

The Student Responses on Implementation of Less...

By: Baiq Fatmawati

As of: Dec 6, 2021 7:55:04 AM
2,792 words - 41 matches - 27 sources

Similarity Index

22%

Mode: Similarity Report ▾

paper text:

The Student Responses on Implementation of Lesson Study for Learning Community in Biology Subject Baiq Fatmawati Study Program of

14

Biology Education - Hamzanwadi University Abstract: Keywords:

Corresponding Author: f_baiq@yahoo.com

27

Collaborative learning is very important to support the learning process, both in collaboration between teachers, teachers and students, and students with

students. Lesson study for learning community is one

15

way

to create an atmosphere of active learning

12

, each students interacts in the learning process. The focus of

this research is the introduction **of** biology **lesson study for learning community (LSLC) in**

1

one secondary school in East Lombok. Respondents consisted of 21 second grade students of Madrasah Aliyah Hidayatul Islamiyah Lombok Timur. The research instrument was a questionnaire about students' experience after participating in learning. Data analysis is using descriptive quantitative method by calculating the percentage of answers from the questionnaire. Results of data analysis: first meeting: Focus in learning (yes 38.1%, not 61.1%), fluency learning (yes 80.9%, not 19%), Sharing information (yes 57.1%, not 42.8 %), Free of opinion (yes 47.6%, not 52.3%), Curiosity (yes 95.2%, not 4.7%), Comfortable in learning (yes 52.3%, not 47.6 %), Understanding (yes 76.1%, not 23.8%), and Motivation (yes 90.5%, not 9.5%). Second meeting: Focus in learning (yes 42.8%, not 57.1%), fluency learning (yes 90.4%, not 9.5%), Sharing information (yes 57.1%, not 42.8%), Free of opinion (yes 66.6%, not 33.3%), Curiosity (yes 80.9%, not 19%), Comfortable in learning (yes 42.8%, not 57.1%), Understanding material (yes 90.4%, not 9.5%), and Motivation (yes 85.7%, not 14.2%) .

Thus, it can be said **that lesson study for learning community**

21

can affect

students' learning experiences in the classroom . introduction, responses, questionnaire, **Lesson study**

23

for learning community The Indonesian

Law Number 20 of 2003 about **the National Education System** , chapter **1** number 1 **states that education is a conscious and planned effort to** realize **a learning atmosphere and learning process so that students actively develop their potential to** own **spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by** them, society, **nation and state**

2

. The copy of culture Indonesian minister's regulation and education

No. 22 of 2016 about **the standard process** of **primary and secondary education**

18

, stated

that the learning process in the education **is** organized **interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for** initiative, **creativity, and independence in accordance with** their **talents, interests, and physical and psychological development**

5

. For this reason, each education unit makes planning of lesson, implementing the

learning process and evaluating **the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies.**
Learning is a process, **an**

11

activity and not an outcome or a **goal, learning is not only remembering but**

16

also experiencing. Learning outcomes are not a mastery of the results but a change in behaviour (Hamalik, 2005). Baharuddin and Wahyuni, 2007 said that learning process in class, students need to be accustomed to solve problems, finding something useful for themselves, and struggling with ideas. Students' Learning motivation, interest, and their ability to express opinions in the classroom are strongly influenced by the learning strategies used by the teachers in delivering learning material. Prasetyo & Mitasari (2016) gained the same thing in their observations, namely lack of ability of students to express opinions same as their lack of ability to ask questions, answer, give statements and

responses. If the learning strategy used by the teacher is not relevant to the subject matter, it will have an impact on learning motivation, interest in taking lessons and learning interest of students. The use of a monotonous learning strategy will also cause boredom for students. Therefore, a teacher should use a learning various strategy and relevant to the subject matter. Various strategies are carried out

by educators to create a conducive classroom atmosphere, and create collaborative learning so that students

19

are motivated, and interested. One of the methods is lesson study which is now known as the

