



World Association of Lesson Studies International Conference 2014

Becoming Reflective Educators and Professionals of Learning

November 25-28, 2014 | Indonesia University of Education, Bandung, Indonesia | <http://wals2014.upi.edu>

Registration Number : WALS140036

22/10/2014

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Dear **Baiq Fatmawati, M.Pd**

INVITATION TO WALS CONFERENCE 2014 IN BANDUNG, INDONESIA.

It gives me a great pleasure, on behalf of the World Association of Lesson Studies and the organizing committee of our conference in Indonesia this year, to invite you to this conference. It is held at the Indonesia University of Education from 25-27 November 2014. You will be able to find the details of the conference program at our website: <http://wals2014.upi.edu>.

We look forward to seeing you in Bandung.

Warmest Regards,

A handwritten signature in blue ink, appearing to be 'Sumar', with a long horizontal stroke extending to the right.

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PROCEEDINGS

BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING
November 25–28, 2014

World Association of Lesson Studies
International Conference 2014 in Bandung, Indonesia

WALS



Organized by :

Indonesia University of Education
World Association of Lesson Studies

Sponsorship :

West Java Provincial Office of Education
Government of Bandung City
Ministry of Higher Education Research and Technology
Japan International Cooperation Agency (JICA)

Published by :

Pusat Inovasi Pendidikan
Lembaga Penelitian dan Pengabdian Kepada Masyarakat
Universitas Pendidikan Indonesia

Editor by :

Sumar Hendayana, Ph.D.
Dr. rer. nat. Asep Supriatna, M.Si.
Pupung Purnawarman, Ph.D.
Tatang Suratno, M.Pd.
A.Taupik Rahman, S.T.

ISBN 978-602-99410-1-2

Secretariate : Pusat Inovasi Pendidikan
Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM)
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The Effect of Implementation Lesson Study At Environment Science Course

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Abstract: The Learning process in collage is limited on memorizing level, the process is less emphasized on higher cognitive level such as analysis and evaluation skill, creative thinking, learning independence, and other affective aspect. This is one of factor of student being passive. Often times, the knowledge they got is less useful and didn't to emphasize of high cognitive level, as durability to analysis skill, to evaluation, to development of creative thinking skill, to learning independence, and to development affective level. That is causes one of student passive and obtained knowledge oftentimes not usefully in their life and the work. One of alternative to increase the learning quality in college is by implementing Lesson Study. For student, some benefits can be achieved through Lesson Study. Those are (1) students will reach several individual quality that influences their learning called attitude and intelligence thinking (the habits of mind and heart that fundamental acre to success indium school), (2) the learning community is built between lecturer and lecturer, students and students, lecturer and students with lecturer in collage, and (3) the students learning ability is increased especially in the aspect of high cognitive process and affective aspect. This research was focused to gathering the data about the effect of implementation lesson study at Environmental science. The subject is students of biology involved at lesson study program in STKIP Hamzanwadi Selong in the academic year 2012. The instrument research is questions about the student experience in joining lesson study during learning process at Environmental science subject matter). The Result of analysis shown that students "yes" answer in each item: (1) cooperation; 100%, (2) Discussion with friends; 95%, (3) new learning experience; 86%, (4) Communication; 81%, (5) thinking skills; 76,2%, (6) Learning method; 76%, (7) Learning independence; 67%, and (8) Discussion with lecturer; 61%. Based on data analysis, it's concluded that students have changed in some aspects after they learn through lesson study.

Keywords: Implementation, Lesson Study, Environmental science

1. BACKGROUND

The education is a conscious and deliberate effort to make a situation and learning process that learners actively develop their potential to have a strength of spiritual, self-control, personality, intelligence, morals character, and skills needed, society, nation and state (UU Sisdiknas, 2003, Pasal 1 ayat 1). The system of lecturer active learning, can be low effectiveness and can not grow and develop active participation in the learning process (Dikti, 2008). According Dewey (Joyce, et al., 2000), the core of the learning process is setting an environment where learners interact on learning and how to learn. Rutherford & Ahlgren (1990) stated the process of learning science, mathematics, and technology should take place effectively. Effective learning is meant

students learn to construct their own knowledge, learning through direct experience in concrete, as well as the students learn with problem solving through team work.

