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

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Abstract: 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 way to create an atmosphere of active learning, each students interacts in the learning process. The focus of this research is the introduction of biology lesson study for learning community (LSLC) in 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 can affect students' learning experiences in the classroom.

Keywords: *introduction, responses, questionnaire, Lesson study 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. The copy of culture Indonesian minister's regulation and education No. 22 of 2016 about the standard process of primary and secondary education, 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. 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 activity and not an outcome or a goal, learning is not only remembering but 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. Prasetiyo & 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 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) 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 (Lewis, et.al., 2006).

Lewis (Syamsuri & Ibrohim, 2011) states "lesson study is a cycle in teachers work together for students' goals, bring them to life in actual" research lessons, "and collaboratively observe, discuss, and refine the lessons ". According to him, the 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 done.

The learning process applied in the school is still conventional, in 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 the learning experience, feelings, and valuable lessons obtained by students using the Lesson Study for Learning Community pattern in 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

STUDENTS RESPONSE IN LEARNING PROCESS

Instructions

1. Questions 1-8, you are required to answer "yes" or "no", and the reasons
2. Questions 9 and 10, you are asked to answer according to experience during learning

No	Questions
1	Focus in learning Will the observer interfere your concentration while studying?
2	Learning fluency Is today's learning more well managed than used to?
3	Sharing information Does the presence of other people in the learning process provide a wider opportunity to discuss with other friends?
4	Free to argue Does today's learning make you more free to express your opinions?
5	Curiosity Does today's learning raise your curiosity to the learning material?
6	Comfort in learning Does the presence of other people in learning make you comfortable to learn?
7	Material Understanding Does the way of your teacher teach today, you can understand the material?
8	Motivation Does today's learning make you well motivated?
9	Feelings in learning How do you feel when learning is observed by others?
10	Experience lessons What lessons do you get today in the learning process?

Lombok Timur, 2018
Respondents

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 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 the class, collaborate between teachers and students, and students with other students. This learning pattern with lesson study for learning community was conducted 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 is the first time in Madrasah Aliyah Hidayatul Islamiyah school in East Lombok.



Figure 2. The active groups during the discussion

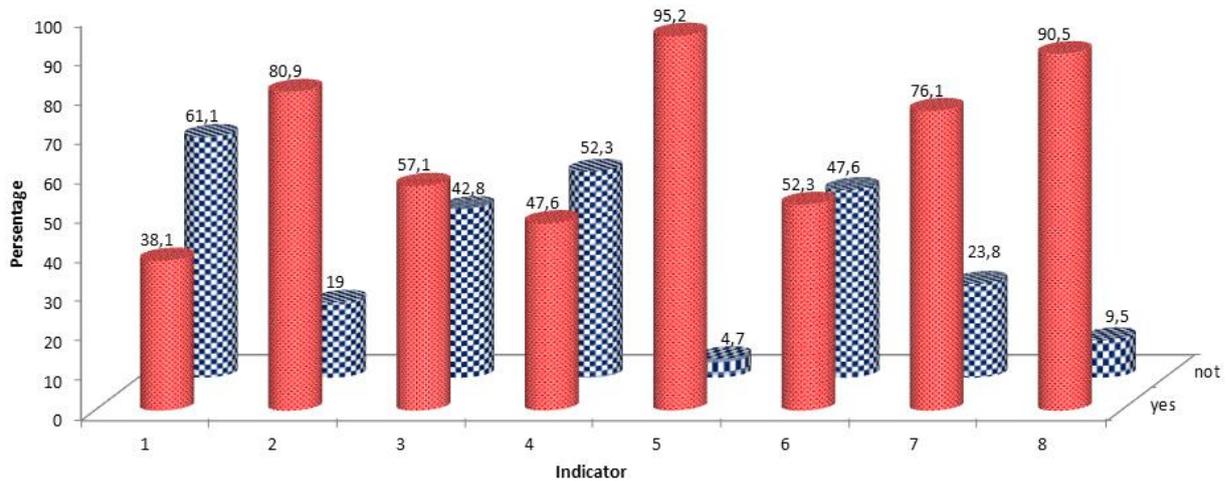


Figure 2. Less active students during the discussion

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

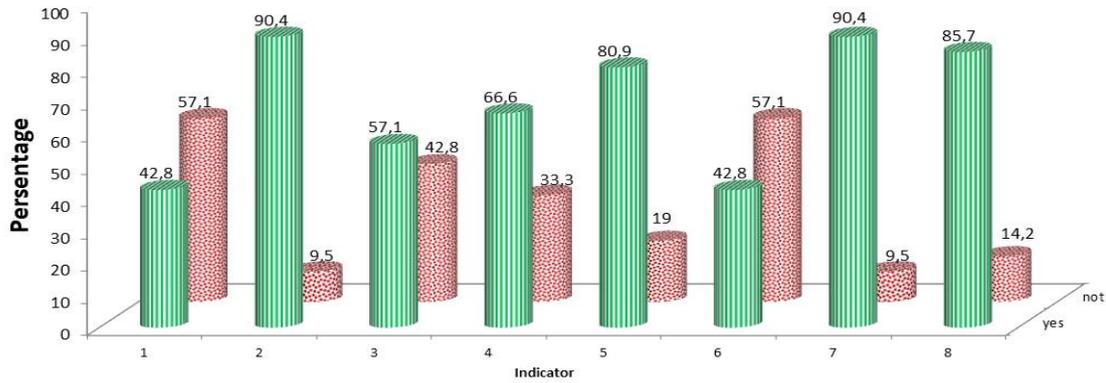


Picture 4. All students seem actively discuss with their group



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).

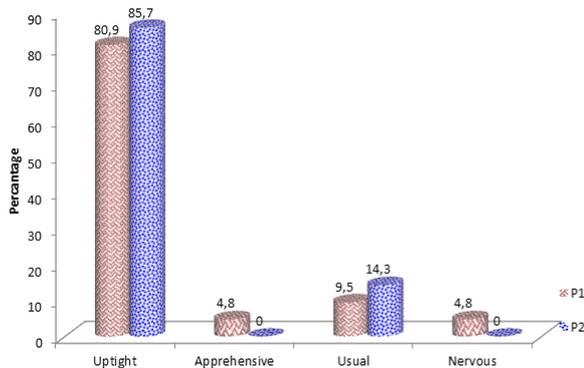


Graphic 2. Students' respond on the second meeting

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.



Grafik 3: feeling experienced



Grafik 4: learning experience of student

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' 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) 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; (3) lesson objectives are used as the focus and the main points of attention in the classroom learning; (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 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 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 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 same thing also happened, many changes occurred after the application of lesson study for learning community (LSLC) in 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 have courage to express the results of the discussion, and the other group 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 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 attitudes, skills, and knowledge. In this study, the implementation of lesson study for learning community (LSLC) brought changes in 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.

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