

Teachers Perceptions of Lesson Study Implementation at Bua Secondary School

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Abstract

This research is descriptive research with a qualitative approach. It aims to find out how the teachers' perception regarding the implementation of lesson study. There were 4 teachers of Bua Secondary School who were involved as model teachers in LS activities as respondents in this study. The instruments used questionnaire to gain data of the students' perception and observation sheet for lesson study activities to support the data. The result of this research shows that through lesson study their students be more active, they become innovative and creative to design and implement differentiation learning, and lots of input or suggestion from observers can improve quality of learning, Moreover, they state that by lesson study they got benefit such as: they can design fun and innovative learning, provide fun learning to students, elaboration occurs in the learning strategy, and through lesson study activities can improve the quality of learning so that it is more meaningful and pro-students. Based on the result, it can be concluded that all the respondents have good perception towards the implementation of lesson study at Bua Secondary School.

Keywords

Teachers Perception
Lesson study

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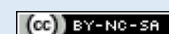
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Introduction

The quality of education can be seen through the quality of its human resources and educators are the most influential in improving human resources. As educators, teachers and lecturers are expected to be able to design and carry out the learning process properly because educators as the spearhead of education are required to have high quality so that learning process in class can take place optimally. However, in reality there are many learning activities in the classroom that run less effectively, which is marked by low student participation in class. The situation like this can impact on a decrease in the quality of teaching and learning. Therefore, an effective strategy is needed as a way out, and one of them is conducting Lesson Study (LS).

Why do educators need to implement LS? Lesson study is a model of developing the teaching profession through collaborative and continuous learning assessment based on the principles of collegiality and mutual learning to build a learning community. Dudley (2015) states that LS is not an applied learning method or strategy, but LS practice can use various methods or strategies that are appropriate to the conditions, situations, and problems faced by the teachers/lecturers. Furthermore, Saito (2015) suggests that LS is implemented in three stages, namely planning, monitoring, and continuous reflection. In other words, LS is a way to improve the quality of education on an ongoing basis (continues improvement).

Firman (2007) explained that several success factors from sustainable lesson study practice were (i) commitment from the Indonesian Ministry of Education and the local Education Office to place lesson study as a model for developing teacher professionalism, (ii) commitment from the faculty and study program that supported by the university to maintain and develop lesson study, and (iii) there is motivation from teachers and professionalism to make changes regarding teaching activities in the learning process.

Kusanagi (2013) in his research results explained that LS practices in Indonesian schools provide opportunities for teachers to discuss learning together with colleagues, and have the opportunity to conduct experiments related to new methods and pedagogy in learning. From several explanations of the research that has been carried out, it can be assumed that the lesson study program has a positive experience in enhancing learning and has potential in terms of increasing the professionalism of a teacher in schools and lecturers in tertiary institutions.

In 2013, Cokroaminoto Palopo University received a grant from the Ministry of Research, Technology and Higher Education in collaboration with the Indonesian Education University (UPI) Bandung, in terms of expanding the lesson study program. The expansion of the lesson study program has been carried out at the Teaching and Education Faculty to date and has become one of UNCP's flagship programs. Many lecturers have implemented lesson study in carrying out teaching, research as well as community service as a form of *tri dharma* of higher education. Over time, the lesson study expansion program has begun to be implemented in some secondary schools in Palopo. In 2022, one of the FKIP lecturers who passed

the partnership program for LPTK lecturers and teachers at school will implement lesson study for the program at Bua Secondary School as a school partner.

Based on the background above, the researchers carried out research with theme related to lesson study. The researchers wanted to know how the teachers' perception regarding the implementation of this lesson study. This research is expected to provide information related to the implementation of lesson study in the school.

Method

This research is descriptive research with a qualitative approach. It aims to find out and describe the teachers' perception of the implementation of Lesson Study at Bua Secondary School. There were 4 respondents in this study, namely the teachers of Bua Secondary School who were involved as model teachers in LS activities at this school.

