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**THE QUALITY OF LS IN PUPPET SERIES
BASED ON CHARACTER EDUCATION**

SULISTIYANI



**Kresna Bina Insan Prima
Anggota IKAPI**

**The Quality of LS in Puppet Series Based on
Character Education**

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Hak cipta dilindungi undang-undang

Dilarang memperbanyak karya tulis ini dalam bentuk dan
dengan cara apapun tanpa ijin tertulis dari penerbit

First of all, thanks to Allah SWT because of the help of Allah, writer finished writing the book entitled "Lesson Study Series Based on Character in Speaking Subject" right in the calculated time.

The purpose in writing this book is to fulfill the understanding knowledge about lesson study in Speaking subject.

In arranging this book, the writer trully get lots challenges and obstructions but with help of many individuals, those obstructions could passed. writer also realized there are still many mistakes in process of writing this book.

Because of that, the writer says thank you to all individuals who helps in the process of writing this books. hopefully allah replies all helps and bless you all.the writer realized that this books still imperfect in arrangement and the content. Then the writer hope the criticism from the readers can help the writer in perfecting the next book. Last but not the least Hopefully, this paper can help the readers to gain more knowledge about lesson study major.

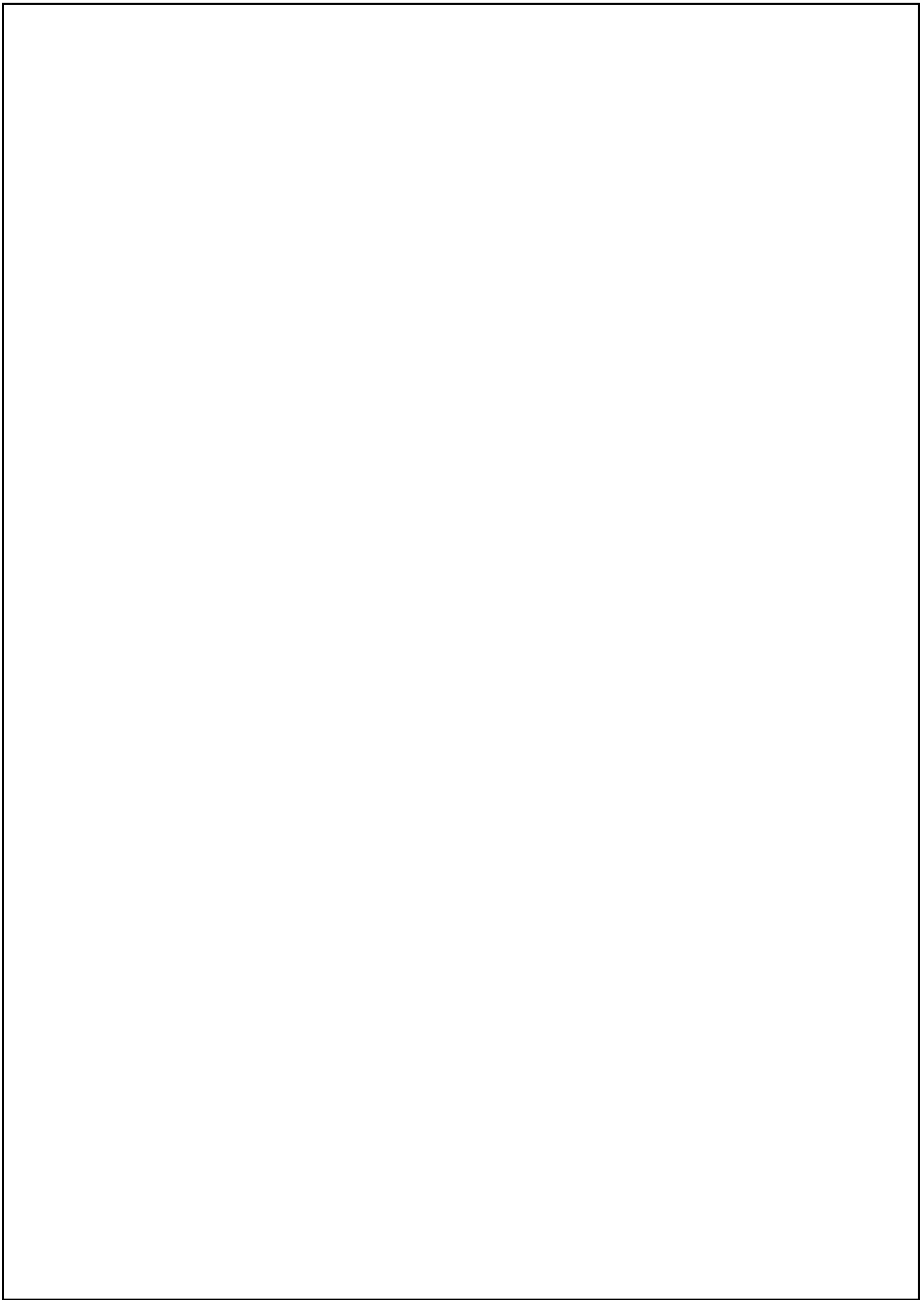
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CHAPTER ONE: INTRODUCTION

The development of education carried out in Indonesia needs to pay attention to the concept of learning and learning. In this era of globalization, it illustrates a turning point in the development of human civilization. This is indicated by the growth of awareness of values. Even for the scientific field which was once considered to be value-free, today there are many positions and roles of value. Regarding the role of values, character education should bring learners to cognitive value recognition, affective value appreciation, and ultimately to actual values. The current problem of character education needs to get a response that is so great considering that the morale of the nation is getting more damaged, alternative solutions must be sought immediately and it needs to be developed more operationally so that it is easily implemented.

Today, character education is an interesting conversation among education practitioners. This education was raised because of the dissatisfaction with the implementation of education, especially towards the quality of the character of the school's output. Education that is now considered to have failed to create human character because it is too focused on increasing knowledge and too emphasizes thinking intelligence. But it is weak in mind and inner intelligence so that it cannot

develop into a virtuous nation. This is what causes moral damage to increase even though education can be tasted by all groups.

Character education is actually a classic term in the history of the Indonesian nation. The term that has existed since the time of independence has suddenly become popular again lately, which has been reinvigorated to revive character education. This education aims to shape the character of students who are moral, ethical, and virtuous while being able to compete in the international arena by not forgetting their own culture.

