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THE DEVELOPMENT OF MODEL ON FIELD EXPERIENCE TEACHING PRACTICE PROGRAM (PPL) BASED ON LESSON PLAN IN ISLAMIC EDUCATION STUDY PROGRAM (PAI) IN ISLAMIC STATE INSTITUTE PONTIANAK

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HIGHLIGHT

- *Lesson planning is important in classroom learning activities.*
- *The teacher makes a lesson plan as guidelines.*

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ABSTRACT

This study is aimed to develop a model of lesson study for the Teaching Practice Program (PPL) to improve students' ability in implementing instruction for prospective teachers of Islamic Education Study Program (PAI) at the Islamic State Institute (IAIN) Pontianak.

The R & D and experimental methods were used and carried out at the PAI in Education and Teacher Training Faculty (FTIK) of the IAIN Pontianak. Data were collected using the inventory, observation sheets, FGD and documentation. Validation of the contents was analyzed by expert judgment, while descriptive and comparative data analysis was conducted using t-test for independent samples. All was done with IBM SPSS 20.

This research revealed that the model of lesson study implemented at PPL activities improved teaching ability of prospective teachers of PAI at IAIN Pontianak. In particular, it was found that: (1) characteristics of supervisors, teacher tutors and students significantly determined the success of the model of Lesson Study in the implementation of PPL; (2) the process of implementation of the Lesson Study-based PPL model was developed through steps of plan, do and see; (3) the Lesson Study-based PPL model had an influence on the ability of prospective teachers of PAI IAIN Pontianak to implement

instruction. The results of this research recommended that PPL should be conducted with a Lesson Study approach.

Keyword : Lesson Plan, PPL, IAIN Pontianak

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A. INTRODUCTION

The Teaching Practice Program (PPL) is an intra-curricular that must be undertaken by almost all student studying in university, including students of Teacher Training Faculty. The purpose of PPL is for students to have factual learning experiences in the field experience of teaching in the school, the real world which later on where they work professionally. The purpose of PPL is for students (internships) to have factual learning experiences in the field, the real world which later on where they work professionally. Teachers nowadays understand the importance of learning experiences based on authentic experiences (Nee Ting and Thong Wong & Ming Thang: 2009), but the features of learning experiences in higher education are rarely discussed.

Many terms are used to refer to the Educational Teaching Practice Program (PPL). Greta G. Freeman (2009/2010), Maria Liakopoulou (2012), Sara Eisenhardt, Kevin Besnoy and Emile Steele (2012) and Emily Hixon and Hyo-Jeong So (2009) use the term "Field experience". While Sally E. Arnett, Beth Winfrey Freeburg (2008) and Edith Kiggundu and Samuel Nayimuli (2009) use the term teaching practice to match the field practice experience. The Field Experience Program for prospective teacher students in the teacher pre-service education process is also called by Mary M. Kennedy (1998), Tzu-Chien Liu (2005), and Cynthia J. Korpan (2014) as "apprenticeship" (internships).

Islamic State Institute Pontianak (IAIN) as one of the educational institutions of educational staff, prepares the expertise of its graduates through the Field Experience Program (PPL). Although the scope of competencies formed by IAIN Pontianak is Islamic Education teachers, it does not mean that the formation of Islamic Education (PAI) teacher competencies become easier or simpler.

On the one hand, learning experience is important for improving one's competence or expertise, but on the other hand the implementation of PPL is precisely related to the collaboration of prospective teacher students with teachers who are in the field practice.

According to Freeman (2009-2010), "Cooperating teachers and pre-service teachers should have an opportunity to evaluate each other and the field experience program and overall placement process. These evaluations can prove very beneficial when it comes time to make improvements to a program (the collaboration of teachers and prospective teachers must be evaluated, as well as the field experience program and the overall placement process of teacher candidates).

In the implementation of PPL activities in the (PAI) Department of Islamic Education in (FTIK) IAIN Pontianak, findings have been found as follows:

The average score of the ability to conduct the learning of 232 students in PPL activities in the academic year 2013/2014 29.48 (quite skilled). Meanwhile the competencies expected are in the range (30,40 - 40,15) of skilled categories.

