

THE APPLICATION OF LESSON STUDY ACTIVITY IN PALOPO

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Abstract

This paper aimed the description of lesson study activities at University of Cokroaminoto Palopo. The researcher used descriptive research design. The research question of this research is what is the practice of lesson study at Cokroaminoto Palopo University? The researcher used purposive sampling in choosing the sample. There are nine lecturers as the sample of this research. These nine lecturers comes from different class i.e. science and social class. They are the lecturers of Indonesia Language, English, Science, Math, and PPKn. As a result, this paper shows us that lecturers did three phases of lesson study, those are: plan, do, and see. In plan phase, the lecturers' do some revision of their teaching plan and in do phases; moreover some of the lecturers have role as the observer for the junior high schools classes.

Keywords: *description, lectures' activity, lecturers' study.*

Introduction

Lesson Study is a literal translation for the Japanese word *Jugyokenkyu*—*jugyo* means *lesson* and *kenkyu* means *study* or *research*.” ([Fernandez 2002, p.394](#)) Lesson study, however, is more than merely studying or perfecting a single lesson; instead, it is a process by which teachers systematically examine their practice and their students' learning to become more effective instructors. At the heart of lesson study are *kenkyujugyo* (study lessons), which are collaboratively planned and systematically evaluated, and which hopefully reveal larger truths about effective teaching and student learning. The professional development process itself is more important than any specific lesson that is developed.

Lesson Study has been applied at Cokroaminoto Palopo University Since 2013. The government gave contribution in financial and the expert of lesson study. At First year, Cokroaminoto Palopo applied lesson study in Faculty of Teacher Training and Education (FKIP). Second year, UNCP extended the area of program lesson study into FKIP and Science faculty. Last, the government suggested UNCP to expanded the area of lesson study the teachers at Palopo. That is why, at the third year, there are two junior high schools join UNCP in applying lesson study in their classes. Those junior high schools are SMP Negeri 3 Palopo and SMP Cokroaminoto Palopo.

The outcomes of applying lesson study are: 1) The concept and practice of Lesson Study applied by the leturers have increased, 2) The colleageality between lecturers, students, and teachers have increased, and 3) The lecturers' research have increased.

Based on the explanation in background, the researcher formulates the research question: What is the practice of lesson study at Cokroaminoto Palopo University? While the objectives of the research is to find out the practice of lesson study at Cokroaminoto Palopo University. The researcher believes that the result of this research can give contribution to: the team of Lesson Study in developing Lesson Study Program and Faculty of teacher taining and education. The researcher limits her research into the steps of lesson study at plan-do-see phases for timeline 2013-2015. She also limits her research

into Science : (Agriculture, Biologi, and Informatica class) and Social (PPKn and Bahasa Indonesia)

Lesson Study

The expression *lesson study* is a literal translation for the Japanese word *Jugyokenkyu*—*jugyo* means *lesson* and *kenkyu* means *study* or *research*.”

(Fernandez 2002, p.394) Lesson study, however, is more than merely studying or perfecting a single lesson; instead, it is a process by which teachers systematically examine their practice and their students’ learning to become more effective instructors. At the heart of lesson study are *kenkyujugyo* (study lessons), which are collaboratively planned and systematically evaluated, and which hopefully reveal larger truths about effective teaching and student learning. The professional development process itself is more important than any specific lesson that is developed. Lesson study consists of three phases, collectively referred to as “plan-do-see”. The planning phase begins with the selection of the topic, and it encompasses the study of teaching materials and mapping out lesson plans. The process of lesson study is initiated by setting a goal. The teachers will work collaboratively on ways to achieve the particular goal. The study of teaching materials is believed to help teachers clarify unclear points and to confirm and strengthen the content knowledge necessary to teach the topic effectively (Baba & Kojima, 2003). Mapping out lesson plans requires teachers to have a good understanding of their learners’ needs, pre-knowledge and misconceptions. Teachers are encouraged to anticipate the challenges learners may encounter in the lesson and to be prepared with appropriate strategies to assist them. After the planning phase, a teacher conducts the study lesson based on the plan. This lesson plan is usually photocopied and distributed to each observer. The number of colleagues who observe the lesson varies depending on the purpose of the particular lesson study. If it is a lesson study by a subject group or a grade level of teachers, the number of teacher observers is usually smaller. On the other hand, when the lesson study is carried out in a large public research meeting, dozens of observers including curriculum experts and tertiary teachers will attend. In each case, the participants will carefully watch what the teacher and the learners do. The observers listen attentively to all contributions made by the learners, and make a note on the lesson plan of the critical remarks by and/or behaviours of the teacher and the learners in relation to achieving the lesson outcomes. The observational notes on a lesson plan serve as evidence for later discussions in a post-lesson conference or forum. In most cases, the post-lesson forum follows immediately after the lesson. If time or schedules do not allow for it, the post-lesson forum may take place later on the same day. During the forum the teacher briefly explains the intended outcomes of the lesson and the points s/he emphasised in the lesson plan. All observers are encouraged to contribute to refining and improving the lesson by asking for clarification, recognising the strengths or good aspects and identifying the challenges. Comments on the challenges should be accompanied.