Character education is education that prioritizes in terms of character which always involves aspects of knowledge, feelings, and actions. So with character education, a child will become emotionally intelligent. Emotional intelligence is also a very important provision to meet life in the future. Podhorsky & Moore (2006) states that education should be interpreted as an effort to create programs which include values that focus on improving teaching and learning practices, not solely focusing on designing classes with teacher proof curriculum. This value has also been applied to every packaged science study through the curriculum. The 2013 revised curriculum that is currently developing has given proportional attention to the dimensions of cognitive, effective, and psychomotor. Discuss with the lesson study is nearest with the character.

Of course, quite a variety of habituation methods are applied in each school. Everything that is done by the residents of the school aims to build the character of the nation. One of these learning media is actually in front of us, namely puppet. Puppet is the ancestral cultural heritage that contains moral messages that are very good for life. In Javanese puppet stories tucked into good values and excellent heroic values to be exemplary in teaching character to students.

Looking at the above, there needs to be a change and renewal, innovation or movement to change the mind set towards achieving educational goals in general and especially learning objectives. Learning should be more varied methods and strategies to optimize the potential of students. The efforts of lecturers in regulating and empowering various learning variables, are an important part in the success of students in achieving the planned goals. Therefore the selection of methods, strategies and approaches in designing learning models that are useful in achieving the climate of PAIKEM (Active, Innovative, Creative, Effective, Enjoyable Learning) is a demand that must be sought by lecturers.

In addition to the learning model that needs to be a reference for learning, the lesson study concept needs to be combined with the learning model as a support in learning. Lesson Study appears as an alternative to overcome the problem of learning practices which have been considered to be less effective. According to Slamet

Mulyana, (2007; 20) Lesson Study as 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.

Lesson study is a coaching effort to improve the learning process carried out by a group of teachers collaboratively and sustainably, in planning, implementing, observing and reporting on learning outcomes, which can encourage the formation of a learning society that consistently and systematically makes improvements self, both at the individual and managerial level.

Therefore, it is necessary to use puppet as a medium for the formation of students' character in order to foster their spirit and self-enthusiasm so that they do not forget their own culture, which is expected to build a nation without setting aside their identity. Lesson Study 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. From the lesson study, we get a good moral value in teaching learning process. In collaborative learning, the students can be learned a good attitude and character with the other.

Lesson study can be implemented at various levels of education, including universities that implement character-based Lesson Study programs in their special

academic activities at the STKIP Bina Insan Mandiri Surabaya. How to stimulate one of the students responses are using an interesting media. Media is a visual aids that is the important tool. The good media for character is puppet. This study aims to examine the image of figures of clowns in Javanese puppet in order to enhance the values in character education of students in the world of education through symbolic meaning.

This book was conducted because the authors see education whose quality is declining today. This proves that education without character and character has been considered to fail to educate the nation's children. Many school graduates and scholars who are good at answering exam questions, have intelligent minds, but mentally weak, timid, and behavior is not commendable and do prohibited acts. With image theory and symbols in the puppet the author conducted an analysis to examine the image of the clown who then got the symbol of punokawan in Javanese wayang. Cultural education and national character are very vigorously carried out in the world of education because it aims to prepare students to become better citizens, namely citizens who have the ability, willingness, and apply the values of Pancasila in their lives as citizens of Indonesia. So with many stories in the javanese puppet, all students are easy to communicate many kinds of stories in the javanese puppet with the other.

A. Definition of Lesson Study

The government has always tried to make efforts to improve the quality of lecturers through training. It is not a few funds have been allocated for these activities. Unfortunately the efforts of the government have not had a significant impact on improving the quality of lecturers. At least there are two things that cause teacher training have not had an impact on improving the quality of education. First, training is often not based on real problems that arise in the classroom.

The same training material was delivered to all lecturers without knowing the area of origin. Even though the condition of the school in an area is not necessarily the same as the other regions. Sometimes the trainer uses sources from foreign literature without conducting prior tests on conditions in Indonesia. Second, the results of the training is not only become knowledge only, but also applied to learning in the classroom or even if applied only applied once, twice and then back "as before, back to basic". This is because there is no monitoring activity after training, especially if the foundation never asks about the results of the training. In addition, the foundation does not facilitate a forum for sharing experiences among le lecturers.

To overcome the conventional training experience that is less stressful in post-training, this module offers an in-service training model that focuses more on efforts to empower teachers in accordance with the capacities and

problems faced by each. Lewis (2006) mentions ¹ lesson study is not a strategy or method in learning, but is a coaching effort to improve the learning process carried out by a group of educators collaboratively and sustainably, in planning, implementing, observing and reporting on learning outcomes. Lesson Study is not a momentary project, but it is a continuous activity that is endless and is 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 consistently and systematically performs self-improvement, both at the individual and managerial level.

Mulyana (2007) provides a formula for Lesson Study as one ¹ of the models 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.

1. Purpose of Lesson Study

Bill Cerbin & Bryan Kopp suggest ¹ that Lesson Study has 4 (four) main objectives, namely to: (1) gain a better understanding of how students learn and teachers teach; (2) obtain certain results that can be utilized by other teachers, outside the Lesson Study participants; (3) improve learning systematically through collaborative inquiry. (4) build a pedagogical

¹ knowledge, where a teacher can draw knowledge from other teachers.

2. Benefits of Lesson Study

⁴ Based on interviews with a number of teachers in Japan, Catherine Lewis suggested that Lesson Study is very effective for teachers because it has provided benefits and opportunities for teachers to be able to: (1) think more carefully about goals, certain material that will be taught to students, (2) think deeply about learning goals for the future interests of students, for example about the importance of friendship, developing perspectives and ways of thinking of students, and students' fondness for science, (3) reviewing the best things that can be used in learning through learning from other teachers (participants or Lesson Study participants), (4) learning about the content or subject matter of other teachers so that they can increase knowledge about what should be given to students, (5) develop skills in teaching, both when planning learning and during learning activities, (6) building capacity through collegial learning, in the sense that teachers can learn from each other about what they feel is still lacking, both about their knowledge and skills in teaching students, and (7) developing "The Eyes to See Students" (Kodomo Wo Miru Me), in the sense that the observers (observers) present, observations about student learning behavior can be more detailed and clear.

Meanwhile, according to the Lesson Study Project (LSP) several other benefits that can be taken from Lesson Study, including: (1) the teacher can document the progress of his work, (2) the teacher can get feedback from other members / communities, and (3) the teacher can publish and disseminate the final results of Lesson Study. In the context of education in Indonesia, this third benefit can be used as one of the Teacher's Scientific Writings, both for the sake of promotion and lecturers certification.