Interviews with three (3) students about students' opinions about the implementation of PPL activities so far show that the following points. First, the knowledge and skills of implementing learning possessed by students during the PPL process are strongly effected by the abilities possessed by the tutor teacher. Second, guidance and direction from the supervisor to students is not conduct intensively. Third, the learning community among PPL students while undergoing PPL activities in the training school was not formed. Fourth, students generally have difficulty in determining attitudes due to disagreement between the tutor teacher and the supervisor.

Information obtained through interviews with 3 (three) students underlined the findings.

These findings encourage researchers to improve the practice of PPL students so that in future graduates of the PAI FTIK IAIN Pontianak have competitiveness more. There are several models of Field Experience/ teaching Practices that have been carried out, including: performance based learning (Nee Kang Ting and Kok Wong Thong, 2009), concept achievement models (Jacqueline Hughes, 2009), analytical models of pedagogical activities (João-Pedro da Ponte and Lina Brunheira 2001).

In the research used lesson study models. The lesson study model can build a learning community between students as practitioners and tutors and supervisors (SumarHendayana, et al, 2007). Specifically, this research answered the question: Is the PPL Education model based on lesson study can increase the ability to conduct the learning of prospective teachers in the Department of Islamic Education (PAI) FTIK IAIN Pontianak?.

In general, the formulation of this research is "Can the implementation of lesson study models in the PPL of Education increase the ability to implement the learning practices of PAI teacher candidates at IAIN Pontianak?

Specifically, the questions that need to be answered through this research are:

What are the characteristics of supervisors, tutors and students who are able to develop Lesson Study-based PPL models in PPL Education activities in IAINPontianak?

What is the process of implementation the Lesson Study based PPL model developed in PPL activities at PAI FTIK IAIN Pontianak?

What is the effect of the Lesson Study-based PPL model through the ability in implementing the learning to teacher candidates of PAI IAIN Pontianak?

B. THE LESSON STUDY MODEL

This Lesson Study originates from Japan, with the name *jogyokenkyu*, which means "a systematic process used by Japanese teachers to test the effectiveness of their teaching in order to improve learning outcomes" (Directorate of Personnel Directorate General of Higher Education Ministry of National Education, Expansion Lesson Study Program for Strengthening LPTK (Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia - LEDIPSTI), Book 1 Guide to Implementing Lesson Study in LPTK: 2010). Lesson Study itself means "a model of fostering the professional profession of educators through collaborative and continuous assessment of learning based on the principles of collegiality and mutual learning to build learning communities" (Directorate of Energy, Directorate General of Higher Education, Ministry of National Education, Book 2: Guidelines for Implementing Lesson Study , Lesson Study Expansion Program for Strengthening LPTK, (Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia - LEDIPSTI): 2009)

Indeed, in the beginning Lesson study was used as a model of training (training) the teaching profession through the study of collaborative and ongoing learning based on the

principles of collegiality which help each other in learning to build learning communities (SumarHendayana, et al.: 007). However, since 2006 lesson studies have been carried out in the SYSTEMS (Strengthening in-Service Teacher Training of Mathematics and Science Education of Junior Secondary Level) program. In the implementation of Lesson Study in three districts (Sumedang, Bantul, and Pasuruan), the three pioneering universities provided assistance or provided resource assistance. While in three pioneering universities (UPI, UNY and Malang State University), lesson study has also been disseminated in their respective faculties to several departments outside MIPA, and even tried to be implemented in the field experience program (PPL) (Directorate of Personnel, Directorate General Higher education, Ministry of National Education, Book 3: Guidance for Assistance, Lesson Study Acceleration Program for Strengthening LPTK, (Lesson Study Dissemination Program for Strengthening Teacher Education in Indonesia - LEDIPSTI),: 2009). This means that lesson study in its development can be done through Action Research (Directorate of Manpower, Directorate General of Higher Education, Ministry of National Education, Lesson Study Expansion Program for Strengthening LPTK, Book 2.). This is in line with the thinking of Ciptianingsari (2016), which refers to the integration of lesson study on microteaching conducted by Fernandez in 2005, namely integration of lesson study on microteaching with the term Microteaching Lesson Study (MLS).

PPL must be designed carefully and comprehensively (not as a formality). PPL activities must be clear in all aspects: the conditions of the mentor, the pattern of guidance, the requirements of the PPL activities are more stringent. The rights and obligations of tutors and lecturers must be clear and balanced.

