
MANAGEMENT OF THE QUALITY IMPROVEMENT OF EDUCATION BASED ON LESSON STUDY

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Abstract

The improvement in the quality of education requires serious efforts from teachers. Teacher is one of the cornerstones of success of educational goals. The teacher is a decisive component in the education system as a whole which must be the central concern, first and foremost. Teachers are required to make innovation. Lesson study is a learning process innovations designed and developed actively, practical, fun, and effective. Lesson study is an activity that can encourage the formation of a community of learning (learning society) which aims to make the learning process better so as to increase the quality of education. This lesson study activities are not instructions or patronizing, but carried out collaboratively between the model teacher, observer, and students. In the implementation of learning, lesson study pursued with several stages of the Plan, Do and See. Lesson study in the learning process oriented to students, working as a team, develop teaching techniques. The concept of lesson study should be framed within the management program for maximum learning outcomes that are consistently and systematically.

Keywords: *Management, quality education, Lesson Study*

1. Introduction

Improving the quality of education is the goal of development in the field of education National and is an integral part of efforts to improve the overall quality of Indonesian human. In Law No. 20 Year 2003 on National Education System Article 3 states that the National Education serves to develop the ability of self and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and fear God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens who democratic fiber is responsible.

Improving the quality of education required serious management in the process of learning management. Serious management will help the quality of education, particularly in view will be perceived by the students' educational output. The education process run by educational institutions will not be separated from the problem. Serious problems referred making quality in implementing the learning process. Although not the only party that has an important role to improve the quality of education, the teacher still has the greatest role for innovation and improving the quality of education can be started in the classroom through innovations in the learning process. But the problem is a common thing found in the dynamics of learning experienced by students. But the concept of Lesson Study is present to answer these problems.

The presence of lesson study as one of the alternatives to overcome the problem of learning practices that have been deemed ineffective and unable to improve the quality of

education. Not a stranger to say that has long been the practice of learning in general tend done conventionally. Such conventional learning practices are more likely to emphasize on how teaching teachers (teacher-centered) than on how students learn (student-centered). All-sharing contributions conventional learning are not able to provide quality improvement processes and student learning outcomes. To change habits instructional practices of conventional learning to the student-centered learning is not easy. Lesson study can apparently be used as an alternative in order to promote changes in teaching practice in Indonesia towards a much more effective. Lesson study is a "model professional guidance for educators through assessments and ongoing collaborative learning based on the principles of collegiality to build learning communities" (Hendayana et al, 2006: 10). Lesson Study was conducted in three stages, namely Plan (plan), Do (execution), and see (reflect)

2. Essence of Lesson Study

The concept of lesson study is one of the development efforts in order to improve the learning outcomes of the learning process conducted by a group of teachers in a collaborative and continuous, in planning, implementing, observing and reporting learning outcomes. Lesson Study is a continuous activity is relentless and is an attempt to apply the principles of quality management, which improve processes and student learning outcomes on an ongoing basis. Lesson study is an activity that can encourage the formation of a community of learning (learning society) are consistently and systematically perform self-improvement, both at the individual level and managerial. Hendayana, S, et al. (2006: 10), giving the formulation of lesson study as a model of professional guidance for educators through collaborative learning assessment and sustainable-principles based on the principle of collegiality and mutual learning to build a learning community.

Lesson study is a form of activity carried out by a teacher in designing learning activities to improve the quality of student learning. By implementing lesson study teachers can learn from the learning process conducted by the observer, and can improve themselves through feedback and ideas are given by others. Lesson study according to Rusman (Supranoto: 2015) is an activity that can encourage the formation of a community of learning (learning society) are consistently and systematically perform self-improvement, both at the individual level and managerial. Lewis (Prihantoro: 2011) stated that the lesson study is a complex process, supported by a collaborative arrangement goal, accurate in the collection of data on student learning, and an agreement that gives an opportunity of discussion.

The concept of lesson study run by the model teacher can provide benefits. But moreover, the observer (another teacher / partners, students, and others) were present at the time of learning. By observing, learning activities undertaken a model teacher, observers are encouraged to reflect on the implementation of learning and how to improve its quality. Therefore, the real lesson study is a joint learning forum for mutual learning from experience to improve the quality of learning. in the lesson study process requires a learning approach so that learning can proceed smoothly. Lesson Study will work best if framed within the concept of management. Lesson study is already clearly offer the learning process and learning resources for teachers and observer models.

3. Quality of School

Quality is a subjective and relative terms that can be interpreted with various personal point of view that is supported by the argument. Broadly quality can be interpreted as the result of a product or service that satisfies the needs of consumers / customers.