The instrument used in this study was a questionnaire containing 10 questions. The implementation of this research was carried out through three stages, the first stage was preparation including: determining the location of the research, setting goals and making research proposals, applying for permission to the school, as well as preparing for the survey which included preparing questionnaires, implementing instructions and preparing schedules for data collection. The second stage is data collection. This stage includes: field survey, sampling through interviews with respondents to fill out a questionnaire. The last stage is the data analysis stage.

Qualitative data analysis is a method used to analyze the results of the questionnaire in order to obtain the desired results according to the research objectives. Data analysis was carried out on all the findings data obtained from the questionnaire results. Data analysis is done by comparing one information with other information. Data were analyzed descriptively on all data findings and conclusions. The following is a research flowchart:

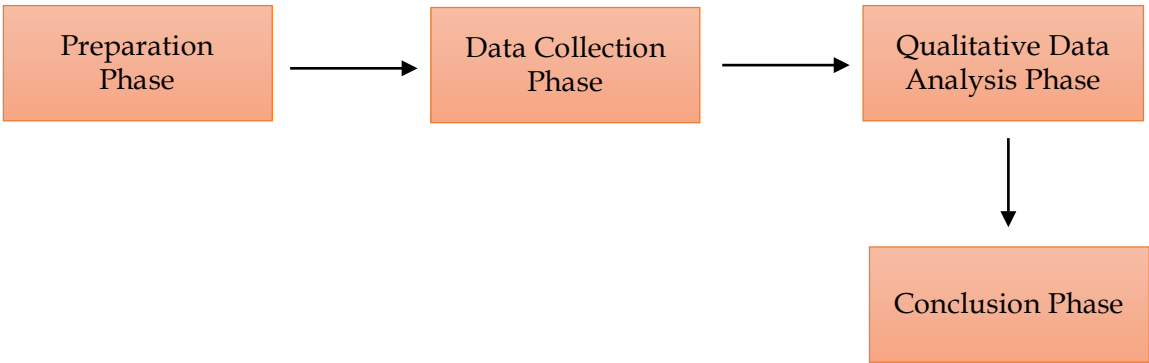


Figure 1: Research Flowchart

Results

On the questionnaire sheet, there are 10 questions that have been given to respondents and answered in writing. The following are the results of the respondents' answers:

Table 1. Question 1: Do you understand about lesson study? If so, explain the purpose and benefits of lesson study!

Respondent	Answer
1	Designing fun and innovative learning.
2	Yes. The goal is to provide fun learning to students. The benefit is the elaboration of learning strategies.
3	Yes. Lesson study aims to determine to what extent in the learning process.
4	The purpose and benefit of lesson study is to improve the quality of learning so that it is more meaningful and in favour of students.

Based on the answers above, all respondents understand the purpose and benefits of lesson study. This means that the perception of the respondents as a model teacher in the implementation of lesson study activities is good.

Table 2. Question 2: Where did you get your understanding about lesson study?

Respondent	Answer
1	From a lecturer at Cokroaminoto Palopo University.
2	From a lecturer who as partner of LPTK Program and from the material opening and files which had been provided.
3	From KDS program implemented by Cokroaminoto Palopo University.
4	Knowing lesson study from a LPTK Lecturer Partnership Program with teachers at KDS school.

Based on the answers from the respondents, the researchers can conclude that all respondents obtained an understanding of lesson study from one of the FKIP lecturers who passed the LPTK lecturer partnership program with teachers in KDS schools who implemented lesson study in the program at Bua Secondary School as a partner.

Table 3. Question 3: Is there any planning (plan), implementation (do) and reflection (see) carried out in lesson study activities?

Respondent	Answer
1	There is.
2	There is. Before the implementation of learning, there is planning with lecturers and partner teachers as model.
3	Yes, every activity always carries out the plan, do and see.
4	Plan, do and see activities in lesson study activities exist and are implemented.

Based on the answers from the respondents, the researchers can conclude that all respondents obtained knowledge and understanding of lesson study from one of the FKIP lecturers who passed the LPTK lecturer partnership program with teachers in

schools that implemented lesson study in the program at Bua Secondary School as partners.

Table 4. Question 4: Do your colleagues help you to prepare until implement the learning activities? If so, how actively do colleagues participate and at what stages do they participate?