B. Rules of Lesson Study

1. Stages of the lesson Study

With regard to the stages in the Lesson Study, several opinions were found. According to Wikipedia (2007) that Lesson Study is carried out through four stages using the concept of Plan-Do-Check-Act (PDCA). Meanwhile, Slamet Mulyana (2007) suggested three stages in Lesson Study, namely: (1) Planning (Plan); (2) Implementation (Do) and (3) Reflection (See). Whereas Bill Cerbin and Bryan Kopp from the University of Wisconsin presented six stages in Lesson Study, namely:

- a. Form a Team: form a team of 3-6 people consisting of the teacher concerned and other parties who are competent and have interests in Lesson Study.
- b. Develop Student Learning

- c. Goals: team members discuss what will be taught to students as a result of Lesson Study.
- d. Plan the Research Lesson: teachers design learning to achieve learning goals and anticipate how students will respond.
- e. Gather Evidence of Student Learning: one of the team's teachers conducts learning, while the other makes observations, collects evidence from student learning.
- f. Analyze Evidence of Learning: the team discusses results and evaluates progress in achieving student learning goals
- g. Repeat the Process: the group revises learning, repeats the stages starting from the 2nd to 5th stages as stated above, and the team shares the findings.
- h. For more details, referring to the thoughts of Slamet Mulyana (2007) and the concept of Plan-Do-Check-Act (PDCA), below will be briefly described about the stages in conducting:

1) Stage of Planning (Plan)

Lesson Study is carried out in three stages, namely Plan (planning), Do (implementing), and See (reflecting) that is sustainable. In other words, Lewis (2006) mentions lesson study is a way to improve the quality of education that never ends (continuous improvement). In the planning stage, the teachers who are members of the Lesson Study collaborate to prepare a lesson

plan that reflects ¹ student-centered learning. Planning begins with the activity of analyzing the needs and problems faced in learning, such as about: basic competencies, how to teach students, anticipating the lack of learning facilities and facilities, and so on, so that we can know the various real conditions that will be used for learning purposes.

Furthermore, together a solution is also found to solve all problems found. Conclusions from the results of the analysis of needs and problems become a part that must be considered in the preparation of Lesson Plan, so that Lesson Plan becomes a truly very mature plan, in which it is able to anticipate all possibilities that will occur during the implementation of learning, both at the initial stage and with the final stage of learning.

Improving the quality of educators through lesson study starts from the planning stage that aims to design learning that can teach students and be student-centered, with the intention that students participate actively in learning activities. Good planning is not done alone but is done jointly by several lecturers or lecturers who can collaborate with lecturers to enrich the ideas. Planning begins with an analysis of the problems faced in learning. Problems can

be in the form of managed study material by explaining a concept. Problems can also be in the form of pedagogy, which is about the right learning methods to create an effective and efficient teaching and learning process. In addition, the problem can also be in the form of anticipating steps to overcome the problems of learning facilities.

Next, the lecturers jointly look for solutions to the problems faced as outlined in the lesson plan and material teaching in the form of learning media and student worksheets and evaluation methods. Planning activities require several meetings (2-3 times) to make it more stable. Meetings that are often carried out in the form of workshops between lecturers and lecturers in the context of learning planning lead to the formation of collegiality between lecturers and lecturers, lecturers with lecturers, lecturers and lecturers, so that the lecturers do not feel higher or feel inferior. They share experiences and learn from each other so that through meeting activities in the series of lesson studies mutual learning is formed between lecturer model with her partner in team teaching by collaboration system.

2) Stage of Implementation (Do)

In the second stage, there are two main activities, namely: (1) the implementation of learning activities carried out by an agreed teacher or at his own request to practice the RPP that has been prepared together, and (2) observation or observation activities carried out by members or Other Lesson Study communities (read: teacher, headmaster, or school supervisor, or other invitation acting as observer / observer)

Some things that must be considered in the implementation phase, including:

- a) The teacher carries out learning in accordance with the RPP that has been prepared together.
- b) Students are tried to be able to undergo the learning process in a natural and natural setting, not under an under pressure situation due to the Lesson Study program.
- c) As long as learning activities take place, observers are not allowed to interfere with the course of learning activities and disrupt the concentration of teachers and students.
- d) Observers make careful observations of the interactions of students, students, instructional materials, students, students, and other environments, using observational instruments that have been prepared in advance and arranged together.

- e) Observers must be able to learn from the learning that is taking place and not to evaluate the teacher.
- f) Observers can do recording through a video camera or digital photo for further documentation and analysis and recording activities do not interfere with the learning process.
- g) Observers record the learning behavior of students during learning, for example about comments or student discussions and try to be able to list the names of the students concerned, the process of construction of students' understanding through student learning activities. Notes are made based on the guidelines and sequence of student learning experiences listed in the lesson plan.

The second step in lesson study is the implementation (Doing) of learning to implement the learning design that has been formulated in planning. In planning, it was agreed on who the lecturer would implement learning and the school that would be the host. This step aims to test the effectiveness of the learning that has been designed. Other lecturers from the institution concerned or from other institutions act as observers. The lecturers also observed the learning. Educational staff within the institution

is involved in observing learning and guiding activities. Before the learning begins, a briefing should be conducted to the observers to inform the learning activities planned by a lecturer and remind that during the learning the observer does not interfere with the learning activities but observes the effectiveness of students during learning. The focus of observation is on student-student interaction, students - teaching materials, and students - the environment associated with the four competencies of teachers and lecturers in accordance with Law No. 14 concerning Teachers and Lecturers.

Before the learning process takes place, the model lecturer can provide a general description of what will happen in the lecture class, which includes information about the learning plan, learning objectives, related prerequisite concepts, the position of teaching material in the applicable curriculum, and the expected student response . In addition, observers also need to be given information about student worksheets and seating position maps that describe the class settings used. It would be better if the map of the seating position is complete with student names. By having a complete picture of the learning that will be done, the observer can

determine what he will do in the classroom during the observation process.

The learning observation sheet needs to be owned by observers before learning begins. Observers are welcome to take place in classrooms that allow them to observe student activities. Usually observers stand on the left and right side of the classroom so that student activities are well observed. During the observation, observers may not talk to fellow observers and do not interfere with the activities and concentration of students. Observers may record learning activities through video cameras or digital photos for documentation and material for further study. The presence of observers in the classroom in addition to gathering information is also intended to learn from ongoing learning and not to evaluate lecturers.

The third step in lesson study activities is reflection (seeing). After completion of the study, a discussion is immediately carried out between the lecturer and the observer guided by the foundation or person appointed to discuss learning. Lecturers begin the discussion by conveying impressions in carrying out learning. Furthermore, observers were asked to submit comments and lessons learned from learning, especially regarding student activities. Of course,

criticism and suggestions for lecturers are delivered wisely in order to improve learning. Preferably, the lecturer must be able to receive input from the observer to improve subsequent learning. Based on input from this discussion, the next learning can be redesigned.

