified learning problems and to find alternative solutions for the future lesson improvement.

Based on the explanation above, Lesson Study allows teachers to identify and find solutions to cope with problems in the classroom with their peers, without having feeling of being thought. Besides, Lesson Study can improve learning outcomes since students' problems were solved by the best solutions gained from discussion made by not only by the teachers itself, but also by teachers' colleagues, such as other teachers, head master, and experts.

Lesson Study is an activity that encourage formation of learning society that consistently and systematically to perform self-improvement, both at individual as well as managerial level. Slamet Mulyana gives the formulation of Lesson Study as one of coaching models for professional educator through collaborative and continuous study based on principle of collegiality and mutual learning to build a learning community [9]. Meanwhile, Catherine Lewis stated that [3]:

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 lesson. While it may be a simple idea, Lesson Study is a complex process, supported by collaborative goal setting, careful collection of data on student learning, and protocols that enable productive discussion of difficult issues.

Bill Cerbin and Bryan Koop argued that Lesson Study has four main objectives that are: (1) obtaining a better understanding of how students learn and teachers teach; (2) finding certain results which can be used by other teachers, outside the participants of Lesson Study; (3) systematically enhancing learning process through collaborative inquiry. (4) Establishing a pedagogical knowledge, where a teacher can gain knowledge from fellow teachers.

Meanwhile, according to the Lesson Study Project (LSP), there are some other benefits that can be drawn from Lesson Study involving: (1) teachers can compile the progress of students' work, (2) the teacher can obtain feedback from members or other community, and (3) the teacher can publish and disseminate the final results of the Lesson Study.

Relating to the implementation of Lesson Study, Slamet Mulyana explains the two types of Lesson Study, which are a school-based Lesson Study is implemented by all teachers of various fields with the school principal which aims to keep and improve the quality of learning process and outcomes of all subjects in the school [9].



Fig. 1. Lesson study activity.

1) *Plan stage:* In this stage, the teacher collaborates to design lesson plans (RPP) based on students-centered learning. It begins by analyzing learning needs and problems faced by considering base competence, learning strategy, strategy to overcome the problems and learning media, so that teachers are able to comprehend the condition in which learning will be conducted.

2) *Do / Implementation stage:* At this stage there are two main activities including (a) the implementation of learning activities by following lesson plan which has been made collaboratively, (b) observation is also made by others members of community Lesson Study (teachers, principals, as an observer / observer). During the observation, several things need to be considered are: a) teacher's carry out learning according to the lesson plan (RPP) agreed. b) Students undergo a learning process within a natural setting without being under pressured due to the Lesson Plan program. c) During the learning activities take place, observers were not

allowed to disrupt the learning activities and distract teachers as well as students. d) Observers observe carefully the interaction of students, student-teaching materials, student-teacher, and students-outsiders, using observation instruments previously prepared and compiled together. e) Observers are supposed to learn from the learning process not to evaluate teachers' performance. f) Observers can make video recording or digital photos for documentation and materials analysis. g) Observers keep records on students' behavior during the learning process.

3) *See / Reflection stage*: This stage attempts to make improvement in the learning process. The reflection stage is done through discussion with all participants of Lesson Study which is led by school principle or other agreed person. It starts with teachers' perception and comment toward the learning process that has been done. This stage results some new knowledge or significant decision for the improvement of learning process.

B. Dancing Art Education in Elementary School

The purpose of dancing art learning in elementary school is not to prepare students to be an artist but rather than to offer them a useful experience for their character development. Besides that, dancing art has a unique characteristic and roles that cannot be replaced by other subjects in school. Those provide students with aesthetical experiences covering expression, creation and appreciation. All of them can be conducted under different approaches: learning through art, learning with art, and learning about art.

According to Pekerti et al. the purposes of art learning are explained as below [10]:

- Developing sensory sensitivity through various creative experiences regarding children characteristics and level of development in each education stage.
- Stimulating students' imagination and creative thinking through exploration, creation and appreciation by considering students' potential in each education stage.
- Integrating art knowledge and skill with other subjects related and others.
- Developing children ability in appreciating art in history and cultural context to nurture their understanding, awareness, and ability to regard differences among local culture as well as global that lead children to have tolerance and democratic sense in plural society.

In line with this, Lowenfeld said that art learning is functioned as media for self-expression, communication, play, and to express children potential and interest. Art learning implicitly has benefit in term of its pedagogical in order to develop children based competence [10].

C. Dancing Art Learning Competence

Learning competencies that should be achieved by students covering three aspects; cognitive (knowledge), affective (attitude), and psychomotor (skills). Competence according to Kupper is the ability of learners to solve adequately tasks and

realize the tasks in real-life situation [11]. The definition has shifted to include all skills and habits needed in students' life as a students, individual, and community members. Mahfuddin described the competence is "basically a set of behaviors as an integration between cognitive, affective, psychomotor displayed at everyday life (life skills)" [11]. By using three concepts, effective strategy through identification, appreciation, exploration, and expression are needed to help fourth graders achieve their dancing art competence.

