

Study on the Application of Lesson Study in Increasing the Effectiveness of Learning Practices at SDN 15 Mataram

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ARTICLE INFO

Keywords:

keyword 1; Lesson Study
keyword 2; Influencing Factors
keyword 3; Application Results.

(List three to five pertinent keywords specific to the article; yet reasonably common within the subject discipline; use lower case except for names).

ABSTRACT

In essence, pupils have a right to education. However, a sizable portion of the class still doesn't study. The learning outcomes are not ideal since many pupils do not learn. It is stated that learning is ineffective since a large number of pupils' learning results are subpar. This is why lesson study, a teacher forum, is necessary to enhance learning and make it more efficient. In light of this backdrop, the research's goals are to: a) assess the degree of lesson study implementation at SDN 15 Mataram. b) to evaluate if lesson study has a positive impact on SDN 15 Mataram's instructional methods. There is descriptive qualitative research in this study. Using percentages and values, the information gathered through observation and interviews was examined. The use of lesson study at SDN 15 Mataram can improve learning practices, according to the findings and analysis of the research data, which show that: a) the implementation of lesson study there is adequate.

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INTRODUCTION

The right of every student to learn. The objective of the students entering the madrasa is to learn. However, in practice, not every student has a strong capacity for learning. During class, students frequently lack attention, nod off, and shift their gaze constantly. Learning results are therefore insufficient.

The term "learning" is derived from "instruction," which meaning "teaching." Children engage with other children, children with learning tools, and children with educators during the process of learning. Learning is an interactive process that involves students, instructors, and learning materials in a learning environment, according to Law of the Republic of Indonesia No. 20 regarding the Education System from 2003. Learning must be well designed in order for there to be effective interaction to take place. Learning must be well handled.

George R. Terry defines management as a special process that involves planning, organizing, mobilizing, and regulating actions in order to establish and attain objectives by utilizing human resources and other resources.¹ Henry L. Sisk, however, defines management as the act of coordinating the use of all available resources in order to achieve predetermined objectives.

The coordination of all resources via the activities of planning, organizing, leading, and overseeing in order to achieve goals is what is meant by management, according to this definition. The curriculum, students, the media, and other sources are all considered learning resources in this context. The problem of learning techniques that have been deemed less successful was addressed by the development of lesson study (Lewis, 2002).

In NTB, lesson study started to become more socialized in the educational setting, however not all schools are interested in engaging in lesson study activities. This is due to a number of factors, including the absence of specialized financing for these activities and the still-weak conviction in the benefits of lesson study to increase learning effectiveness. However, some institutions continue to use lesson study activities that are appropriate for the classroom. The study is titled "Study of the Application of Lesson Study in Increasing the Effectiveness of Learning Practices at SDN 15 Mataram" in accordance with the above description.

As a result of the background information provided above, the primary issues are as follows: a) What is the degree of lesson study implementation at SDN 15 Mataram; and b) How successful is lesson study in improving the efficacy of learning practices at SDN 15 Mataram. The research's findings raise the possibility of utilizing instructors to address learning issues in classrooms and improve teacher competency.

METHODS

The degree of explanation suggests that this form of study is descriptive. What is provided is a comprehensive description of the learning techniques used by lesson study model teachers, as well as the data collected by researchers from the use of lesson studies.

The study was conducted at SDN 15 Mataram. The following factors contributed to the selection of the location: a) SDN 15 Mataram is a participant in the LPTK Partnership program with schools; b) the school's instructors have distinctions. c) Researcher-implemented LPTK collaboration initiatives with schools are still weak in terms of student activities and learning results, d)

Five instructors and partners in the LPTK collaboration program with schools served as research subjects, and the study took place from October 5 to 8, 2022. Data are gathered by observation and recording.

FINDINGS AND DISCUSSION

The study data is divided into three categories: plan, do, and view stage achievement data. Additionally, the following is how the analysis of the three data is presented:

A. Level of Achievement of the implementation of the Plan stage The results of the analysis of teacher achievement data in planning lessons in table 1 below:

Table 1 Data Analysis of the Level of Achievement of the Plan Stage Implementation

No	KOMPONEN	Study Field Group				
		IPA	IPS	PAI	BHS	SENI

1	Suitability of learning objectives to the curriculum	4	3	3	4	4
2	Learning problem identifiers	4	4	3	4	4
3	Accuracy of determining learning methods	4	3	3	4	4
4	The accuracy of determining learning media	4	3	3	4	4
5	Development of lesson plans	4	3	3	4	4
6	Suitability of teaching materials to learning objectives	3	3	3	4	3
7	Student Worksheet Suitability	3	7	3	3	3
8	Accuracy of test questions	3	3	3	3	3
	Average	3	3	3	3	3
		3,43 (enough)				

It is clear from the data analysis that the teachers at SDN 15 Mataram are qualified to devise lesson plans. Teachers are skilled in problem-solving, developing learning objectives, choosing media, and selecting instructional approaches. However, teachers should practice creating student worksheets (LKS) and assessment questions more frequently.