Lesson Study for Learning Community (LSLC). Lesson Study for Learning Community (LSLC

17

)

is a model for educating professional development through collaborative and sustainable learning studies based on the principles of collegiality and mutual learning to build a learning community

7

(Lewis, et.al., 2006). Lewis (Syamsuri & Ibrohim, 2011) states "

lesson study is a cycle in teachers work together for students' goals

20

, bring them

to life in actual" research lessons, "and collaboratively observe, discuss, and refine the lessons ". According to him, the

9

idea contained in Lesson Study is actually short and simple, that is if a teacher wants to improve learning, one of the most obvious ways is to collaborate with other teachers to design, observe and reflect on the learning

3

done.

The learning process applied in the school is still conventional, in

24

other words it is still one-way learning and ordinary discussion. If it is continued in learning process, there can be one of the causes of boredom, lack of motivation, less challenged to think and analyze material more deeply, and saturated. Therefore, a strategy is needed to adapt these things, one of which is implementing

Lesson Study for Learning Community learning patterns. This study intends to describe

10

the learning experience, feelings, and valuable lessons obtained by students using the

Lesson Study for Learning Community pattern in

10

second grade students of Madrasah Aliyah Hidayatul Islamiyah - East Lombok. Method Participants Respondents of the study were 21, second grade students of Madrasah Aliyah Hidayatul Islamiyah Lombok Timur. Data Collection Data collection techniques are observation techniques, field notes and documentations (photos and videos). Data Analysis This study uses descriptive statistical method, which is a set of methods that attempt to make summaries and data descriptions that has been collected (like % increase or change), allowing researchers to be able to make descriptions of many values with simple and meaningful index numbers (Darmadi , 2011). The research instrument is a questionnaire given after the learning process already complete, while the contents of the questionnaire are presented in Figure 1. To calculate the respondent's answer, the

percentage is used. The learning process was conducted twice with different material, such as: first meeting discussed, May 3rd, 2018, reproductive system, second meeting on May 12, 2018 with immunity system material Figure 1. a questionnaire for students Results and Discussion Learning experience is an event experienced by students through the learning process that has been carried out; the experience gained is certainly diverse, such as concentration of learning, obtaining new information from other friends, daring to argue, high curiosity, and comfort in learning, increase understanding and high motivation. The experiences felt by students are certainly inseparable from

the learning strategies used by teachers in the classroom, learning

9

strategies that are fun and not teacher-centered. In this study, a learning strategy used was

lesson study for learning community (LSLC), this pattern prioritized **collaborative learning in**

22

the class, collaborate between teachers and students, and students with other students. This learning pattern with

lesson study for learning community was conducted

10

two times with different material, such as the first meeting was reproductive system material and the second meeting was the immune system. At the first meeting the researchers observed the result, during group discussions, students were active in group (can be seen in Figure 2) and some were indifferent (can be seen in Figure 3). This is why the researcher understands

that the implementation of lesson study for learning community

1

is the first time in Madrasah Aliyah Hidayatul Islamiyah school in East Lombok. Figure 2. The active groups during the discussion Figure 2. Less active students during the discussion

Based on the results of monitoring during **the learning process** , this group seemed **to**

13

be indifferent to their group friends, only two female students were seen actively discussing, while male students seemingly less. It is seen the teacher directs