Noting the advantages found in the lesson study model, then to improve the ability to implement learning practices in students majoring in PAI FTIK IAIN Pontianak, in the Field Experience Program (PPL) activities, researchers tend to choose the Lesson Study model as a model to be watched in a study.

The Lesson Study model is actually not a new program. Lesson Study is an adaptation of quality improvement programs for learning conducted in Japan. With the concept of forming a learning community in schools and the application of Lesson Study, schools that collapsed become revived and excited again (AshintyaWidhiartha, DwiSudarmanto, NiningRatnaningsih: 2008)

The main principle of Lesson Study is the gradual improvement in the quality of learning by learning from one's own experience and the experiences of others in conducting learning activities.

C. METHODS

The research method used research and development. Borg and Gall, illustrated that R and D is a new way in the field of education that is different from other educational research (W.W. Borg and M.D. Gall, 1989). In educational development, R & D, sometimes called research based development, appears as a strategy aimed at improving the quality of education. The main activity of research and development is to develop and validate products as stated by Borg and Gall, "a process used develop and validate educational products" (W.W. Borg and M.D. Gall, 1989). The product produced in this study is a learning model for the Educational Field Experience Program (PPL).

The instruments of this study consisted of 3 (three) types of instruments, namely: (1) Instruments to capture data about the process of implementing lesson study. The research instruments include: (a) collecting data about the planning process in the lesson study activities, which contains 12 items; (b) collecting data about the implementation of learning practices, containing 11 items, and (c) collecting data about the reflection process in lesson study activities, which contains 10 items, (2) instruments for assessing lesson plans and learning implementation. This instrument is also used by supervisors and tutors to provide an assessment of the appearance of student practice practices. The RPP assessment instrument consists of 9 items, while the learning practice assessment instrument consists of 8 items, (3) instruments to capture information about PPL participant responses (practical students, tutors and supervisors) to the lesson study approach applied in PPL activities. This instrument consists of 23 items.

D. RESULTS AND DISCUSSION

Limited Trial Results

Based on the Lesson Study-based learning practice schedule, the learning practice implementation activities begin to use the Lesson Study steps, namely:

Planning for Learning (Plan).

The results of the analysis of the note of the RPP discussion, explained that the responses / improvements suggested by the discussion participants to the draft RPP made by the practitioner revolved around issues: the formulation of the subject's identity, the formulation of Basic Competencies, the formulation of the learning objectives, the formulation of the learning objectives, the formulation of the learning scenario, and the formulation of the evaluation.

Implementation of Learning Practices (Do).

Data obtained through respondents' questionnaire responses to the implementation of Lesson Study-based PPL specifically on instruments that capture data about the implementation of learning practices, obtained information:

- 1). All respondents stated that when carrying out learning practice observations have received observation instruments and student practice RPPs, the seating positions provided for observers are ideal for making observations, observation instrument items, focusing on competency skills in carrying out learning, participants in as observers in activities learning practices have complied with the rules of order implementation of observations of learning practices.
- 2). Only some of the respondents felt there were violations of the rules relating to the discipline of attendance and disrupt the concentration of students in learning.

Implementation of Reflections (See)

The results of the reflection discussion explain that:

- 1). All respondents stated that during the discussion process the reflection on the appearance of learning practices took place, there was a moderator who took the lead. The moderator gives students the opportunity to convey their impressions and other things that are considered important when implementing learning practices, observers can convey responses / important things based on the results of the analysis of their observations and focus on the problem of student performance in implementing learning practices, participants has complied with ethics when carrying out reflections by not patronizing student models and using soft tones / subtle word choices when delivering his comments.
- 2). Most respondents stated that at the end of the discussion activity the moderator gave a summary of the results of the discussion or conclusions that were considered important.

Referring to the process and the results of the implementation of a limited trial of the Lesson Study-based PPL model conducted at the Al-Azhar Islamic Elementary School in Pontianak, the researchers found 2 (two) weaknesses in this model that needed to be corrected to be applied when the trial was expanded. The two weaknesses are:

1). At the plan stage, when students (students) carry out discussion of the draft RPP there is no direction and guidance from the resource person (both the tutor teacher and the supervisor). For extensive trials, the presence of tutor teachers or supervisors is needed to overcome the students' uncertainty in taking the right attitude in seeing the proposed draft they make.