Many factors supporting to success of educative participant in learning, besides internal factors from educative participant also there are external factors such as teacher, facility of learning, and environment learning. Teachers has important role to success of learners between it is assisting in process understanding through a variety learning media, so that learners would construct their knowledge by self. The problem was often encountered by teachers in the learning process be sides a lack of used the method and instructional media is arrange teaching plan and teaching material, and evaluation. Planning,

implementation and reflection in the teaching and learning processes are rarely done continuously, collegiality and accountability. This is because generally teachers prefer to work alone in preparing and do it at courses, so professionalism decrease to developed.

Therefore, needed a activities to analysis learning and professional development teachers to improve effectiveness learning. one of is through lesson study. Lesson Study is a model of professional development education through assessment collaborative learning and continously, based on the principles of collegiality that help in learning to build a learning community. The implementing Lesson Study in learning will be able give opportunities for teachers and lecturers to learning how to learn and learn about teaching. Lesson Study was conducted in three stage namely Plan, Do, and See the cyclical implemented and sustained. The research question is "whether the Lesson Study given impact toward the learning process at environmental science courses?".

2. METHOD

This research used descriptive statistics that is to describe an overview the research object through the sample data or population without do the analysis and making a conclusions are general (Sugiyono, 2011). The procedure is give the students a questionnaire containing several questions related with learning experience students through lesson study. The questionnaire distributed to students in semesters 2 involved in lesson study 2012 of the years, amounting student is 21 person. The form of questions is.

1. Personal Identity	
2. Justice	
3. Utility (practical)	
4. Utility	
5. Individuality	

Instruction: Fill the instrumentas according to real situation.

No	Question	Answer
1	Are you feeling nervous in cooperative as aspect of learning?	
2	Do you feel at ease in the classroom with other students about the learning material?	
3	Are you obtain new learning experience in learning?	
4	Are you feeling change in attitude about the type of class of learning?	
5	Are you feeling change in thinking skill as a aspect of learning?	
6	Are you feel strong in your own voice?	
7	Are you feeling change in your own mind and feelings of learning, keep up to today?	
8	Are you feel confident discussion with the individual learning materials?	

3. RESULT AND DISCUSSION

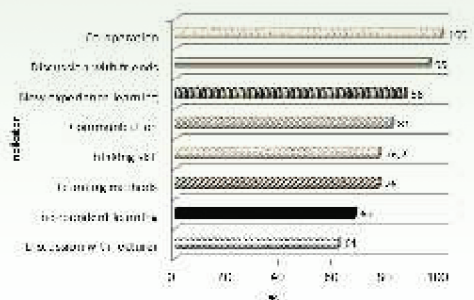
A Teaching skills teacher will determines success of learning process in the classroom to transferring their knowledge, skills, attitudes, and values to students in learning process and is a part of pedagogic competence that must be have other than personal competence, social, and professional.

Rustaman, et.,al (2003) stated in the education system cannot be suspected that teacher is one of component system occupying a central position. Whatever good of educational program developed by the experts, but teachers can't execute their job, hence the implementation and results of learning can digress from purpose. In order not to digress from purpose, the teacher must have four competence which has stated in Permendiknas R.I Nomor 16 Tahun 2007 about the Academic Qualification Standards and Competencies Teachers is expressing that there are four main interests of which must be owned by teacher, that is pedagogic competence, personality competence, social competence, and professional competence.

The four competences mentioned will be appearing in learning process. At pedagogic competence; one of ability must be done by teacher is design and executes learning that is design of learning strategies, worksheet activity, and assessment. Personality competence; a teacher in stable condition in the class room during convey a content of Lesson. Social competence; the ability in communicating and interacting especially way of communicating with student during learning process. Professional competence; the ability to comprehend concept exhaustively.

At the time of implementation lesson study, activity designs learning by lecturer was done in collaborative with their team, done some revisions before executing lesson. In the class, occur active communications between lecturers and student, student and student, and discussion runs at smooth. Based on results of questionnaire analysis showed that (1) lecturer; collegiality between lecturer and students are good, two-way communication has actively be done, has using a variety learning strategies that trained higher order thinking skills for students. (2) students; cooperation was intense at inside and outside

classroom, and students are habitual to high-level thinking. Here are presented the results of questionnaires to students had experienced lesson study (see graphic 1).