Ministry of Education (Mulyasa, 2013: 157), general "is defined as the quality of picture and the overall characteristics of the goods or services which demonstrated the need ruthlessly expected or implied. In the context of education, the notion of quality includes input, process and output of education".

Quality characteristics can be measured both quantitatively and qualitatively. In view Zamroni (2007: 2) said that school improvement is a systematic process that continuously improve the quality of teaching and learning processes and factors associated with it, with the goal of becoming a school targets can be achieved more effectively and efficiently.

Quality in educational contexts is a successful learning process fun and enjoyment for education customers. Customer education services produced by the school consists of a primary customers are students, secondary customer that parents and the community or funders, and customers, namely the users tertiary school graduates consisting of institutions of higher education and the world of work. Secondary and tertiary customers, namely parents, communities, funders, and users graduates, could be called by the parties concerned in education in schools (stakeholders).

Based on the concept of quality, then the quality of school should be determined by the customer, ie, students and stakeholders, not by the manufacturer of the schools themselves. This means quality school is a school that is able to provide services or education services that meet or exceed expectations and satisfaction of its customers. According to Crosby (in the Hadith and nurhayati, 2010: 85) quality is conformance to requirements, ie according implied or standardized. A product in accordance with our own quality standards have been determined, the quality standards including raw materials, production processes and finished products.

Management systems that are in the school improvement schools themselves by empowering all school components to continuously improve the capacity and capability of the organization of the school to meet the needs of learners and society. Quality in education has a distinctive dimension, which distinguishes it from the industrial world. In education, quality refers to the dual case, the process and the product.

The concept of quality in the area of education is something that refers to the process of education and educational outcomes. The process of quality education includes the availability of teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as the creation of a conducive atmosphere. School management, class support function to synchronize the various input or synergize all of the components in the interaction (process) teaching and learning between teacher, student and means of support in the classroom and outside the classroom; both the context of curricular and extra-curricular activities, both in the scope of substance has academic and non-academic in an atmosphere that supports the learning process. According to Deming (in the Hadith and nurhayati, 2010: 85) is the quality or suitability to the needs of the consumer market. Quality is a dynamic condition relating to product, labor, and environmental processes and tasks that meet or exceed customer expectations. With the change in quality, it needs improvement or change in workforce skills, production processes and tasks, as well as changes in the corporate environment so that products can meet and exceed consumer expectations (Garvi and Davis, in the Hadith and nurhayati, 2010: 86).

The quality of educational outcomes is defined in the context of referring to the achievements of the school in any given period of time. Achievement or educational

outcomes can be the results of tests of academic ability. Can also achievements in other fields such as achievement in a sport, art or additional skills. To be a good process was not wrong direction, then in terms of quality of results (output) should be formulated in advance by the school, and must be clear targets to be achieved for each year or other period. In other words, the responsibility of the school in terms of the quality of not only the process, but ultimately the responsibility is on the results achieved

4. Improved Quality of Education Based Study Lesson

Management is basically a process of using resources effectively to accomplish a specific goal. The intended target of quality management is to improve the quality of jobs, improve productivity and efficiency through improved performance and quality improvement work in order to produce products that satisfy or meet the needs of consumers. Thus, the quality management process is not a set of procedures to improve performance and enhance the quality of work. It can also be said that the essence of quality management is a management system that continuously seek and directed to improve customer satisfaction at a low cost. Cheapening the cost, it is because of the resulting product quality and reduces failure-free from adverse effects, so that the ratio between output and input is high.

Quality education will be obtained on quality education institutions anyway. Quality college will produce quality resources as well. The quality of education can be achieved through one of the ways that the learning process. The concept of quality management in the field of education; how to regulate all educational resources, which is directed to all those involved in carrying out the task with vigor and participate in improving the implementation of the work so as to produce services that meet or exceed customer needs. The success of some of the concepts of quality management in the field of education, in its application requires several changes.

Improving the quality of education requires a quality assurance management at the School. The existence of independent institutions or organizations that handle and certify the quality of the school, the degree of school will meet the criteria of the quality standards. Institution or organization is conducting the standardization of the quality of each component of the focus of quality assurance. Thus, the school is able to adjust the quality of systems, processes and raw educational outcomes. If implemented in schools all system components, processes and results of education have met the quality standard criteria can apply to obtain a quality assurance certification from the international organization. Thus, the implementation of quality assurance programs can be attributed to the implementation of lesson study.