2). The whole stages of learning practice activities (preparing lesson plans and implementation of practices in class) that are packaged with lesson study is only done 1 (one) time for each student. For the implementation of extensive trials, each student is given the opportunity at least 2 (two) appearances. This is intended so that there is a second chance for each student to improve his appearance.

2. Widespread Trial Results

a. The process of implementing the PPL Model based on Lesson Study.

1). Planning for Learning (Plan).

a). The Process of Conducting Discussion on the Draft RPP

Paying attention to the recording notes of the draft RPP discussion of all schools / madrasah that carried out extensive trials and after being reduced and analyzed, information was obtained that actually the things that were responded by PPL participants in the reflection discussion in 6 of these expanded pilot schools, almost had similarity, namely with regard to: (a) the accuracy of the selected learning strategy steps, (b) the formulation of preliminary activities, (c) the completeness of the learning material, and (d) the formulation of the process evaluation.

2). Implementation of Learning Practices (Do)

a). The Process of Implementing Learning Practices

From the data obtained through this research instrument, an illustration is obtained that all respondents (100%) stated:

- (1). receive observation instruments and student lesson plans that are practical.
- (2) The seating position provided for the observer is ideal for observation.
- (3) Observation instrument items, focusing on competency skills in carrying out learning.
- (4) During the practice of learning, no observer intervenes in the course of the learning activities exhibited by the practitioner.
- (5) A few minutes before the learning practice begins, the observers are already present in class.
- (6) During the learning practice, the observers remain in the classroom.
- (7) With the sitting position occupied, can pay attention to changes in the faces and movements of students practicing when performing competencies to carry out learning.
- (8) As an observer, it does not help students practice in the learning process in any form and does not help students in the learning process, for example directing their work.
- (9) Trying not to disrupt the concentration of students in learning, for example talking to other observers or in and out of the room.
- (10) The observation sheet given to the observer already contains items that are ideal for seeing the performance of students' competencies practicing implementing learning activities.

b. Results of Implementation of Learning Practices

Based on the data in the preparation table of the analysis of the observation document of the implementation of learning practices, it is found that the comments or suggestions for improvement made by the observers written in the observation sheet of the learning practices, especially in the implementation of the learning practices of phase 1 in all schools have similar results, namely in the form of responses to (a) Apperception & motivation, the suggestion given is to give challenging questions, explain the benefits of the subject matter, (b) the application of a scientific approach, the advice is that the child should be provoked with a story, (c) the use of learning resources, commenting is to practice mastering the IT media , and multiply various sources, (d) use of language, suggestions for improvement are to avoid using non-standard language, and (e) class mastery, so that the teacher's voice volume is increased.

Noting the data contained in the analysis of the observation sheet document on the results of the implementation of PPL based on lesson study phase II, the results of the comments / suggestions and improvements made by the observers in these extensive trial schools are stated as follows:

3) Implementation of Reflection Discussion Activities (See)

a) The Process of Conducting Reflection Discussion Activities

All schools / madrasas carry out reflection discussion activities, immediately after the practice learning activities are carried out.

b) Results of the Implementation of Reflection Discussion Activities.

When the participants carry out reflection discussion activities, they bring notes (data) that are recorded when carrying out the observation practices of learning. These notes or data are then conveyed when carrying out the reflection discussion activities. Thus, the actual results of the discussion on reflection are relatively the same as the results of the notes found on the observation sheet of the implementation of learning practices.

To find out the results of the reflection discussion in round I and round 2, in all schools / madrasas in this extensive trial, the researcher analyzes the documents in the form of notes contained in the reflection discussion notes, reduces the data and summarizes the data, namely in the form of incomplete learning steps in preliminary activities, accuracy / perfection using learning strategies, mastery of subject matter needs to be improved, mastery of language and teacher performance that is not yet maximal, mastery of classes needs to be improved, and the inability to use learning resources.

There are 5 (five) aspects of learning activities that have been successfully reflected through discussion of the results of the students' performances at Pontianak State Middle School 8 in the first round, namely the utilization of learning resources: use pictures / videos do not just use practical models, learning strategies: use learning strategies in accordance with the subject matter, the application of scientific approaches that have not been maximized, mastery of the class has not been met, and inaccuracy in time management.