D. Lesson Study in Dancing Art Education in Elementary School

Lesson Study is a model for teachers' professionalism development through collaboration and sustainable investigation about teaching and learning based on colleague principal. It is a useful model to develop learning community in primary school. Teachers and colleagues identified problems in learning process and then work together to find innovative solutions to overcome these problems. These activities include the plan-do-see and aim to improve the competence of artistic expression of the students in elementary school. The results of field observations are not stimulated to develop students' creativity but the students are directed to practice without seeing the model first. It shows that students seem less interested and passive in learning which leads to less optimal achievement of students' competence. To facilitate the applicants in the field then the following learning syntax are structured, below:

TABLE I. STRUCTURE LEARNING SYNTAX

NO	SYNTAX	ACTIVITIES
1	Plan	<ul style="list-style-type: none"> • Preparation stages starts by identifying problems in learning covering teaching material, learning strategy, and deciding teacher. • Teaching material is adapted to the curriculum and school program. In-depth analysis about deciding the best teaching material is conducted collaboratively by considering demand of curriculum, background, knowledge, target competence. • Inviting other parts to be observer in two stages: observation and reflection stages.
2	Do (Implementation)	Firstly a briefing is conducted to give some overview about Lesson Study activities. In this stage the teacher is given opportunity to present her/his lesson plan in front of other members.
3	See (Reflection)	<ul style="list-style-type: none"> • Reflection is done immediately after teaching process in order to keep accuracy of the information given. • Facilitator gives opportunity to all parties to share their opinion about the learning process. • After sharing session from the observer, then it is followed by the conclusion given by the experts for better performance in next meeting.

TABLE II. ASSESSMENT INDICATOR

No	Students' Name	Assessment Aspect	Average	X
		Cognitive skill: Students are able to share their opinion, ask and respond to questions. The result is then used by students to develop the deer motion based on their imagination.		
		Affective skill: Students actively participate in creating motion which is sustainable with their characteristics with responsibility, discipline and spirit.		
		Psychomotor skill: Students are able to practice the motion that has been composed with the music in group expressively.		

III. RESEARCH METHOD

This study used Classroom Action Research (CAR) on Lesson Study of Lewis's model [3]. There were three cycles conducted in this research which covered plan, do, and see in each cycles.



Fig. 2. Research procedures.

Each cycle was divided into three stages, plan, do, and see. Plan was done by doing discussion with their teacher and expert team. The discussion result was then put on lesson plan for the teaching. The expert team became the observer during classroom practice. They observed and gave feedbacks to the teacher's performance, after that they discussed it with the teacher for making improvement in the next teaching practice.

The participants of this study were fourth graders of Ambit elementary school. The practitioners involved in the Lesson Study were dancing art educator experts, teachers, and school principals of elementary school in Situraja, south Sumedang including SDN Ambit, SDN Cijeler, and SDN Karangmulya. The data were collected through; 1) assessment test, 2) observation regarding teachers' and students' activities, 3) interview.

IV. FINDINGS AND DISCUSSION

Lesson Study is a model for teachers' professional development through collaboration and sustainable investigation about teaching and learning based on collegiality principal. It is also a model for developing learning community in primary school. Teachers and their colleagues identify

problems in learning process and then work together to find innovative solutions to overcome them. These activities included the plan-do-see and aim to improve the competence of artistic expression of the students in elementary school.

In order to give the teacher a clear understanding about Lesson Study, in the Plan Stage experts' team tried to offer a topic about "deer" for teaching material. It is due to familiarity of "deer" to children world so that it can be used to trigger their verbal and psychomotor ability. After finding agreement with the teacher then the experts gave the teacher some inputs about learning in order to improve teachers' professionalism through collaborative and continuous studying about teaching learning process based on collegiality principal and learning community.

Based on the classroom observation from three cycles, the students seemed enthusiastic to join the learning process since they actively responded the teacher's questions, asking, discussing and demonstrating their work. Though the classroom situation was little bit crowded, however it could be managed well by the teacher. During the teaching session, the teacher assessed the students by giving assessment test in order to measure their competence in dancing art. Regarding this, Kupper said that competence is students' ability to perform tasks in achieving learning objectives [11]. However in this study, the target competence includes cognitive, affective, and psychomotor skill. These skills were implemented in each learning stages such as identification, appreciation and motion of children dance. From the topic give, deer, teacher and the students explored various activities to achieve the competences.

After the teaching program, the teacher spread questionnaires relating to the learning process. It was aimed to gain students' perception toward learning dancing art through Lesson Study. In fact, students simply and naturally responded the questions based on their opinion. Most of them (90%) enjoyed their learning and happily joined each activity in the learning process. Overall, most students' especially loved dancing art since it was an enjoyable and a joyful activity for them. Besides that, the use of audio visual media has encouraged their motivation. It can be seen from the students who danced seriously by imitating deer motion happily. It indicates that dancing art is desired by children that can be seen from the enthusiasm, happiness, and cheerfulness during learning process. This is in line with the purpose of art learning which roles as media for expression, communication, play, and for expressing interest and talent [10].

The result of this research showed that Lesson Study in dancing art lesson is a joyful learning that gives many benefits not only for students but also for teacher and her/his colleague since it tends to improve their knowledge and understanding relating to dancing art learning. As stated by Hendayana et al. that Lesson Study is a useful and an applicative activity for developing teachers' competence [7].

V. CONCLUSION

Dancing art learning is a part of cultural art studies that explores and develops students' esthetics and potential. However, there are several problems faced due to many factors

during the learning process especially from the teachers' aspect. In fact, dancing art teaching practice in most elementary school is given by class teachers who generally have limited knowledge and understanding about dancing art since they are not the subject teacher.

The result of this study revealed that dancing art learning through Lesson Study may improve learning outcomes by conducting plan, do, and see appropriately. Both students and teachers enjoy and enthusiastically follow the learning process. Students' competence in terms of cognitive, affective, and psychomotor have improved: 90% of students' competence is categorized as good performer. Meanwhile in term of students' perception, 100% of students agreed with the method and enjoyed the learning process. It means that creating innovative and creative learning can encourage students' motivation and interest in learning. In addition, doing Lesson Study may strength the relationship either among teachers at the same school or different ones. It also gives opportunity for the teachers to improve their knowledge and skill through sharing and discussion session.

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