

Learning Management, Based on Lesson Study

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Learning Management, Based on Lesson Study, for Quality Control in English Education Study Programs

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This study aims to analyze and describe learning management as based on lesson study, for quality control in English Education Study Programs. This research is a qualitative, descriptive study using direct observations, interviews and documentation. The informants were from the Head of Study Program, Secretariat of the Study Program, the Study Program Quality Assurance Unit, and a lecturer at the institution's head of the High School. From interviews and documentation carried out at the lesson planning stage, several obstacles faced by model lecturers when teaching were found. In addition, the observer / senior lecturer has suggestions for improvements, in the form of selecting methods that vary according to the topic, the use of innovative media, and assessments that focus on process evaluation.

Key words: *Learning management, lesson study quality control.*

Introduction

Teaching imposed by lecturers through lectures, will not develop scholarship. Therefore it is necessary to shift the teaching and learning process, to instead emphasise the desires, needs and abilities of individual students. The desire to learn is important in the learning process, because learning with desire will encourage students to learn better than they would without desire.

English is a foreign language found in Indonesia. English is also designated as the first foreign language, by the decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967 (Kartono, 1980). The choice of English as the first foreign language in Indonesia includes other foreign languages based on several considerations. As stated by



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Kartono (1997, 34-34a), our national language currently cannot be used as a means of communication with the outside world, in foreign policy or to establish friendship with other nations. English is the language of international communication, the language of science, modern technology, commerce, politics; it is used in almost all fields. Therefore English must be given first priority when learning foreign languages.

Learning English in Higher Education is a compulsory subject in all study programs, especially English Language Education study programs, in the College of Teacher Training and Education (STKIP). Speaking is one component of language that students must master. Many students think that speaking is difficult. This is influenced by very powerful factors, especially that in Indonesia English is not a daily language.

Students use English only in class or on campus. This big problem must be immediately resolved, given the importance of language education in higher education. That is especially so when teaching English, an international language, particularly in English language education study programs in the STKIP environment.

Various efforts to improve the quality of learning have been carried out, both by the government and by various parties who care about learning, especially in universities. These include: seminars, workshops, and training for lecturers; lecturer education qualifications; curriculum renewal; implementation of new learning models or methods; research on the difficulties and errors of students in learning what lecturers often do; the formation of a team of Lecturer Responsible (PJKM); and the development of study lessons in improving the quality of learning.

The program is a model of educator professional development, through the study of collaborative and sustainable learning, based on the principles of collegiality and mutual learning, to build learning communities. This enables a conducive learning atmosphere, both among lecturers and students, and among lecturers and other lecturers. In addition, the role of lesson study is very important in teaching speaking. This is because one of the principles in lesson study is collaborative learning between students and related parties. The outcomes in this course include the harmonious integration of individual student hard-skills and soft-skills. They also include the manner in which those that are critical point to how collaboration between students is expected to occur significantly between individuals and between groups, motivating each other both internally and externally. The attitude is to be one of openness and cooperation in accepting constructive criticism between students, regarding the ability to communicate in English. The reality that occurs and is strongly felt during learning is that students still lack good knowledge and experience in communicating collaboratively.



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This study aims to describe improvements in quality management, as to planning and implementing learning (pedagogic competence and professional competence) for lecturers involved in lesson study activities, especially in the English Education Study Program⁶ in the STKIP. Among them are: (1) Analyzing and describing learning management with lesson study quality control in English Language Education Study Program at the STKIP, especially about: planning English learning at the STKIP, implementation of learning English at the STKIP and, evaluation of learning English there; (2) Analyzing and describing the competence of lecturers in English Language Education Study Program at the STKIP, especially those related to learning management with lesson study quality control.

Review of literature

In the world of education, the formulation of the quality of education is dynamic and can be divided from⁴⁰ various perspectives. The term quality management in³ education is often referred to as Total Quality Management (TQM). The application of the concept of quality-TQM management in education is confirmed by Sallis (2006: 73), namely TQM is a philosophy of continuous improvement, which can provide a set of practical tools for each educational institution in meeting the needs, desires, and expectations of its customers, now and for the future. The definition explains that quality management-TQM emphasizes two main concepts. First, as a philosophy of continuous improvement and second, it deals with tools and techniques such as "brainstorming" and "force field analysis", which are used to improve quality in management's actions to satisfy needs and customer expectations.