4) Participants' responses to the Lesson Study-Based PPL Model.

To find out the participant's response to the Lesson Study-based PPL activities in seven units of the extensive trial school, they were given a questionnaire using an attitude scale (strongly agree, agree, disagree, and strongly disagree) to 14 (fourteen) statements.

Data on PPL participant responses to lesson study-based PPL activities are presented in table 4.10.

The interpretation of the data in table 4.10 above is as follows:

All participants of lesson study-based PPL activities, give a positive response (strongly agree or agree) to the implementation of lesson-based PPL that can improve the quality of learning activities of students practice

Most (>50%) participants have a response that strongly agrees that the LS-based PPL model can improve students' skills / abilities: preparing lesson plans, choosing appropriate learning strategies / methods, managing classes, conducting assessments, mastering subject matter, delivering subject matter, formulating contextual problems, communicating verbally, communicating in writing, utilizing ICT as a means of communication, behaving as an example, and the formation of a learning community between students, tutors and supervisors.

Some (50%) of the participants strongly agreed and agreed that the LS-based PPL model could improve student skills in the use of media and develop assessment instruments.

Model Effectiveness

Data Description Phase

Based on the data description, in general it can be said that Lesson Study is more suitable for guiding PPL students by tutors who have masters education with work experience that is stated with a high rank, and supervisors who are educated by doctors, have a high rank with general education expertise.

Hypothesis Testing Stage

In accordance with the design of this study, the hypotheses to be tested in this study are:

$$H_0 = \mu_E = \mu_c$$

$$H_a = \mu_E > \mu_c$$

The research hypothesis proposed in this study is: "The Lesson Study Model provides better results increasing the success of students in practical learning in the classroom compared with the Conventional model".

In accordance with the hypothesis to be tested as stated above, the relevant test statistic is the t-test. This test statistic requires: (a) normal distributed research data; and (b) the variance of the two groups to be compared is homogeneous.

Testing the normality of research data

The results of data analysis showed that the price of KS-Z was 0.866, with a significance of 0.441. Thus means the assumption that the data is normally distributed, accepted.

Homogeneity testing for group variance

Homogeneity testing of the variance of the experimental and control groups was performed using the Leven's Test for Equality of Variance. From the results of data analysis, it was found that the average gained score of the control group was -1.4679 with a standard deviation of 3.23609; while in the experimental group the average was 3.5171 with a standard deviation of 4.13311. Thus there is an average difference of 4.98501, and a standard deviation of 0.89702. The statistical value of the F-test was 2.933 with a significance of 0.089. Based on the above criteria, it means that the variance of the two groups being compared is homogeneous.

Because the requirements for the normal distribution of data and the similarity of variance between the experimental group (Lesson Study model) and the control group (Conventional model) have been fulfilled, there is no reason to reject the t-test statistics for testing the hypothesis in this study.

Summary of the results of hypothesis testing using t-test statistics found that there was an average difference of 4.98501 between the experimental group (Lesson Study model) and the control group (Conventional model), where the average experimental group was higher than the control group. Based on the calculation results, the research hypothesis which states: "Lesson Study Model provides better results increasing the success of students in learning practices in the classroom compared to the Conventional model", is accepted.

E. DISCUSSION

The results of t-test statistical data processing for independent samples explain that there is a significant difference between the ability to carry out learning practices in students who carry out PPL on the lesson study-based model compared to the control group implementing the field experience program with the conventional model. This indicates that the practice of learning packaged in the lesson study-based PPL model has a positive influence on improving the ability of students majoring in Islamic Education in implementing learning practices.

Indeed, theoretically the impact of the lesson study-based PPL model is, first: providing broad opportunities for students to gain experience implementing learning practices effectively compared to conventional apprenticeship models which seem to rely solely on the ability of tutor teachers in schools where they practice. Exactly what was written by Fekede Tuli And Gemechis File which suggested the need for a change in the implementation of PPL from traditional, to the skills and technical models of broader practical experience with an educational focus.

Second, learning practices implemented through joint observation activities and are supported by reflections that are not only one-way.