Method

This research is a library research. The researcher describes the lecturers’ way in applying Lesson Study at University of Cokroaminoto Palopo. This research held on September 2015 until July 2016 at Cokroaminoto Palopo University. Population and Sample.

a. Population

Faculty	Study Program	Lecturer/ Teacher
Faculty of Teacher Training and Education	PPKn	2
	Math Education	6
	Bahasa Indonesia Education	6
	English Education	6
Science Faculty	Math	2
	Physics	2
	Biology	2
	Chemistry	2
SMP Cokroaminoto Palopo	English	1
	Math	1
SMP Negeri 3 Palopo	English	1
	Bahasa Indonesia	1
Total		32

b. Sample

The number of sample in this research is 9 Lecturers. The researcher used purposive sampling in choosing the sample. She chose lecturers from science and social class. The lecturer in social class includes those are who teach in PPKn, Bahasa Indonesia, and English education. Science lecturers are the lecturers who teach at Math education, math, and physics.

The procedure of collecting the data are the researcher collect the report from the lecturers who have conducted lesson study in their class and the researcher collect the video and report from Lesson study team. The Data were analyzed by tabulating the lecturers' activity.

Result and Discussion

The reseacher found that the lecturers' activity is Plan, do, see. It can be seen as this table:

	Study Program	Lesson Study Steps	Learning Model
Social Class	PPKn	Plan, do, see	Collaborative Learning
		Plan, do, see	Collaborative Learning
	Bahasa Indonesia & Literature Education	Plan, do, see	Cooperative Learning
		Plan, do, see	Collaborative Learning
	English Education	Plan, do, see	Group Dynamic
		Plan, do, see	Collaborative Learning
Science class	Math Education	Plan, do, see	Think, Pair, and Share
	Math	Plan, do, see	Collaborative Learning
	Physics	Plan, do, see	Collaborative Learning

Based on the Process of Lesson Study (source: Cerbin, W & Kopp.B (2011). Lesson Study Guide. Retrieved November 21, 2015 From <http://www.Uwlax.edu/sotl/lsp/guide>): There are some steps in applying lesson study: 1) Form a team, 2) Develop Learning Goals, 3) Design the lesson, 4) Plan the study, 5) Teach and Observe, 6) Analyze & Revise, and 7) Document & Disseminate

In University of Cokroaminoto Palopo, the lecturers apply lesson study based on the program of lesson study program at Faculty of Teacher Training and Education. The program consists of:

- a. Workshop Lesson Study
In this moment, the lecturers are grouped into several teams. They were given guidance in applying lesson in their team.
- b. Workshop Teaching Plan and Teaching Material
In this workshop, the lecturers were given guidance in designing lesson plan and observing a class by expert from government.
- c. Open lesson and Reflection Practice
In this workshop, the lectures were given guidance in teaching in class and conducting reflection.
- d. Document and Dissemination
In this step, the lecturers wrote their portofolio and disseminate it in University of Cokroaminoto Palopo. Also, they published their article to some journals. At 2014, there were 2 lecturers disseminate Lesson Study at Wals in Bandung. In 2015, six lecturers went to Thailand to disseminate it.

Conclusion

Based on the result of this research, the researcher found that the parctice of Lesson Study at Cokroaminoto Palopo mostly used cycle Plan-do-see. The Lecturers and the teacher began their teaching from plan phase, in this phase was conducted a day or two days before doing the implementation of their teaching. Pase do and see was done at the same day in order to discuss what they have done in classroom or the do phase.

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