The steps of the activities carried out in the reflection activities are as follows:

- a) the facilitator introduces reflection participants in the room while mentioning their areas of expertise;
- b) the facilitator conveys the agenda of the reflection activity that will be carried out (about 2 minutes). The facilitator explains the rules about the procedure for commenting or submitting feedback. The rules cover the following 3 things: (1) during the discussion only one person spoke (no one spoke together), (2) each discussion participant had the same opportunity to speak, (3) at the time of submitting an opinion, the observer must submit proof of observation as the basis of the opinions put forward (not speaking on the basis of opinion; 3. the focus of the observation revealed is, (1) when do students start learning, (2) when do students start to get bored learning, (3) what do they get from earlier learning?

3) Reflection Stages (Check)

The third stage is a very important stage because efforts to improve the learning process will depend on the sharpness of the analysis of the participants based on observations on the implementation of the learning that has been carried out. Reflection activities are carried out in the form of discussions followed by all Lesson Study participants who are guided by the principal or other designated participants. The discussion begins with the delivery of impressions of teachers who have practiced learning, by submitting comments or general impressions and special impressions of the learning process that they do, for example regarding the difficulties and problems that are felt in carrying out the prepared lesson plan.

Furthermore, all observers submit comments or suggestions wisely to the learning process that has been carried out (not to the teacher concerned). In submitting suggestions, observers must be supported by evidence obtained from observations, not based on their opinions. Various discussions that developed in the discussion can be used as feedback for all participants for the sake of improvement or improvement of the learning process. Therefore,

it is better for all participants to have notes of the discussions that took place in the discussion.

From the results of reflection can be obtained a number of new knowledge or important decisions in order to improve and improve the learning process, both at the individual level, and managerial.

At the individual level, various valuable findings and inputs that were conveyed during the discussion at the reflection stage certainly became the capital for the teachers, both those who acted as instructors and observers to develop the learning process in a better direction.

At the managerial level, with the direct involvement of the principal as a Lesson Study participant, of course the principal will get a number of valuable inputs for the benefit of developing education management in the school as a whole. If so far the school principal has been preoccupied with matters outside of education, with his involvement directly in lesson study, he will be better able to understand what the teacher and his students are actually experiencing in the learning process, so that the principal is expected to be even more focused to manifest itself as an educational leader in the educational institutions.

C. Objectives of Lesson Study

Lesson study has developed in Japan since 1900. Through lesson study activities educators in Japan study learning through planning and joint observation that aims to motivate students - students are actively learning independently.

Lesson study is a direct translation of the Japanese language Jugyekenkyu, which comes from the word jugyo which means lesson or learning, and kenkyu which means study or research or study of learning lesson study can be held by an educator group in a district or organized by a group of educators in Indonesia. Educator groups from several schools gathered to carry out lesson study.

Lesson study which is very popular in Japan is lesson study which is organized by a school and is known as konaikenshu which developed since the early 1960s. Lewis (2006) mentions Konaikenshu also formed from two words namely konai which means in school and kenshu which means training. So the term konaikenshu means school - based in - service training or in - service education within the school or in - house workshop.

In the 1970s the Japanese government benefited from konaikenshu and since then the Japanese government has encouraged schools to implement it. Evidence of the Japanese government's encouragement is to provide cost support and incentives for schools that implement this program. Most elementary schools and junior high schools in Japan carry out Konaikenshu. Although the Japanese

government has provided support for costs, most educational institutions carry out voluntary conventions, because schools feel the benefits.

The reason why lesson study became popular in Japan was because lesson study helped educators improve their teaching and learning skills. In addition, this program has also increased the seriousness, intensity and responsibility of educators as professionals. That then increases the quality of the educational institutions.

D. Scope of Lesson Study

Lesson study is a collaborative activity with an ideal implementation initiative coming from the Principal with the educator. Who carried out these activities relied heavily on the type of lesson study developed. If lesson study is developed based on education institution, then the people who do it are all educators from various fields of study at the school together with the Chairperson / head of the institution. Lesson study with this type is developed with the main aim to improve the quality of the process and student learning outcomes concerning all fields of study being taught. Because lesson study activities include planning, implementing and reflecting, the teacher must be actively involved in the three activities.

In each step of the lesson study activity, educators get the opportunity to identify learning problems, review the usual learning experiences, choose alternative learning models to be used, design learning plans, examine the

advantages and disadvantages of alternative learning models to be chosen, carry out learning, observing the learning process, identifying important things that occur in student learning activities in the classroom, carrying out reflections together on the results of classroom observations, and taking valuable lessons from each process carried out in the interest of improving the quality of implementation and other learning outcomes. Although the lesson study like this generally only involves the educational institution members concerned, in its implementation it is possible to involve outside parties, for example lecturers and lecturers in STKIP Bina Insan Mandiri Surabaya.

Lesson study can also be carried out with TOT (field of study). For example, a group of English Education Department in an area agreed to do lesson study to improve the quality of the process and results of learning Speaking in English. Because the English lecturer group comes from several institutions, the implementation can be done in turns from one institution to another. The steps of the activity carried out in this type of lesson study are basically the same as the lesson study type mentioned earlier. The difference is only in community members who come from several educational institutions with the same specialization. Thus, lesson study of this type of community members can cover one area, one district, or more broadly.

If we pay close attention, the two types of lesson study above basically involve a group of people who carry out planning, implementing, and reflecting after learning so as to form a learning community that is synergistically expected to be able to create new breakthroughs in creating innovative learning. In this way, every member of the community involved is very potential to be able to do self-development so that it has the independence to develop together with other members of the learning community.

In the implementation of lesson study, Lewis (2006) mentions the educators use the connected learning model. The connected model is an integrated learning model that is deliberately attempted to connect one concept with another concept, one topic with another topic, one skill with another skill, assignments carried out in one day with the tasks performed the next day, even ideas learned in the next semester in one field of study.

The advantage of this model is the students can get a clearer and broader picture of the concepts described and students are also given the opportunity to carry out inland, review, refine and assimilate ideas gradually. Early learning, the teacher enters the class and gives greetings and asks about the young learners. The lecturer attaches the picture media to the writing board to give the game to students. In the game students are told to put the part of the body in question. Then many students want to stick in front. After knowing the intended parts, the teacher gives

more explanation to students. So that students really understand the material being taught. To find out students' understanding, the lecturers provides worksheets to each student. The lecturers and students correct together the results of their work. Then the lecturers gives the conclusions of the material conveyed. Before being closed the lecturers gives motivation to students to learn more actively and learn the next material.