the students to what **the questions** mean **in the** students' **worksheet**

26

, but at the end of the discussion it still seems indifferent. After learning is completed, the researcher gives a questionnaire to all students regarding to the learning responses that have been experienced on the same day, the results of students' responses are presented in graphical form (can be seen in graph 1). At the second meeting based on the observations of the researcher, during group discussions, all students appeared to be actively discussing with their group member (can be seen in Figures 4 & 5), there was not students who ignored their friends. At this second meeting, especially the discussion activities in Figure 5 (which was given a red circle), the students start to look actively discussing with their group, and doesn't look indifferent, different from the first meeting (see figure 3). Furthermore, just like the first meeting, students were given a questionnaire to find out the learning experiences that had been carried out on that day (presented in graph 2). There were two questions that asked students not to answer "yes and no", but asked students to express 'taste' (can be seen in graph 3) and 'valuable experience' (can be seen in graph 4) which were obtained during the learning process. Graph 1. A result of responses student in first meeting Note: 1. Focus in learning 2. fluency learning 3. Sharing information 4. Free of opinion 5. Curiosity 6. Comfortable in learning 7. Understanding 8. Motivation At the second meeting based on the observations of the researcher, during group discussions, all students appeared to be actively discussing with their group member (can be seen in Figures 4 & 5), there was not students who ignored their friends. Picture 4. All students seem actively discuss with their group Picture 5. Student with red circle starts discussing actively with his group At this second meeting, especially the discussion activities in Figure 5 (which was given a red circle), the students start to look actively discussing with their group, and doesn't look indifferent, different from the first meeting (see figure 3). Furthermore, just like the first meeting, students were given a questionnaire to find out the learning experiences that had been carried out on that day (presented in graph 2). Graphic 2. Students' respond on the second meeting Notes: 1. Focus in learning 2. Fluency learning 3. Sharing information 4. Free of opinion 5. Curiosity 6. Comfortable in learning 7. Understanding 8. Motivation There were two questions that asked students not to answer "yes and no", but asked students to express 'taste' (can be seen in graph 3) and 'valuable experience' (can be seen in graph 4) which were obtained during the learning process. In graph 3, there are changes of students' answers. At the first meeting (P1), 4.8% of students felt scared; 4.8% excited. According to researchers, this is because during the learning process, students' activities were observed throughout. However, at the second meeting (P2), students did not feel scared and excited because it's used to being observed.

This is also evident from the results of the students

15

' answers, such as in P1 students feel normal (9.5%), P2 (14.3%). Tension students also can be noticed, but the percentage is higher in P2 (85.7%) than P1 (80, 9%). According to the researcher, in P1 with reproductive system, the learning provided seemed normal without the media (video or picture), the discussion activity was only student worksheets. Unlike P2 in the immune system, discussion used both student worksheets and media like plants and students immediately apply to its log to prove their immune system. On graph 4, it turns out students with a different learning experience than usual. There are some several criteria change, namely: on P1 to practice good discussion 14.3% increases in P2 with a 19% result (students seem know how to discuss well). Discussion

Lesson study is an effective way that can **improve the quality of teaching** of teachers **and student learning activities** . This is **because**

1

:(

1) the development of Lesson Study is **carried out based on the results of sharing professional knowledge based on the** teaching **practices and results carried out** by the teachers; (**2) the fundamental emphasis** of **Lesson Study** activities is students **have learning quality**

4

;(3) lesson objectives are used as the

focus and the main points **of** attention **in** the **classroom learning**

1

:(

4) based on real experience in class, Lesson Study is able to be the foundation for learning development; and (5) Lesson Study will place the role of teachers as learning researchers (Cahyani, 2014). Basically the application of lesson study

6

for learning community (LSLC) is as a means to build the professionalism of educators. Parmin (Wahyono, et al., 2016) states that the professionalism in question is to build

constructive and collaborative interactions to support the process of developing knowledge

25

of person. This is the same thing stated by Nursafitri (2015) that learning with collaborative models can generate internal development that is able to operate only if students interact and collaborate with their colleagues (Nursafitri, 2015). From the observations during learning process, especially in the second meeting,

the implementation of lesson study for learning community (LSLC) in

1

the classroom brings changes to the students both competence, attitude and psychomotor. Setyaningsih (2018) found in her study

that the implementation of learning strategies in Lesson Study for Learning Community was needed to improve the competence, attitude and psychomotor of science students . In this study the