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Based on Sallis (2006) TQM is a management strategy aimed at instilling quality⁷ awareness in all processes within the organization. Whereas according to Vincent (2009), TQM is a management approach for an organization centred on quality, based on the participation of all its members, aiming for long-term success through customer satisfaction, and providing benefits to all members in the organization and society.

According to Slamet (1994) TQM is a philosophy and a methodology to help manage change. Its essence is a cultural¹⁴ change from the culprit. However, Slamet also emphasized that TQM is a procedure where everyone strives continuously to improve the road to success. TQM is not a rigid set of rules and regulations, but processes and procedures to improve performance. TQM also harmonizes the efforts of many people, such that their se people Quality or quality has definitions that vary from the conventional to the more strategic.

According to Sagala (2010), educational institutions that are determined by the success of factors which include: (1) teaching and learning activities, (2) improving competence of teachers/lecturers and education staff, (3) that learning facilities and equipment are prepared, and (4) extracurricular activities. Indicators of success in improving the quality of education



will have an impact from various aspects, namely: (1) The effectiveness of the learning process is not just a knowledge transfer (transfer knowledge) or a reminder, but more emphasis on internalizing developing cognitive, affective, and psychomotor aspects and independence, (2) leadership in educational institutions will encourage the realization of the vision, mission, target goals through programs implemented in a planned, gradual, creative, innovative, effective, managerial capacity, (3) effective management of education staff, (4) educational institutions have a quality culture, (5) educational institutions have compact, intelligent and dynamic team work, because educational output is a collective result rather than individual results in order to obtain competitive quality, (6) educational institutions have independence, namely the ability to work optimally without being dependent on instructions from superiors and having potential human resources, (7) citizen participation in the environment educational institutions and the community.

Linkages and involvement in educational institutions must be based on a sense of responsibility through loyalty and dedication as stakeholders', (8) educational institutions have transparency, (9) educational institutions have a willingness to change (management change). Changes are an increase in a positive meaning for better education quality improvement, (10) educational institutions conduct continuous improvement evaluations and are an improvement process in improving overall quality, including organizations, responsibilities, procedures and human resources, (11) educational institutions have accountability as a responsibility for the success of programs in educational institutions that have been carried out, (12) output in educational institutions emphasis on graduates who are independent and fulfill job requirements (qualified) (Sagala, 2010).

Based on some of the explanations above, quality management occurs because in a product, of course, it allows a quality in its products so that customers have more interest in buying it. According to Dessler (2003), in maintaining the quality or quality of these products, of course there is a step in maintaining the quality or quality. The step or method is through management in the educational environment referred to as quality management, because in quality management there is a plan, supervision, and orders in improving the quality. On this basis, to then improve the quality or quality of education there needs to be a quality management in it.

Lesson study is not a momentary project, but a continuous activity that is endless and an effort to apply the principles in Total Quality Management, namely to improve the process and results of student learning continuously, based on data. Lesson study is an activity that can encourage the formation of a learning society that can consistently and systematically produce self-improvement, both at the individual and managerial level.



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Slamet Mulyana (2007) provides a formulation of lesson study as one of the educator professional development models, through the study of collaborative and sustainable learning based on the principles of collegiality and mutual learning, to build community in learning. Meanwhile, Catherine Lewis (2002) mentions that:

"Lesson study is a simple idea. If you want to improve instruction, what can be more obvious? While it is a simple idea, a lesson study is a complex process, supported by collaborative goal setting, careful data collection on student learning, and protocols that enable productive discussion of difficult issues.

Bill Cerbin & Bryan Kopp suggest that lesson study has 4 (four) main objectives, namely to: (1) gain a better understanding of how students learn and lecturers teach; (2) obtain certain results that can be utilized by other lecturers, outside the lesson study participants; (3) improve learning systematically through collaborative inquiry learning. (4) building a pedagogical knowledge, where a lecturer can draw knowledge from other lecturers.