1. Learning Planning

After reviewing the curriculum and formulating learning objectives and student development goals, the first step in the lesson study series is to design learning to achieve goals in the form of learning devices, including syllabus, Learning Implementation Plan (RPP), and worksheet students.

2. Observation Results

- At the beginning of learning, students are enthusiastic to take part in learning about body parts.
- Before the activity of knowing the members of the body and their uses and how to care for them, students are invited by the lecturers. Students were told by lecturers to choose various forms of Javanese puppets in front of them, from the puppets students began to be introduced and mention name the nature of names and others using English

In puppet art there are many life stories presented. The puppet art connoisseurs must be familiar with life stories taken from these ancient literary works,

ranging from the Ramayana story to the Mahabarata. Not only that, every puppet show must also have a moral message to be conveyed by a puppeteer. The puppeteer is the person who plays the puppet show in a show. Likewise with the four puppet characters who were packaged into pirates in Javanese puppet. The four figures of the cleric consisted of Semar and his three children, including Gareng, Petruk, and Bagong. The Punakawan are shown as funny cheerful groups with their typical humor to melt the atmosphere. In addition, Punakawan also has their own character which is certainly worth exploring deeper into each character presented.

From these words, the teacher invites students to attach pictures according to their respective parts. Finally these students can find out the uses and ways to care for another.

- In the activity, all students were full of enthusiasm.

3. Reflection

After completing the learning process, the observer and the model lectures make a reflection. The points of reflection result are as follows:

- Most students learn actively and enthusiastically, even though there are still students who have not dared to convey their ideas. This is evidenced by all students eager to put puppet and finish them on time.

- The model lecturer has succeeded in motivating students to dare to answer the questions submitted by the lecturer.

E. Purpose of lesson study

1. Application of Lesson Study

a. Planning Phase

Designing learning that can teach students and be student-centered. This is done to encourage students to be actively involved in the learning process. This plan was not carried out alone but carried out jointly to enrich ideas. This collaboration can not only be done by instructors from other fields of study in schools. Thus a friendship between colleagues and instructors is formed, so that through Lesson Study activities we can share experiences and form mutual learning.

This planning phase begins by identifying the needs and problems that exist in the learning process. The needs and problems that can be analyzed in learning include: characteristics of the subject, lesson schedule, basic competencies, dealing with the lack of learning facilities and facilities, student characteristics and classroom atmosphere, learning methods / approaches, media, teaching aids, process evaluation and learning outcomes , etc. Next, jointly look for solutions to solve all problems found. The solution chosen is

then applied to a learning device that reflects student-centered learning, namely the Learning Implementation Plan/ Lesson Plan (RPP).

Lesson Plan must be a truly very mature plan, which is able to anticipate all possibilities that will occur during the implementation of learning, both at the initial stage, the core stage to the final stage of learning.

b. Implementation Observation

At this stage there are two main activities, namely:

- a) The implementation of learning activities carried out by the model teacher to practice the Lesson Plan that has been prepared together.
- b) Observation or observation activities carried out by lesson study members who act as observers.

This is our supervisor who is involved in observing learning and as an activity guide. The focus of observation is aimed at the interaction of students with students, students with teaching materials, students with teachers, and students with the environment associated with four teaching competencies. There are several things that must be considered in the implementation phase, including:

- 1) Lecturers carry out learning in accordance with the Lesson Plan that has been prepared together.
- 2) Students can undergo a natural and natural learning process in place.

- 3) Observers make careful observations of student interactions with students, students towards teaching materials, students to instructors, students to other environments, using observational instruments that have been prepared in advance and arranged together.
- 4) As long as learning activities take place, observers are not allowed to interfere with the course of learning activities and interfere with the concentration of educators and students.
- 5) Observers must be able to learn from the learning that is taking place and not to evaluate the educator.
- 6) Observers take notes about student learning behavior during learning. Notes are made based on the guidelines and sequence of student learning experiences listed in the lesson plan.
- 7) The observer records through digital photos for further documentation and analysis and recording activities do not interfere with the learning process.

c. ¹ Reflection Stage

The third stage is a very important stage because efforts to improve the learning process will depend on the sharpness of the analysis of the participants based on observations on the implementation of the learning that has been carried out. Reflection activities are carried out in the form

of ¹ discussions followed by all Lesson Study participants guided by our supervisor. At this stage the instructor who has done the learning is given the opportunity to express his impressions during the implementation of learning, both to himself and to the students he faces. Furthermore, the server (other instructors and experts) submit comments, suggestions and questions relating to all aspects of the learning activities that have taken place which are supported by the evidence obtained from the observations. At this stage the lecturer and expert of learning provide rewards (rewards) and inputs to the instructor.

The important thing at this stage is that instructors who carry out the learning get inputs for the improvement of subsequent learning. While the instructors who become the server can try out the learning model that has been exemplified by the instructor's instructor. The various ¹ discussions that developed during this reflection phase can be used as feedback for all participants in the interest of improving or improving the learning process.

d. Results that have been achieved for each activity

The role of the principal is crucial to the planning, implementation, results, and follow-up of Lesson Study activities, because the key to the first success is the willingness of the principal to lead and manage the learning community, maximize all

available resources, streamline interpersonal communication, exchange ideas, and joint collaboration, supporting all stakeholders to participate and commit, inviting all citizens to be able to learn from problems and always think positively, create openness, also seek funding needed for the implementation of the Lesson Study activities and follow-up.

What has been achieved through lesson study is the occurrence of changes in the classroom, among others: more enjoyable classroom activities, increased learning effectiveness, increased mastery of concepts, increased diversity of motivational strategies for students, better learning environments, increased effectiveness in the use of learning media, and observing the activities of students more carefully.

Changes that occur in the learning process, including changes in conventional learning, no longer observed, become more meaningful learning, teachers use a variety of learning methods, so students can learn actively. Changes that occur to teachers include: increasing pedagogic competence, professional competence, social competence and personality competencies, more innovative teachers, more varied learning methods and more relevant to students' ability levels, teachers do not hesitate to share experiences and ideas, motivate one another

get feedback on the learning that is carried out, the satisfaction and sincerity in work, and the increase in the quality and quantity of teachers in carrying out learning.

Changes that occur in students include: an increase in understanding of the subject matter, increased student interest in subjects, increased motivation to learn, increased student activity in the learning process, relatively no anxiety, students are happy, dare to ask, more confident, can working with other students, feeling less ego, increasing the effectiveness of learning outcomes, and having satisfaction in learning.