B. Level of achievement of the implementation of the do stage

Table 2. Data Analysis of the Level of Achievement of Implementation Stage do

No	Subyek Do	A s p e k	Study Field Group				
			IPA	IPS	PAI	BHS	SENI
1	Guru	Accuracy of using learning methods	4	3	3	4	4
		Accuracy of using learning media	4	3	3	4	4
		Use of teaching materials	4	3	3	3	4
		Learning conditioning	4	4	3	4	4
		Accuracy of evaluation instruments	3	3	3	3	3
Average			3,67	3,17	3,00	3,50	3,67
			3,64				
2	Siswa	Activeness of asking	4	3	3	4	3
		Actively working on tasks	4	4	3	4	4
		Satisfaction in learning	4	3	4	4	4
		Level of learning outcomes	3	3	3	4	4
		Activeness following lessons	4	3	4	4	4
Average			3,80	3,20	3,40	4,00	3,80
			3,64				
3	Observer	Accuracy of making observations	4	4	4	4	4
		Role adjustment as observation	4	4	4	4	4
		Providing comfort to students	4	4	4	4	4

Average	4,00	4,00	4,00	4,00	4,00
	4,00				

In table 2 it is known that a) teachers are good enough in doing learning practices, especially in conditioning students to learn. Teachers have been able to use methods, media, LKS, teaching materials and evaluation tools, b) students are good enough to follow learning. Students are active in asking questions, doing assignments, and participating in other learning activities . Student learning outcomes are quite good, especially in language and cultural arts subjects. This shows that learning has been running effectively. Learning is said to be effective if it is in the learning process

Each element functions as a whole, learners feel happy, satisfied with learning, bring impressions, adequate facilities / facilities, affordable materials and methods, professional teachers (Steers, 1985). It also means that the application of lesson study can increase the effectiveness of learning practices at SDN 15 Mataram.

C. Level of Achievement of the implementation of the see stage

The results of data analysis of teacher achievement in the implementation of the see stage are in table 3

Table 3 Data Analysis of the Achievement Level of Implementation See Stage

No	KOMPONEN	Study Field Group				
		IPA	IPS	PAI	BHS	SENI
1	Suitability of role as a model teacher	4	3	3	4	4
2	Suitability as an observer	4	4	4	4	4
3	Suitability as a moderator	4	3	3	4	4
4	Suitability as a resource person	4	4	4	4	4
5	Suitability as minutes	3	3	3	3	4
6	Suitability as a principal	4	4	4	4	4
Average		3,83	3,50	3,67	3,83	4,00
		3,77 (baik)				

In Table 3, it is known that teachers are able to perform the see stage well. Teachers have been able to act as model teachers, observers, moderators, resource persons, minutes well, especially the role as heads of madrasahs. Overall, teachers have been able to implement lesson study activities quite well. This means that lesson study at SDN 15 Mataram has become a culture in the community. The application of lesson study makes students more active in learning. Students who actively learn show that learning has gone well. In addition to the teacher factor, the success of the learning process depends a lot on the attitudes and ways of learning students, both individuals and groups. In addition, the availability of learning resources by utilizing learning media appropriately is a driving factor and maintaining productive student learning activities (Djam'an Satori, et.al. 2003).

CONCLUSION

Lesson study can improve the effectiveness of learning practices at SDN 15 Mataram. This can be detailed with indicators of achievement of learning effectiveness as follows:

- a. The teachers at SDN 15 Mataram are quite good at implementing lesson study.

- b. The learning carried out by the model teacher in lesson study learning is quite good.
- c. Student learning activities in learning are also good.

Suggestion:

- a. The importance of conditioning for teachers in the form of lesson study activities in improving the effectiveness of their learning.
- b. It is important for teachers to immediately conduct lesson studies at the district / city level.

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