8

same thing also happened, many changes occurred after the application

of lesson study for learning community (LSLC) in

1

Madrasah Aliyah Hidayatul Islamiyah school in East Lombok school (see graphs 1 & 2). Other findings that during the study students' willingness to express their opinions during the discussion (ask questions, argue, refute), and presentation of

the results of the group **discussion** showed **students**

12

have courage to express

the results of the discussion , and **the** other **group**

12

members ask the presentation group. A different atmosphere occurred at the second meeting, there was an increase of willingness to discuss in all groups. In addition, at the second meeting when discussing the students seemed excited and often asked the teacher about the material being taught, practiced the existing media in the group table to find the answers asked on the student worksheets, this indicated that the students' motivation and curiosity had already begun. The same thing was also expressed by Muldayanti (2016)

based on the results of his **observations** when **the learning process**

13

took place, namely at the time of discussion students asked more questions to their group members and to the teacher directly. This shows the curiosity of students towards the problems being faced increasingly in solving the problem and the concept of material will be more remembered in their memory. Conclusion The final results expected by the teacher in each learning by applying

lesson study for learning community (LSLC) are changes **in** students in terms **of**

1

attitudes, skills, and knowledge. In this study,

the implementation of lesson study for learning community (LSLC) brought changes in

1

student learning in classes including learning Focus in learning, Fluency learning, Sharing information, Free of opinion, Curiosity, Comfortable in learning, Understanding, train to opinion, train in good discussion, get a new knowledge, and discipline. References Baharuddin dan Wahyuni, E. N. (2007). Teori Belajar & Pembelajaran. Jogjakarta: Penerbit Ar-Ruzz Media. Brian, D and Susie, G. (2011). Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry. Mathematics Teacher Education and Development. 13 (1): 77–93. Cahyani, M. (2014). Penerapan Model Pembelajaran Accelerated Learning dalam Pola Lesson Study untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas III Semester I di SDN 3 Sambangan Kecamatan Sukasad Tahun Ajaran 2014/2015. E-Journal Mimbar PGSD Undiksha. 2(1): 93-102. Darmadi, H. (2011). Metode Penelitian Pendidikan. Pontianak: Alfabeta. Hamalik. (2005). Proses belajar Mengajar. Bandung: Bumi Aksara. Lewis, C., Perry, R., & Murata, A. (2006). How Should Research Contribute to Instructional Improvement? The Case of Lesson Study. Educational Researcher. 35 (3): 3-14. Muldayanti, N.D., (2016). Implementasi Model Pembelajaran Generatif Berbasis Lesson Study pada Mata Pelajaran IPA Biologi di SMP Negeri. Jurnal Biologi Education. 3 (2): 87- 98. Nursafitri, L. (2015). Improving The Quality of Learning Through Lesson Study. Jurnal Pendidikan Sekolah Dasar. 1 (2). <http://www.journal.uad.ac.id/index.php/JPSD/article/view/2528>. Prasetyo, N.A., & Mitasari, Z. (2016). Penerapan Model Pembelajaran NHT melalui Lesson Study untuk Meningkatkan Pemahaman Konsep dan Kemampuan Mengemukakan Pendapat Mahasiswa pada Matakuliah Biologi Umum. Jurnal BIOEDUKATIKA. 4 (1): 7-10. Setyaningsih, S. (2018). Improving The Quality Of Learning In Science Through Optimization of Lesson Study for Learning Community. IOP Conf. Series: Materials Science and Engineering 332 (2018):1-5. doi:10.1088/1757-899X/332/1/012043. Wahyono, P, Hindun, I., Muizzudin., & Miharja, F.D. (2016). Implementasi Pembelajaran Lesson Study pada Matakuliah Genetika Lanjut. Jurnal Inovasi Pembelajaran. 2 (2): 400-406. 189 190 191 192 193 194 195 196 197

sources:

1

81 words / 3% - Internet from 09-Aug-2020 12:00AM
mafiadoc.com

2

50 words / 2% - Crossref
[Usman, Ravik Karsidi, Baedhowi, Sajidan. "The success of integrated education: Implementation of education policies and management in special services", AIP Publishing, 2019](#)