CHAPTER TWO: SPEAKING SUBJECT

⁶ Speaking proficiency is one of the types of language skills to be achieved in teaching languages including English. Speaking is the main means to foster mutual understanding, reciprocal communication, and using language as a medium.

Talking activities in language classes have aspects of two-way communication, namely for the students at high education between the speaker and the audience reciprocally. Thus speaking exercises must be based on: 1) listening ability, 2) speaking ability, and 3) mastery (relative) of vocabulary and expressions that allow students to communicate their intent or thoughts with the other speakers.

Therefore, it can be said that this speaking exercise is a continuation of listening exercises which in its activities. There are also uttering exercises. Targets to be achieved in this case are the ability and fluency of spoken or spoken language (communicating) directly as the main function of language, especially English ⁵

In the globalization advanced, the importance of the English language is very necessary. English language education must be given to the Ministry of education from elementary school to the universities in the entire students in Indonesia. The students often get mistakes in the

learning makes students or students assume that English is difficult subject.

Generally, students in mastering English gets many problems. Especially in Universities/ collages students, the lecturers seems to dominate talking too much in the learning process. And in the end, students become passive, sit still, and listen rather than talk. It seems difficult to have the opportunity to be active in the learning process. So speaking is important. Most students are often desperate to speak English because they are hesitant to speak and they are afraid to make mistakes.

The reason made them reluctant to try to say in English words in their communication, even they were in class speaking. Then students often worry about the correct pronunciation. According to students who speak the right chosen words, correct pronunciation, and grammar when they speak. So speaking is very important because when they talk to someone, their pronunciation and grammar are correct. The other manner to make a good sollution is using media/ the various teaching model for teaching english, especially for improve their speaking ability.

Thus, this case will discuss effective *speaking activity* .carried out by students of the application of *speaking* learning. For the past two decades, Mayer and his colleagues have investigated the nature of multimedia learning with a goal-based research (Mayer & Anderson, 1992; Mayer & Gallini, 1990; Mayer , 2005). They receive

fruitful materials that can be used to facilitate learners' effective understanding, especially in science education (Mayer & Moreno, 1998; Moreno & Mayer, 1999).

As confirmed by Azhar Arsyad (2002: 75), that in the use of audio-visual media/ the various teaching model can be function as a learning media that can help lecturers in delivering messages or lessons so that students can understand the lessons delivered, an educator must choose and use audio-visual media in the teaching and learning process in order to achieve the goals achieved and improve speaking ability of students. Learning media/ the various teaching model is chosen based on the instructional objectives that have been set in general, referring to one combination of one of the cognitive, affective, and psychomotor domains. For this reason, the presence of audio visual learning media can also play a role in increasing the motivation and learning achievement of students in improving their English speaking abilities. The other one is using lesson study.

The model is lesson study, which 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. Thus, lesson study is not a learning method or strategy but activities can implement various learning methods/ strategies that are appropriate to the situation, conditions, and problems faced by the lecturer.

A. Concept of Speaking

Speaking proficiency is one of the types of language skills to be achieved in teaching modern languages. It is including English. Speaking is the main means to foster mutual understanding between each other, reciprocal communication, and using language as a medium.

Talking activities in language classes have aspects of two-way communication, namely between the speaker and the audience reciprocally. Thus Anderson (1992) mentions speaking exercises must first be based on: (1) ability to listen, (2) ability to say, and (3) mastery (relative) vocabulary and phrases that allow students to communicate their intent or thoughts.

Therefore, it can be said that this speaking exercise is a continuation of listening practice in which there are also uttering exercises. The target to be achieved in this case is the ability and fluency of spoken or spoken language (communicating) directly as the main function of language, especially English. Because the principle in teaching speaking. Teaching speaking is teaching the language so don't teach only about the language without the meaning more.

Speaking is the main means to foster mutual understanding (one more explanation), reciprocal communication, and using language as a medium. Talking

6 activities in language classes have aspects of two-way communication, namely between the speaker and the audience reciprocally.

In general, the purpose of speaking exercises for beginner and intermediate level is so that students can communicate verbally in simple English. Therefore, learning must be able to inspire and motivate students to speak and have the courage to practice it.

Here are some steps in speaking practice. In the early stages, speaking exercises can be said to be similar to listening practice. As stated earlier, in the listening exercise there is a stage of listening and imitating. This listening and imitation exercise is a combination of basic training for listening skills and speaking skills.

1. Talking Learning Process

To achieve communicative abilities, students need to go for the first through several communication activities, which are divided into two stages, namely: a) Pre Communicative Activities

Pre-Communicative activities present the following:

- Memorize dialog

Memorize sentences in a dialogue and dramatize them.

- Dialogue through pictures

The lecturer brings pictures and shows one by one while asking. For example: What is this? this is a paint

Guided dialogue

The lecturer gives drill training in the form of question and answer. For example: are you going to ... this afternoon?, Then the students answer according to what is specified, namely No, I am sleeping this afternoon / yes, I am

Dramatic Action

For example: What am I Doing? I am Sleeping
Question and Answer Technique

The lecturer must first determine the basic material of the lesson which includes the structure and vocabulary.

Describe sentences, paragraphs or short stories

For example: The lecturer tells a story, my sister likes going to the movie but my brother ... then the student continues / completes it with the answer according to the situation.

b) Communicative Activities

Communicative activities present several things, including:

Group conversations

Lesson study Technique ; the lecturer divides the class into groups which each group has a chairperson that includes in teaching of using lesson study model. The students take turns to say

something and then be joined by a group of friends so that it becomes a whole story.

- Role playing

In this activity the teacher gives certain role assignments that must be done by students. The role given must be adjusted to the level of language mastery of the students.

- Practice social expressions

Social expressions mean social behaviors when communicating which are expressed in a manner that salutes praise, cell greetings, and so on.

- Answer questions based on experience
- Making English Zone
- Play language games
- Problem Solving

B. Teaching Speaking

In short moment, the teaching technique that the lecturers gave was divided into 3 levels, ... first called guided speaking, responsive speaking and productive speaking. The first technique of guided speaking is with emphasis on pronunciation and limited speaking with clues or tracks that have been planned in advance. The second technique is responsive speaking. remember, speaking ability can be stimulated from reading (in English), and reading is very rich in vocabulary and language structure. In this second technique, students' ability to speak appears with this reading stimulation. The

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third technique is productive speaking. Speaking with a broad discourse in this technique is the main goal, but, it can only be obtained if students have mastered the speaking skills of the first and second techniques that have been understood and mastered well.