Respondent	Answer
1	Starting from plan, do, see and redesign very actively.
2	Peers help providing the input on the strategic plan of learning process.
3	Yes, it helps at the plan, do and see stages.
4	Actively provide input in planning and improving further learning.

Based on table 4 above, data is obtained that colleagues were active in helping respondents in the form of input in planning and improving learning at all stages of activities, namely plan, do and see.

Table 5. Question 5: How are learning facilities and media supported to carry out learning activities?

Respondent	Answer
1	Adequate.
2	Facility and media support is very helpful in the learning process.
3	Learning facilities and media are sufficient to support learning activities.
4	Schools and KDS programs always support such as the teaching equipment and learning media based on input from the observers.

The data in table 5 above explains that the support for learning facilities and media to carry out learning activities is quite adequate and supports the learning process.

Table 6. Question 6: Do you carry out learning activities in accordance with the lesson design that has been made?

Respondent	Answer
1	Yes.
2	Carry out according to the lesson plan.
3	Yes, learning activities are in accordance with the plans that have been made.
4	It is in accordance with the lesson design based on input from the model teacher other/observer.

Based on the data in the table above, it can be concluded that all respondents had carried out learning activities in accordance with the lesson design that has been made based on input from other model teachers and also observers.

Table 7. Question 7: Can you provide innovation in learning activities by using lesson study? If so, what are examples of innovations that you apply to the learning process?

Respondent	Answer
1	Using differentiation techniques.
2	Providing learning innovations like utilizing the media.
3	Yes, for example by applying differentiation learning.
4	The learning innovation that I apply is differentiation learning and social emotional learning.

Based on the data in the table above, data is obtained that by using lesson study, respondents can innovate by applying differentiation learning (respondents 1, 3 and 4). While other innovations were utilizing media (respondent 2) and social emotional learning (respondent 4).

Table 8. Question 8: Do lesson study activities provide benefits in the learning process that you teach? If so, what significant benefits were felt? If not, explain why?

Respondent	Answer
1	Students are more enthusiastic about learning.
2	There are benefits namely students participate actively and enthusiastically in learning so that they understand the material in accordance with the objectives.
3	Yes, with lesson study I can carry out learning well with various methods.
4	It is very useful because learning is in favor of students and it can improve the quality of learning.

In table 8 above, data related to the benefits of the lesson study activities were obtained by the respondents. Respondents 1, 2 and 4 answered that the benefits of lesson study activities are more in favor of students where they became more enthusiastic, active and passionate in the learning process. While respondent 3, the significant benefits felt by themselves are being able to carry out learning with various methods.

Table 9. Question 9: Are you satisfied with the learning activities carried out through lesson study activities? If not, explain why?

Respondent	Answer
1	Satisfied.
2	Satisfied because I got good feedback from students, lecturers, colleagues.
3	Yes, lesson study really adds insight.
4	Very satisfied, because there are many inputs from observers to improve quality of learning.

Based on table 9 above, respondents 1, 2 and 3 were satisfied and respondent 4 was very satisfied regarding the learning activities carried out through lesson study activities.

Table 10. Question 10: Are there any obstacles encountered in the lesson study implementation? If so, explain the problem!

Respondent	Answer
1	There is no.
2	The problem, along with teaching schedules in other classes.
3	Yes, the implementation of lesson study is still limited in time.

In table 10 above, only respondents 2, 3 and 4 have problems. Based on the table above, it can be concluded that the three respondents were constrained by the problem of implementation time which collided with teaching hours and some said that their time was still limited. While respondent 1 did not have any problems during lesson study implementation.

Discussion

Based on the results of the research above, data was obtained that all respondents first learned about and implemented lesson study activities through activities carried out by one of the FKIP lecturers who passed the LPTK lecturer partnership program with teachers in KDS schools by implementing lesson study in the program in their own schools. namely Bua Secondary School which is one of the partners of Cokroaminoto Palopo University (see table 2). This means that they are not familiar with the process of implementing lesson study activities well. After they carry out lesson study activities, they get many benefits, especially for their students in the learning process and for themselves (see table 1). With this activity, they are able to design innovative and fun learning, are able to apply and elaborate learning methods and strategies that suit the characteristics of their students so as to improve the quality of learning. The results of this study are in line with the opinion of Dudley (2015) stating that LS is not an applied learning method or strategy, but LS practice can use various methods or strategies that are appropriate to the conditions, situations and problems faced by the teachers/lecturers.