Each educational unit has the obligation to undertake guarantee education. The education quality assurance is basically a systematic effort undertaken by educational units to implement the eight national education standards. Through quality assurance expected to create a culture of quality in every educational unit. The growing culture of quality in every education unit is expected to be able to improve the overall quality of education. Therefore, efforts to comply with national education standards through quality assurance is a key factor in improving the quality of education.

In this regard to implement quality assurance of education, the government made Education Minister Regulation No. 63 of 2009 on Quality Assurance System of Education which states that quality assurance is an activity of the systemic and integrated by the unit or educational program, the organizers of units or educational programs, local governments The government, and society to raise the level of intelligence of the nation through education. Quality assurance system is a subsystem of the national education system whose main

function is to improve the quality of education. Although implementing quality assurance systems are still not as expected.

The learning process is not qualified are not in accordance with the standards process is thought to be one of the major contributing factors to the low quality of education, without ignoring other factors among which the condition of learners (health, fitness, etc.), quality of teachers, curriculum, limited budget, limited means, and so also have contributed to the decline in the quality of education.

The variety of the needs of students will learn, diverse needs of teachers and staff in professional development, different school environment to one another and coupled with expectations of parents / community will be a quality education for children and the demands of the business world to gain power quality, impact on the necessity for each individual especially a group leader must be able to respond and appreciate the conditions in the decision making process. It gives confidence that in the decision making process to improve the quality of education may be used various theories, perspectives and frames of reference, involving various school be on at the forefront of the educational process, then it is the duty of the school should be a major part in the creation process decisions in order to improve the quality of education. Meanwhile, people are required to better understand the educational participation, while the central government playing a supporting role in determining the basic framework of education policy.

This strategy is different from the concept of the school management as we know it. In the old system, the central bureaucracy dominates the decision-making process or manufacture of education, which not only is macro policies alone, but further to the things that are micro. While schools tend to only carry out those policies that do not necessarily correspond to the learning needs of students, the school environment, and parental expectations. Experience shows that the old system often creates a contradiction between what the needs of schools with policies that should be implemented in the process of improving the quality of education. The phenomenon of granting independence to the schools shows a change in the way of rational thinking, normative and prescriptive approach in decision making education to an awareness of the complexity of decision-making within the education system and the organization may not be able to appreciate in full by central bureaucrats. This then encourages the emergence of thought to switch to the management concept of school based quality improvement as a new approach in Indonesia, which is part of the decentralization of education that is being developed.

The development of the management concept is designed to improve the ability of schools and communities in managing change in relation to the overall goal of education, policy, strategic planning, curriculum initiatives that have been determined by the government and education authorities. This education requires a change in attitude and behavior of all components of the school; principals, teachers and personnel / administrative staff, including parents and the community in looking, understanding, helpful as well as observers who carry out monitoring and evaluation in the management of the school in question, supported by management information system preventative and valid. The end of all that is addressed to the success of the school to set up a quality education / quality for the community.

Implementation of the concept of quality improvement, the school has the responsibility for managing themselves with regard to issues of administration, finance and personnel functions of each school within the framework and policy direction that has been formulated by the government. Together - together with parents and community, schools

must make decisions, set priorities, besides providing a more professional working environment for teachers, and improve their knowledge and capabilities as well as people's beliefs about the school / education. Principals should appear as the coordinator of a number of people representing different groups within the school community and professionals should be involved in any process of change in schools through the application of the principles of total quality management to create competition and awards in the school itself and the school other.

The competition system will encourage schools to continue to improve, while the award will be able to give you the motivation and the confidence of the personnel of the school, especially students. So schools must control all human resource including human resources available, and more should more efficiently use these resources to things - things that are useful for the improvement of quality in particular. Meanwhile, macroeconomic policy formulated by the government or other education authorities are still needed in order to guarantee the goal - the goal is national and accountability are national in scope.

5. Study and Implementation Lesson Problem

Implementation of Lesson Study involves various parties involved, such as teachers, educators, teachers and students. Implementation lesson study can not be separated from the problem or obstacle as the dynamics of quality achievement. these obstacles could arise from human resources, infrastructure, or technical policy. The following will be presented about the problems identified with regard to the implementation of Lesson Study as an Innovation in Education (Hendayana et al., 2006).

a. Human Resources Factors

Lesson study can be seen as a simplistic idea. However, but the lesson study is a complex process. Lesson study is a process that teachers collaborate in small groups to plan, teach, observe, review and report the results to the application in learning. Collaborations and meet, initiated together and then conducting lesson study in learning the distinctive characteristics of the concept of lesson study is the main attraction and a differentiator from concepts that have performed in the learning process.