The three teaching techniques are very suitable for the conditions of small or large class, so there is no reason not to teach speaking for the number of students with 40 in a classroom. These are three techniques, the results of research and observations that some lecturers did at around ten years ago, and they developed them when they began to explore speaking teaching techniques when teaching TEFL courses at a university. The results are quite satisfying, and the satisfaction of seeing students cas cis cus in English.

The ability to speak English is not only one of the decisive abilities in gaining employment lately, Anderson (1992) mentions about the obligation to understand English in terms of interaction between nations. This is what underlies the emergence of various types of English language courses in all regions of Indonesia. Regardless of how truly the quality of English language subject in Indonesia is implied, there is a worrying situation, namely the poor quality of the results of English language teaching in educational institutions.

Why did the writer take this conclusion? Certainly it is not appear without foundation. Logically, we can argue that it is not possible for such English language

subject to flourish in Indonesia if the results of teaching English in schools are satisfying. If this is the case, then the English language subject that are available are only intended for special interests such as obtaining a TOEFL, IELTS, and other certificates and not intended to improve English language skills in everyday life. But in reality, the majority of existing English language subject are intended to improve English language skills in everyday life, not for other purposes.

This situation certainly causes problems. For students who come from upper middle class families, the problem of English language difficulties can be overcome easily. All they have to do is choose which English courses they like and start learning. But what about the students from the lower classes? This is certainly a separate difficulty because, sometimes, not to pay course fees, for food they still have to find money after school. Then what is the impact? Certainly very clear. Because the top companies in this country always include English language proficiency requirements as one of the requirements to become employees of the company, the opportunity for students from the lower classes to be able to enter the work area that can provide income is missing, greater than. They finally can only work in small companies that do not require English language skills with salaries that are very far from foreign companies. Thus, their standard of living certainly will not be much different from the level of life of their previous parents.

Looking at the reasons mentioned above, are we not as English educators motivated to try to improve the ability of English-speaking students through English lessons at school? As a group that is often cited as a hero without a Sign, it is not feasible if we want to be considered a hero but do not strive to advance our students. In the midst of the emergence of the phenomenon of a handful of teachers who pursue material for personal gain by utilizing their students, let us re-examine our devotion to strive to improve the results of teaching English at the collage so that our students from the lower classes do not get worse and worse will not lose to other students who come from within the community.

Problems that arise in teaching English at the collage. If we think more deeply, it is very remarkable that students who have studied English for at least 6 years (since junior high) after graduating from high school still cannot speak English, even to introduce yourself though. It is called extraordinary because if the student participates in an English general course at a course institution at the same time, then it can be ascertained that students are very capable of talking in English, maybe even already able to understand English at the level of drama, poetry, etc. other. So why did this happen?

Based on the results of filling in questionnaires that the author had made in 2017 for college assignments, there were several problems which, according to the students,

prevented them from mastering English. These problems are:

1. Rarely do lecturers speak English in class. This was felt to be a hindrance by the students because according to them, they were not used to hearing other people speak English.
2. Lessons are too emphasized in grammar (and not in conversation), but students are rarely given direction about how and what functions of the grammar elements they learn.

Based on the questionnaire results and test results for students, it appears that on average students master English grammar patterns (eg. structures for simple present tense, etc.) but, students do not know when the structure must be used and how it is application in everyday life. This is a very remarkable thing because English, as well as Indonesian, will be more useful if it can be used and applied even though the grammar of students does not overpower it. It does not mean that grammar learning is not important, but it is very necessary that these theories are related to everyday life.

3. The vocabulary taught is not very useful in everyday conversation. Many students complain that the words given by English lecturers at the collages are too technical, for example about industrialization, reforestation, etc., while students still have difficulty interpreting the words that are widely used in films,

magazines, and English-language internet sites. Even sometimes, students are very familiar with English terms for politics (such as reformation, globalization, etc.) but cannot mention the objects they normally use everyday in English (eg piggy banks, gutters). , and others). Some students even say that with vocabulary as learned at the collage, it is not possible for students to start conversations with strangers using English. Maybe there is some truth, it is impossible for us to suddenly invite people we just know to discuss industrialization, for example.

4. Material of English language learning in junior and senior high school until collage is not sustainable. Students stated that there is often repetition of material (such as tenses) that has been taught in junior high school at the high school level, but still the functions and applications in everyday life are unclear.

So, as an English educator, what can we do to overcome these problems? Many of course, because it is recognized or not, the teacher is in control of teaching. What is clear, we should not just blame the government (which makes the curriculum) but it would be better if we introspect ourselves and explore our potential more to find a more successful approach in teaching English to students at the collages.

From the information above, it can be concluded that there are still many obstacles that must be faced in an effort to improve the quality of the results of English

language teaching in schools. For this reason, Anderson (1992) mentions the author has several suggestions that might be useful for fellow English language instructors in Indonesia.

1. Always maintain our ability to converse in English so that fluency in language is maintained. This is necessary because it can motivate our students to be able to speak fluently. It may be very difficult if we never meet people who can also speak English. Therefore, the authors have suggested that these English educators have a kind of club (conversation club) to meet and exchange ideas between fellow English educators in the same region. Thus, our expertise in using English will always be maintained.
2. Always emphasize the functions and applications of all the elements of grammar that we explain to students. Make sure that students really understand when they have to use the structure.
3. Add vocabulary that will be useful for everyday conversation with students and introduce students to English-language teen magazines so that they become fond of reading and get a lot of additional vocabulary from the magazine. Thus, students will be confident if they have to get along with foreign teenagers who speak English.
4. Even though we don't have the power to change the curriculum, at least make sure that the repetition of the material we provide is a deepening of what students

have learned and not only repeats but does not make students more able to apply it.

Brown and Yule argue that active speaking is using spoken language consisting of short, incomplete or separate speech in the sphere of pronunciation (Nunan, 1989; 26). According to Nunan, active speaking skills include speaking skills in monologue and dialogue (Brown, 2001). The skill of speaking monologically means speaking skills in the form of one-way communication, for example a news reader or a particular host. Dialogue speaking skills mean speaking skills that involve two-way communication such as interviews. There are several differences between spoken language or speaking with written language. In spoken language, the body organs needed are more inclined to hearing devices, while in written language on visual instruments. In spoken language, acceptance by listeners is temporal and direct, in written language permanently and their acceptance can be postponed.