3

39 words / 2% - Internet from 22-Sep-2017 12:00AM
www.ccsenet.org

-
- 4 33 words / 1% - Crossref
[M Louisiana, S Nasyariah, P Haerul. "Collaborative Learning Group Investigation Type Based on Lesson Study in MI Al-Ikhsan Kota Jambi", Journal of Physics: Conference Series, 2020](#)
-
- 5 33 words / 1% - Internet
[Baroroh, R Umi, Amrulloh, Abdul Kahfi. "Hypnoteaching Method in Arabic Learning", Universitas Islam Negeri Raden Intan Lampung, 2019](#)
-
- 6 27 words / 1% - Internet from 29-Jul-2021 12:00AM
www.iosrjournals.org
-
- 7 26 words / 1% - Internet from 04-Dec-2020 12:00AM
download.atlantis-press.com
-
- 8 25 words / 1% - Internet from 09-Oct-2020 12:00AM
worldwidescience.org
-
- 9 23 words / 1% - Internet from 23-Nov-2021 12:00AM
ismei.qitepinmath.org
-
- 10 21 words / 1% - Crossref
[S Yono, Zulkardj, Nurjannah. " 8 Grade Student's Collaboration In Circle Material By Using System Lesson Study For Learning Community", Journal of Physics: Conference Series, 2019](#)
-
- 11 21 words / 1% - Internet from 24-Nov-2021 12:00AM
www.unesa.ac.id
-
- 12 19 words / 1% - Internet from 12-Nov-2020 12:00AM
moam.info
-
- 13 18 words / 1% - Crossref

[Astin Lukum, Erni Mohamad, Mustari S. Tamalu, Kostiawan Sukamto, Yoseph Paramata. "Effect of problem solving learning models on self-confidence and student learning outcomes on topics of reduction-oxidation", Journal of Physics: Conference Series, 2019](#)

14 17 words / 1% - Internet from 13-Nov-2021 12:00AM
eprints.hamzanwadi.ac.id

15 17 words / 1% - Internet from 21-Aug-2018 12:00AM
lib.um.ac.id

16 13 words / 1% - Internet from 28-Nov-2020 12:00AM
herijoko2010.blogspot.com

17 12 words / < 1% match - Internet from 20-Jul-2020 12:00AM
www.aps.sg

18 11 words / < 1% match - Crossref
[Wenda Emafri, Hamdi Rifai. "Ngarai Sianok as Physics Education's Edupark", Journal of Physics: Conference Series, 2019](#)

19 11 words / < 1% match - Internet from 30-Aug-2021 12:00AM
www.testmagzine.biz

20 10 words / < 1% match - Crossref
[Rebecca R. Perry. "What is successful adaptation of lesson study in the US?", Journal of Educational Change, 03/14/2008](#)

21 10 words / < 1% match - Crossref
[S Setyaningsih. "Improving the quality of learning in science through optimization of lesson study for learning community", IOP Conference Series: Materials Science and Engineering, 2018](#)

22 9 words / < 1% match - Internet from 11-Apr-2021 12:00AM
ejournal.umm.ac.id

- 23 8 words / < 1% match - Crossref
["Mathematics Lesson Study Around the World", Springer Science and Business Media LLC, 2018](#)
-
- 24 8 words / < 1% match - Crossref
[M Mastuang, M Misbah, A Yahya, S Mahtari. "Developing The Physics Module Containing Quranic Verses To Train The Local Wisdom Character", Journal of Physics: Conference Series, 2019](#)
-
- 25 8 words / < 1% match - Internet from 25-Feb-2019 12:00AM
[eprints.umm.ac.id](#)
-
- 26 8 words / < 1% match - Internet from 04-Dec-2018 12:00AM
[www.walsnet.org](#)
-
- 27 6 words / < 1% match - Crossref
[B Fatmawati. "Creative problem solving; implemented study in biology content", Journal of Physics: Conference Series, 2020](#)
-