Based on a review of collaborative learning research, Slavin (1987) states, that the behaviour of one or more members will bring blessings to the group. The characteristics of collaborative learning are based on behaviouristic psychology (Jacob et al., 1996), which are: (1) emphasizing extrinsic motivation, (2) tasks at the lower cognitive level, (3) looking at all learners uniformly, (4) does not emphasize attitudes, learning achievement is a goal and is measured by tests objectively, (5) oriented towards the results, (6) educators decide about what will be learned and provide information to be learned by students.

In another article, Catherine Lewis (2004) also stated about the essential characteristics of lesson study, which she based on observations of several formal educational institutions in Japan, namely: (1) A common goal for the long term. Lesson study is preceded by an agreement from educators about shared goals to be improved in the long term with a broader range of objectives, for example about: developing students' academic abilities, individual abilities, meeting their learning needs, developing learning fun, develop the craft of students in learning, and so on. Important lesson material can be described thus. Lesson study focuses on material or learning material are considered important, and become a weak point in student learning and is very difficult. Study about students carefully.

The main focus of lesson study is the development and learning of students, for example; whether students show interest and motivation in learning, how students work in small groups, how participants perform tasks assigned by educators, and other things related to the activities, participation, and conditions of each student in following the learning process as follows: (1) Observation of learning directly. Direct observation is arguably the heart of lesson study. To assess the development and learning activities carried out by students, it is



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not enough to do it only by looking at the Lesson Plan or just looking at the video. The learning process must also be observed directly. By making direct observations, the data obtained about the learning process can be far more accurate and intact, even if the details can be explored in full. The use of videotapes or recordings can be used only as a supplement, and not as a substitute for direct observation.

Competency development in the Indonesian language is also called work performance. In the training material "Improving Teacher and Lecturer Performance (2008)" published by the Directorate of Education, competency development is a manifestation of the behaviour of a person or organization with an achievement orientation. The opinions of experts regarding the development of competencies are quite diverse. Also, the development of competencies is the work of quality and quantity, achieved by an employee in carrying out his duties in accordance with the responsibilities given to him.

The high and low performance of workers is closely related to the reward system applied by the institutions / organizations where they work. However, Sudarmayanti (2001) states that the development of competencies is "... out of drives from processes, human or otherwise", that is to say the development of competencies is the result or output of a process.

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Nanang Fattah (2001) asserts that competency development is interpreted as an expression of progress based on knowledge, attitudes and motivation in producing work. Whereas, Wahjosomidj (2008) defines performance as a quantitatively and qualitatively measured contribution, to help achieve group goals in a work unit.

From the above understanding of competency development, one can conclude that it is the work achievement that has been achieved by someone. Competency development or work performance is the end result of an activity that someone has done to achieve a goal in teaching English in English Education Study Program. According to Wilson (2006), achievement of work results is also a comparison of the results of one's work with the standards set. If the work done by someone accords with work standards or even exceeds them, the development of lecturer competency has performed well.

Methodology

This research is qualitative. The research data collected is not numbers but data, from in-depth interviews, field notes, personal documents, official documents, and others. This qualitative research is used because there are several considerations, including: (1) adjusting qualitative methods more easily when it relates to reality in the field; (2) this method directly states the nature of the relationship between researchers and respondents; (3) this method is more sensitive and more able to adapt to many events with clarity of mutual influence and the



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patterns of value faced. The type of research used in this study is a case study. Case studies according to Arikunto (1990) are used when researchers try to describe the subject of research in the overall behaviour, namely behaviour itself along with the things that surround it, relationship behaviour with a history of the emergence of behaviour, as well as other things related to that behaviour.

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Data collection techniques were carried out using research instruments in the form of observation sheets, and recordings during the learning process. The learning process will also be recorded using a video camera for further analysis. In addition to the research data taken from the recordings in the implementation of learning, research data was also taken from interviews and researchers' notes relating to lesson study (Ibrahim, 2013).

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The data in this study are qualitative data in the form of researchers' daily notes that describe the ongoing learning process and observer responses regarding the learning process. Qualitative data also includes constraints often encountered in the lecture process, based on the drafted lesson plan. Data regarding the learning process, observers' responses to the learning process and constraints encountered throughout the learning process were analyzed descriptively and qualitatively.