In addition to lesson study as a forum for designing an effective and enjoyable learning process for students so as to improve the quality of learning in schools and tertiary institutions according to the theory of Perry and Lewis (2009), says that LS is a learning improvement cycle because it involves teachers in active learning about content, data and goal that are ongoing, intensive, collaborative, and practice-based. For this reason, a good and mature lesson plan is needed. Therefore, collaboration between several colleagues is needed in making/designing (plan), observing the implementation of learning (do) and reflecting on the learning that has been done (see) and finally re-making the lesson plan (redesign) for the next meeting. And based on the results of the research, the four respondents had carried out learning activities in accordance with the lesson design that had been made in accordance with suggestions/input from colleagues/observers (see table 6).

The role of colleagues/observers is very necessary in this lesson study activity. Kusanagi (2013) in his research results explained that the practice of LS in Indonesian schools provides opportunities for teachers to discuss learning together with colleagues, and has the opportunity to conduct experiments related to new methods and pedagogy in learning. And from the results of this study, (table 4) data was obtained that all colleagues actively assisted them in preparing up to the implementation of learning activities (plan, do and see stages) where all the stages in this LS they had carried out for each meeting (see table 3). This is in line with Saito's opinion (2015) that LS is implemented in three stages, namely planning, monitoring, and continuous reflection. In other words, LS is a way to improve the quality of education on an ongoing basis (continues improvement).

Firman (2007) explains that several success factors from lesson study practice are irrational, one of which is the teacher's motivation and professionalism to make changes regarding the activity of the maker in the learning process. From this motivation, of course, it will produce an innovation, especially in creating active and fun learning for students. To be able to produce an innovation in learning, creativity is needed such as designing media and learning methods. Based on the answers of the respondents in this study, through lesson study, they can innovate in utilizing learning media (respondent 2) and can apply differentiated learning (respondents 1, 3 and 4 in table 7). Regarding learning media, the respondents answered that the support for learning media and facilities from schools and from the KDS program that implemented LS was sufficient (see table 5).

According to Cheung and Wong (2013) in their research, it is explained that there are several benefits found from the implementation of lesson study, one of which is that the implementation of lesson study can be seen as a relationship between the teacher and the classroom, including processes of collaboration, reflection, and professionalism development. In this study, the respondents also explained that lesson study activities had provided benefits in the learning process (see table 8). From the relationship between the instructor and the classroom, including processes of collaboration, reflection, and professional development, the impact is that students become more enthusiastic, active and excited about learning (respondents 1, 2 and 4). In addition, this LS activity is also not only in favor of students as well, but themselves where they are able to carry out learning by applying various methods (respondent 3). This means that the benefits of LS activities occur in two directions, that is, it is not only beneficial for students, but also for teachers.

From the results of this study, it can be concluded that the teacher's perception of the implementation of lesson study (LS) activities at Bua Secondary School is good, this is evidenced by the answers where all respondents were satisfied and also very satisfied (see table 9). However, there are still obstacles that are still being faced, especially the problem of time where the hours/schedules for implementing lesson study activities collide/simultaneously with the teaching hours of the observers in other classes (table 10). However, this is not a problem for not continuing lesson study activities because those who can become observers, are not just teachers/colleagues, but can be other education practitioners such as lecturers and also students who are involved in this research.

Conclusion

Based on the results of the research, it shows that through Lesson Study students become more active, innovative and creative in designing and implementing differentiated learning, and the amount of input or suggestions from observers can improve the quality of learning. The respondents benefited, among others: they could design fun and innovative learning, provide fun learning to students, elaboration of learning strategies occurred, and through Lesson Study activities they could improve the quality of learning so that it was more meaningful and pro-student. Based on the results of these answers it can be concluded that all respondents have a good perception of the implementation of Lesson Study at Bua Secondary School.

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