Graphic 1. Increase learning process through Lesson Study

The implementation of lesson study in STKIP Hamzanwadi Selong especially in biology education study program gives a good impact at environmental science course was done during one semester. Some benefits of lesson study obtained that is: (1) collegiality between students and lecturer has been formed, (2) there are bravery suggesting opinions and crosswise opinion between students, (3) composing a lesson plan it's systematically, (4) using and developing learning strategy having of constructivist to train ability high level thinking skills of student, active and creative.

Lewis (Santyasa, 2009) stated, there is eight obtainable opportunities by teacher if teacher implementation lesson study continuously that is (1) thought of carefully about the direction of learning, content, and field study., (2) analyzing and developing best lesson can be developed., (3) deepens of knowledge about content lesson, (4) thought of exhaustively purpose long-range which will be reached by student, (5) designs lesson in collaboratively, (6) studies carefully of ways, learning process and behavior student, (7) developing of pedagogic knowledge, and (8) observe of result lesson by self through student and college.

Lesson Study can give opportunity for teacher to develop pedagogic knowledge in an optimal fashion. This thing is caused by through Lesson Study; teacher continually copes to develop and increases applicable

study strategy to interpret the curriculum. Teacher earns continually thought of how quality question capable to solve by student in learning. That question expected to motivate student to maintain enthusiasm learning consistently. Teacher also thought of how using debate that be able to maximize participation student in discussion and how pushing student to make good notes and does reflection by self (Santyasa, 2009).

4. CONCLUSION

The implementation of lesson study gives a good impact, including: (1) creation collegiality among lecturer and lecturer, and lecturer and students, (2) two-way communication active be done, (3) use a variety of strategies learning, (4) the establishment of learning community among students, (5) increasing willingness of learners, (6) collaboration among students exists outside and inside the classroom, and (7) students habitual to high-level thinking.

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- a. Judul Prosiding : 8th World Association of Lesson Studies International Conference. Becoming Reflective Educators and Professional of Learning
- b. ISBN/ISSN : No ISBN: 978-602-99410-1-2
- c. Tahun Terbit, Tempat pelaksanaan : 2014, FPMIPA UPI - Bandung
- d. Penerbit/organizer : Pusat Inovasi Pendidikan Lembaga Penelitian dan Pengabdian Kepada Masyarakat – UPI
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b. ISBN/ISSN : No ISBN: 978-602-99410-1-2

c. Tahun Terbit, Tempat pelaksanaan : 2014, FPMIPA UPI - Bandung

d. Penerbit/organizer : Pusat Inovasi Pendidikan Lembaga Penelitian dan Pengabdian Kepada Masyarakat – UPI

e. Alamat repository PT/Web prosiding : <http://wals2014.upi.edu/file/WALS%202014%20PROCEEDINGS.pdf>

f. Terindeks di (jika ada) :

Kategori Publikasi Makalah: ☒ *Prosiding Forum Ilmiah Internasional*
(beri √ pada kategori yang tepat) ☐ *Prosiding Forum Ilmiah Nasional*

Hasil Penilaian *Peer Review*:

Komponen yang dinilai	Nilai Maksimal <i>Prosiding</i>		Nilai Akhir yang Diperoleh
	Internasional <input type="text"/>	Nasional <input type="text"/>	
1. Kelengkapan unsur isi paper (10%)			1,5
2. Ruang lingkup dan kedalaman pembahasan (30%)			3,5
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Nilai Pengusul =			13,5

Catatan penilaian artikel oleh reviewer

1. ~~penulisan~~ Kurang jelas
2. ~~keakuratan dan~~ ~~keakuratan~~ data /
informasi dan Metodologi kurang.
3. ~~keakuratan~~ ~~menurut~~ ~~prosedur~~ kurang hasil
tanggapan ~~seminar~~

Surabaya, 22 Juli 2017
Reviewer 2,



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NIP : 196602041992031003
Unit Kerja : Prodi. Pend. Biologi FKIP U.M Surabaya

****coret yang tidak perlu**