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Primary Data Sources are sources of data obtained in the form of words or verbal sayings and behaviours from the subject (informant), which relate to the quality management of study programs obtained through observation and interviews. The informants in this study were the Head of the Study Program, the Secretariat of Study Program, the Study Program Quality Assurance Unit, and a lecturer at the institution's head of the High School. Especially in the STKIP BIM - Surabaya and STKIP PGRI Sidoarjo neighborhoods. The snowball method was used to select the data sample. Snowballing is determining key informants, appointing people who know about the studied problem to complete their information, and the people appointed then appoint other people if the information given is inadequate.

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Secondary Data Sources were obtained from photographs, documents and objects that can complement primary data sources. They were in the form of documents such as books, articles, scientific journals, letters, or archives relevant to this research in the STKIP Bina Insan Mandiri Surabaya and STKIP PGRI Sidoarjo. Furthermore, all findings from the data sources at the two institutions were compared and integrated in a cross-case analysis, to compile a framework of thinking developed in the findings of abstraction in the field.

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Data analysis occurred through systematically searching for and arranging interview transcripts, field notes, and other materials collected by researchers. Analysis was carried out by analyzing, organizing, dividing into manageable units, synthesizing, looking for patterns to find what is meaningful, and systematically studying and reporting what was found.



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Descriptive data analysis technique was used in this study. This means using an analytical technique to analyze data, by describing it or describing data collected as a minimum, without the intention of generalizing from the results of research in the STKIP BIM Surabaya environment and at STKIP PGRI Sidoarjo.

Data analysis in this dissertation research uses two stages, namely: Single Case Data Analysis; an analysis of individual case data on this done on each object, specifically STKIP BIM and STKIP PGRI Sidoarjo. In analyzing, researchers interpret the data in the form of words, to obtain and report its meaning. The technical data analysis used in this study is the model of Miles, Huberman and Saldana (2014), which includes three processes:

First, data was condensed, which is interpreted as a process of thought, focusing on simplifying, abstracting and transforming crude data that arises from various written records in the field and in transcripts. Data condensation is a process of simplifying data, choosing the main things adjusted to the research focus, and then analyzed into several key words. This occurs by collecting data on the field continuously through participant observation, in-depth interviews, and documentation. This makes the collected data a lot and complete. After the overall data is collected in full, then the researcher collected the data; described in more detail and in depth in the STKIP BIM Surabaya environment and at STKIP PGRI Sidoarjo.

Results

At STKIP PGRI Sidoarjo, lecturers had been members of a teaching team. They have been able to work collaboratively, by giving a good assessment in accordance with their student learning outcomes, together and objectively. Subsequently, an evaluation has also been carried out, and some questions that arose earlier have been answered.

Some of these questions relate to whether the classroom learning has been done well, and in accordance with the teaching preparation plan in the Speaking course that has been taught. In other words, using lesson study quality control can help define best strategies and practices, and build capacity including learning evaluation. In line with the description, if viewed from multidisciplinary science related to economics in learning with lesson study quality control.

Lecturers should begin to abandon the ways of routine learning. Rather they should create more professional, up-to-date development programs. These efforts are the implications of education reform with the aim of being able to increase student learning adequately. Lecturer professional development programs require facilities that can provide opportunities for them to learn how to learn, and to learn about teaching. The facilities in question, for example are lesson studies (in learning assessment) as done at both STKIP BIM Surabaya and STKIP



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PGRI Sidoarjo. Based on the expert's opinion, the results of interviews with resource persons at both institutions provide sufficient resources, quality of teaching and learning processes and quality of outputs that can be fulfilled. All of these can run smoothly if the necessary support costs and educational professional staff are provided at both educational institutions.

According to the interview with the chairman of STKIP BIM and STKIP PGRI as resource persons in the two STKIPs, they also converged on the main tasks of the lecturers. Improvements in lecturers' quality is manifested in the development of educators' quality for lecturers, in improving the competence of educators, which is one form of developing lecturer competencies. The development of lecturer competency is sought in the STKIP BIM Surabaya environment. It is fully supported by the foundation and followed by almost all the number of permanent lecturers in the educational environment. Lecturer competency development is in the form of conducting scientific activities with scientific pulpits, seminars, workshops, and symposiums.

In line with the lecturers at STKIP BIM Surabaya, lecturers in the STKIP PGRI Sidoarjo also tried to improve their competence. The latter implemented innovative learning models (innovative teaching modelling). The innovative learning capital is believed to increasingly determine the quality of graduates.