Third, positive responses were conveyed by those involved in lesson study-based PPL activities. All participants of lesson study based PPL activities, gave a positive response (strongly agreed or agreed) on the implementation of lesson study based PPL that could improve the quality of learning activities of students practiced. Positive responses were also shown by some (50%) of participants strongly agree and agreed that the LS-based PPL model can improve students' skills in using media and develop assessment instruments.

The results of this study also found that there were a number of Characteristics of supervisors, tutors and students who significantly determined the success of lesson study as a model in PPL. These characteristics are: origin of the school (not MA), sex of the student (male), sex of the tutor teacher (male teacher), rank and class of tutor teacher (IV / a), level of tutor teacher education (Teacher S2 / master), gender of supervisor (male), rank and class of supervisor (II / d), level of education of supervisor (S3), and field of expertise of supervisor (general education). The way of mentoring with the Lesson Study model is more successful in male students compared to female students (Gender). Teacher gender characteristics In the Lesson Study Model it turns out that male tutor teachers are more successful using it than female tutor teachers. This finding reminds researchers of the findings of Rogers, E (2003)

which states that there are several categories of adopter characteristics (recipients of innovation): 1) socio-economic status, 2) personality values, and 3) communication behavior. Rogers came to a number of generalizations regarding socio-economic characteristics of adopters which stated: 1) early adopters had higher formal education than late adopters, 2) Early Adopters were very likely to be more understanding than late adopters, 3) Adopters were more early have higher social status, for example in terms of inkam, work, social class, and so on compared to the final adopter. Related to the results of this study, it seems clear that the research findings are not in line with the generalizations above. This might be due to differences in the research sectors conducted. Rogers tends to the field of agricultural innovation, while this research is focused on the work of the field of education. .

Furthermore, Rofers said that (a) Not everyone in a social system adopts a particular innovation or renewal at the same time, but in a time sequence; (b) Variables that influence the speed of adopting or updating are; (1) type of renewal used; (2) communication channels that spread innovation at various stages or processes of innovation decisions; (3) the nature of the social system; and (4) incessant efforts of agent of change in the dissemination of innovation; (c) Some assumptions for adoption of renewal; (1) earlier users do not differ in age from end users or later adopters; (2) the initial user of each renewal receives a longer education than the end user; (3) the initial user tends to be more literate than the end user; (4) initial users have better social status than end users; (5) initial users have a higher social status than end users; (6) initial users have higher vertical mobility than end users; (7) the initial user is more specific than the end user; (8) the initial user has empathy greater than the end user; (9) initial users are more rational than end users;(10) initial users have higher intelligence than end users; (11) initial users are more ready to face uncertainty than end users; (12) the initial user is more positive about his attitude to change than the end user; (13) early users have better fatalistic and achievement motivation levels, and appreciation for work than end users; (14) initial users have higher social participation than end users; (15) initial users are more cosmopolitan than end users; (16) the initial user contacts the media agent and media channel more often than the end user; and (17) early users are more frequent interpersonal contacts, more actively looking for information, have earlier knowledge of updates to be made and are part of the system than end users. Similarly, Hersey and Blancard (2002)

States that efforts to improve professionalism of personnel are influenced by the level of maturity (maturity) which includes;(1) job maturity, consisting of work experience (post job experience), work knowledge gained through education and training, and understanding job

requirements, and (2) psychological maturity, consisting of; the desire to be responsible for work, achievement motivation and commitment to the task or job. While Alfonso and Goldsberry (1982) stated that the effectiveness of increasing the professionalism of educators and the responsibility of improving the quality of learning can be done through peer supervision because through peers the relationship between educators is not formal so that interactions in learning improvement run more effectively.

While the Ministry of Education and Culture stated several things;(a) In many literature studies, the induction program is believed to be a phase that must be passed when someone is declared appointed and placed as an educator (teacher and lecturer). Induction program is a transition period for beginner educators (beginning teacher) starting from the first time he set foot in an educational unit until it is really worthy to be released to carry out educational and learning tasks independently. This policy gains academic legitimacy, because it is theoretically and empirically prevalent in many countries. As great as any theoretical experience of prospective educators on campus, when facing the reality of the workforce, the atmosphere will be different; (b) The issue of teaching is not only related to what material is to be taught and how to teach it, but all subsystems in the education unit and in the community participate in intervening in real behavior that must be displayed by educators, both inside and outside the classroom; (c) When the educator finishes undergoing the induction process and then routinely carries out professional tasks, the professionalization or the process of growing and developing his profession does not stop there. Continual efforts are needed so that educators still have the knowledge and skills that are in accordance with the demands of the curriculum and the advancement of science and technology. Here is the essence of educating and developing professional educators (Kemendikbud, 2013).