Some of the problems that occur in realization of Lesson Study related to human resources are (1) has not been uniform understanding of Lesson Study; (2) the readiness of cooperation; (3) coordination.

b. Factors Infrastructure

Implementation requires a means of learning infrastructures in helping achieve results. Similarly, in learning using by lesson study. In general, problems were found in the lesson study is limited medium of learning, learning tools, and sometimes less supportive classroom with the number of students and observers who participated in the learning lesson study.

c. Technical Policy Factors

Realized or not the lesson study activities affected by decision-making at the school level and even the initiative of the Regional Education Office give positive support to the concept of lesson study and colleges that classify the lesson study in Indonesia become a cornerstone in socializing learning of lesson study

6. The Framework of Lesson Study in Quality Improvement

In general stages of lesson study is divided into three stages items, namely:

1) Stage of planning (Plan)

The initial stage in the lesson study starts with the existence of a team. Heterogeneity in the team absolute exist and need to be considered in the formation of lesson study groups. Membership diverse in terms of age, educational background and teaching experience will further enrich the team and allow members of the group are obtain the benefit because there is mutual learning process between group members.

The team which is joined in lesson study collaborate to create a syllabus, lesson plans that reflect the student-centered learning. A planning begins with activities in analyzing the needs and problems faced in learning, such as the achievement of basic competence, how the teaching of students, Anticipate shortage of learning facilities. The results of the analysis with the team will help to know the real conditions that will be used for the sake of learning. Furthermore, team together look for solutions to solve all the problems found. Conclusions from the analysis of the needs and problems into parts that must be Considered in planning future learning.

2) Stages of Implementation (Do)

Implementation of lesson study is based on lesson plans that have been prepared with the team, the activities of implementation of classroom learning conducted by one of the teachers whom is agreed that called as model teacher, while other members act as an observer who observes the process of learning by using research instruments that have been developed. Thus, along with the implementation of the learning process, carried out the interpretation of the data that is necessary to reflection interest. Things that need to get the focus of attention when observation is time prediction accuracy, classroom management, adherence to syllabus, student activities, and achievement of the objectives for each stage of learning activities.

3) Stages of Reflection (See)

The next activity after the learning process is a reflection activities. Reflection is Followed by all members of the group by reviewing the results of observation of each teacher and the record of the learning process. Lesson study activities are expected to Achieve the expected learning goals. According to Bill Cerbin& Bryan Kopp (Sudrajat, 2008) Suggests that the lesson study has four (4) the main objectives items, namely to: (1) gain a better understanding of how students learn and teachers teach; (2) Obtain certain results can be used by other teachers, outside of participants of lesson study; (3) enhance the learning systematically through collaborative inquiry; (4) establish a pedagogical knowledge, where a teacher can gain knowledge from other teachers.

Reflection activities Carried out in the form of discussion was Attended by all of participants of lesson study. The reflection is not intended to assess the teaching capabilities of the models but rather focus on the evaluation is on how the students' response to the learning undertaken. The discussion starts from the delivery impressions of observers who have been practicing learning, to submit comments or general impression as well as a special

impression on the learning process is done, for example the perceived Difficulties and problems in implementing the lesson plans that have been prepared , and the students do not pay attention to learning. Furthermore, all observers submit feedback or suggestions wisely to the learning process that has been implemented. In presenting the suggestion of the observer, is expected to be supported by evidence Obtained from observation, not based on opinion. Various discussions that developed in the discussion can be used as feedback to all of participants for the benefit of the repair or improvement of the learning process.

7. Conclusion

Variations in the needs of students in the learning process requires a learning process that can provide solutions. Therefore, improving the quality of education need to look for alternative management of learning. This prompted the birth of the concept of management of the improvement the quality of education based lesson study. This alternative of management provide ways of working collaboratively in the learning process between the model teacher, observer and student. The consequences of the implementation of this program requires a high commitment from all parties Involved. In the preparation of lesson study, the team which is formed has to establish indicators or targets achievement.

Studies lesson activities are activities that Also had a problem or challenge in the implementation. but the presence of problems and obstacles become dynamics in the world of education. These obstacles can be handled through in three-step lesson study there are : there is a collaboration of lesson study teams that formed through the stages of plan, do, reflection. For the recognition and comparison the perception about lesson study and to improve the quality education of lesson study it is need commitments in improving the concept and implementation of lesson study, so the socialization must continue to be done through teaching and learning, workshops and even socialization from person to person

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