The results also show in the planning stage of lesson study. It was found that there were several obstacles faced by model lecturers when teaching. Speaking courses include not only teaching students about confidence, lack of experience, monotonous use of methods and media, but also about inappropriate assessment techniques. In addition, the observer / senior lecturer had suggestions for improvements in the form of selecting methods that vary according to the topic, the use of innovative media, and assessments that focus ³³ process evaluation. At the implementation stage, the model lecturer was found to have carried out learning, in accordance with the plan agreed upon previously with the observer lecturer. But, in relation to classroom implementation, some weaknesses still must be corrected. They include the use of media and learning technology, as well as the ability to explain the material during the lecture. The next stage is reflection. The implementation of feedback res³⁹ in improvements to the planning and implementation of the next stage. They include the use of e-learning as an additional medium in discussing the tasks given to students, and inserting 'question and answer' sessions in explanations of material.

Discussion

Lecturer competencies on both campuses were mastered and developed. Lecturers are then expected to be able to produce student graduates who will make changes for their nation, by



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improving learning in both higher education institutions, especially in STKIP BIM Surabaya and STKIP PGRI Sidoarjo that combine learning with quality-controlled lessons.

Other information is explained in Law No. 14 of 2005 Chapter IV Article 20(a). It concerns Teachers and Lecturers, specifically lecturers' professional work standards. Lecturers are obliged to plan learning, carry out quality learning processes, and assess and evaluate English learning outcomes in English Education Study Programs.

Learning quality is an absolute requirement in shaping graduates' quality, for them to be able to compete in the international world. That is especially so in teaching English in English Education Study Programs at both institutions, namely STKIP BIM Surabaya and STKIP PGRI Sidoarjo. The lecturer is crucial to the quality of the graduate. Lecturers must master pedagogic competence; the ability to manage student learning, especially in universities.

Lecturers and students have a close relationship and interaction. Therefore the lecturer must better understand the character of students. That way, lecture material can be delivered and well received by all students, especially in STKIP BIM Surabaya and STKIP PGRI Sidoarjo. In addition, by understanding students' character, a lecturer will be able to master the class. (2) Mastering learning theory and learning principles.

Learning can take place effectively if lecturers communicate well with their students. Lecturers are then able to create two-way communication with students, as experienced by lecturers in the STKIP PGRI Sidoarjo environment. It is not limited to delivering teaching material. Instead lecturers can stimulate students' thinking to respond to what has been delivered in the lecture.

Study lessons are implemented in STKIP BIM Surabaya to develop educator competencies, through training and study. The training was carried out through several stages of scientific activity attended by lecturers. Some researchers' opinions are proof of their support for the theory proposed by Simamora (1997). It states eight steps of training activities carried out by lecturers, to develop their competencies. They include: 1) Assess needs and resources for training; 2) Identify training objectives; 3) Arrange criteria; 4) Treatment and sharing with educators; 5) Choose training techniques and learning principles; 6) Conduct training; 7) Monitor training; and (8) Compare the results of training to the criteria used.

Conclusion

Educators' competence must increase with the maximum of training at STKIP Bina Insan Mandiri Surabaya and STKIP PGRI Sidoarjo. Training equips each lecturer with the skills to be ready as required by present contingencies. Lecturers are thereby able to maximise their



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efforts to carry out their duties and obligations as educators, namely by implementing the Tri Dharma of Higher Education in the field of teaching, research and service, in an optimal and quality manner.

Training is said to be effective if its results accord with participants' tasks, and is useful in daily work assignments. The final step in developing a training program is evaluation. The implementation of training is said to be successful, if there is a transformation of participants' learning experience in a particular field of work.

Lecturer competency should be maximised. A number of aspects that need to be considered in implementing lesson study includes, at the stage of the plan (planning): the delivery of material should be fully mastered by the model lecturer, to facilitate the provision of material to students; preparation of alternative materials; and the commitment of the implementers of the lesson study. The Do (implementation) stage should engage students in readiness to learn, so that they actively interact in classroom learning. In the See (reflection) stage, readiness in all components implementing the lesson study is needed. The reflection is used to convey various findings and problems during the implementation of the lesson study, to be followed up when next planning.



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