F. CONCLUSIONS

In general it can be concluded that the lesson study model implemented in PPL activities can improve the teaching ability of PAI teacher candidates at IAINPontianak. In other words, the Lesson Study Model provides better results to increase the success of students in practical learning in class.

Specifically, the following are summarized:

Characteristics of supervisors, tutor teachers and students who are able to develop PPL-based Lesson Study models in PPL Education activities at IAIN Pontianak are as follows:

Supervising lecturers are those who are male, have the rank and class of stylist, III / d, with a doctoral education level (S3), and the area of expertise is general education. The general education referred to here is lecturers whose expertise in the field of education outside of religious education or religious education.

Characteristics of tutors are those who are male, rank and class is the coach, IV / a, with a master's level / master's level of education.

Characteristics of students are those from schools not Madrasah Aliyah, and male gender.

The process of implementing the PPL model based on Lesson Study that was developed in the PPL Education IAIN Pontianak, was carried out through the stages of the Plan, do and see activities. At the stage of the plan, students practice making a draft RPP, then the draft RPP is discussed in groups. Furthermore, the results of the discussion on the draft RPP were improved upon the suggestions and input of the participants. After that, students practice consulting the tutor teacher and / or the supervisor to get approval, then the lesson plan is implemented in practical learning activities in the classroom (do). At the do stage, students practice appearing to carry out practical learning activities in class according to a predetermined schedule and are attended by other practicing students, tutors and supervisors as observers. The observers observed the performance of the student practice by observing the observation sheets that had been provided.

The observers gave the assessment on the sheet. At the last stage is see. At this stage, a discussion was held to discuss the results of the students' performances. This reflection discussion was attended by all students, supervisors and tutors. The discussion activity was led by a moderator who had been appointed by the chairperson of the PPL Implementation Team. All the results of the discussion during the discussion of reflection are recorded by the note-takers in the form of minutes of reflection. There is a significant influence of the Lesson Study-based PPL model on the ability in implementing teaching to teacher candidates of PAI FTIK IAIN Pontianak

Based on the findings stated above, there are a number of implications produced: Lesson Study Model in PPL activities in the Department of Islamic Education FTIK IAIN Pontianak is only limited to practical learning activities in the classroom. Because PPL is not only related to classroom learning practices, it is necessary to develop a Lesson Study model that is able to cover other aspects of PPL educational activities such as administrative

practices, extra-curricular guidance and interpersonal relationships with the school community.

Lesson Study Model in practice PPL education turns out to be able to improve the ability of practical skills in designing lesson plans and implementing learning activities in the classroom. Therefore, Pontianak IIK FTIK can adopt this model so that the educational PPL that is implemented can produce professional teacher candidates.

PPL participants' responses to the Lesson study model are positive (strongly agree or agree) with the implementation of lesson study-based PPL that can improve the quality of learning activities of students practicing. Therefore, the campus in this case FTIK can provide a more intensive debriefing to students, tutors and supervisors so that the lesson study process in educational PPL can be well understood by all parties involved.

The leaders of FTIK, especially the Department of PAI should socialize the lesson study culture, to all parties involved in PPL activities. With this socialization, it is expected that all parties involved in the implementation of Lesson Study-based PPL education activities are interpreted with the same perception

This model has proven to be effective in increasing student learning outcomes in the activities of learning practices in the field of Field Experience Program (PPLII) with a form of cooperation and high commitment from various parties involved in the implementation of PPL activities in the PAI FTIK IAIN Pontianak. Suggestions for use are: (a) applying this model broadly to the implementation of educational PPL program activities in all madrasas / schools where PPLs are located; (b) all Islamic Education Teachers Education Institutions in other PTAI who also carry out PPL activities can adopt this model by making adjustments according to the characteristics and conditions of the relevant PTAI; (c) the achievement of the Lesson Study model in the implementation of this PPL is a terminal destination rather than a final destination, meaning that this model still needs other development and testing steps involving the training center / training center of the Ministry of Religion in wider and more flexible areas.

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