The purpose of language learning is to develop the potential of active speaking. Languages learned include language that is receptive or productive. Language learning is obtained through visual (reading and writing) and audio (listening and speaking). Littlewood (1981) summarizes a number of objectives in active speaking skills learning, namely: (1) Providing overall task training, (2) Increasing learning motivation, and (3) Creating

natural and enjoyable learning processes, and (4) Getting creating a context that supports the learning process teaching active speaking skills (Richards & Renandya, 2002). These components are grammatical competencies, discourse competency, sociolinguistic potential, strategic competence. Bailey explains several principles about teaching active speaking (Nunan, 2003).²³ There are five principles, namely; (1) Be aware of the language learning context, (2) Give students practice fluency and accuracy, (3) Provide opportunities for students to talk by using group work or pair work, and limiting teachers talk, (4) Plan speaking tasks that involve negotiation for meaning, and (5) Design classroom activities that involve guidance and practice both transactional and interactional speaking.

(5) Based on the explanation above, lesson study activities are very suitable for improve the ability of active speaking or proficiency to speak for students.

In the lesson study activities, all of the above competencies are included in it. It has advantages, especially in improving speaking skills, among others, that it can increase self motivation, self confidence, which can increase the active role of students in motor activities, namely displaying or presenting speaking skills in front of the class individually. With these activities, it triggers demands for students to think and act optimally. By paying attention to the conclusions above, the researcher can submit the following suggestions. English language lecturers need to understand and study more about the

lesson model study so that they can apply the model maximally in improving student active speaking in learning.

Given the importance of the ability of active speaking, students need to continue to motivate themselves and actively participate in the process of learning English. The learning model with lesson study quality control is an alternative lecture model that can increase self motivation self confidence, and can improve students' active speaking skills in learning English.

1. Objectives and Benefits of Speaking Skill or Speaking Activity

Speaking learning that is applied in education institutions certainly has a purpose. And in learning it can begin by helping students understand why they are learning English? The purpose and benefits of this *speaking activity* are as follows:

a. Purpose of the Speaking Activity

The purpose of speaking in general is to tell, entertain, report, persuade, and convince someone. And the general purpose of the exercise is to speak in English so that students can communicate in simple oral language learning English. The purpose of learning English so that students have the ability, is as follows :

- 1) Develop communication competence in oral and written forms to achieve *informational* literacy levels .So that students are able to give an

assessment of something whether it's a work, art, product, book, or something else.

- 2) Having awareness about the nature and importance of English to improve the competitiveness of the nation in global society.
- 3) Develop students' understanding of the interest between language and culture.
- 4) Referring to the learning objectives mentioned above, it can be said that all English learning activities so that students have active communication competencies both verbally and in writing. With these capabilities, it is expected that output will have competitiveness and play an active role in the world order which will eventually build a global cultural understanding because we are part of society.

b. Benefits of Speaking Activity

The benefits of *speaking activities* are the existence of self-confidence. How is the confidence of a student grown. When in *speaking*, students must have a lot of practice so that our English is good. And in *speaking*, students have the opportunity to speak in front of crowds with English.

Even so, the benefits of *speaking are* not limited to that. In addition to having an impact on one's confidence, *speaking* alone in the context of English is one of the most important factors in developing *other English skills*.

In *speaking* all can end in *speaking* and also based on *speaking*. For example when learning *writing* or mastering various types of *tenses* so that when you speak, your *grammar* and your vocabulary selection are not wrong.

Then in *listening* when following *listening* or just listening to English, at least the listener can say it again. And in *reading*, namely *reading text* reading. It will be *speaking* as well. That is why *speaking* can be an attraction.

2. Assessment aspects in Speaking Skill or Speaking Activity

Aspects assessed in speaking activities, as suggested by experts are as follows:

- a. Language aspects: pronunciation, placement of pressure, tone and rhythm, choice of words, order of sentences and variations.
- b. Non-linguistic aspects: fluency, topic mastery, skill, courage, agility, order, and cooperation.

This rating scale can be used for individual or group assessments.

3. Examples of Application of Speaking Activity Learning

Speaking activities in the classroom turned out to have aspects of two-way communication, namely between the speaker and the listener reciprocally which is based on the ability to listen, pronounce and vocabulary mastery. In this case, the teacher can ask

students to think of words they know, such as *hamburgers, tennis, football, mangos, hotels* and others.

The application is as follows:

a. Strategy for Implementing the Speaking Activity

Speaking or *speaking* is an important part of the language learning process. Effective educators will build the learning process through various learning strategies, such as:

1) Using Minimal Responses

Educators need to know that among our students who are studying there are students who are shy to speak, lack confidence in participating and some often position themselves as listeners. For this reason, one way to motivate them is to take part, thus allowing them to make a *minimum* stock of responses that can be used in the conversation. *Minimal response* can be predicted and often used, such as statements of understanding (*agreement, doubt,* and others). So that allows students to gradually take part in the conversation.

2) Recognizing Scripts

In some types of interaction communication, there are things that can be predicted, such as *greetings, apologies, compliments,* and *invitations*. Likewise *transactional* conversations, such as seeking information and making

purchases. In relationship *scripts* between two people or more activities, the conversation can often be easily anticipated. And the lecturers can help the students with the provision of knowledge that *scripts* have a very important role in predicting what he will hear and what he will give in response to the conversation.

3) Using language to talk about language

Misunderstanding (*misunderstanding*) in talks that require clarification can occur in any conversation, regardless of the level of language ability of someone to talk to. In this case, the educators can monitor students by preparing strategies and *phrases* used to broaden their knowledge of English. That is by encouraging students to use clarification phrases in class when there is *misunderstanding*. And this must also be supported by the creation of an authentic situation in teaching and learning activities. So that confidence will be formed to speak English and life outside the classroom in their daily lives.

b. Early Stages of the Speaking Activity Exercise

At the initial stage speaking exercises can be said to be similar to listening practice through the stages of listening and imitating. The teaching program refers to the basic concept vocabulary, such as *number* , color, etc., and the teacher's role is very important. Attention can also be focused on how

these words are spoken compared to their own language.

1) Association Training and Identification

This exercise is intended to train students' spontaneity and speed in identifying and associating the speech meaning they hear.

2) Conversation Exercises

Many conversational training techniques and models have been developed by language teachers. Focus on the teaching, on the introduction of simple speech, for example *introducing self* . Among the conversation practice models are as follows: Questions and Answers, Memorizing Dialogue Models, Guided Conversations, and Free Conversations.

c. Examples of Speaking Activity Learning Activities

1) Pre-Communicative Activity

Pre-communicative activities present the following:

- a) Memorizing dialogue, memorizing sentences in a dialogue and dramatizing them.
- b) Dialogue through views, namely the educator brings some pictures or views and shows one by one while asking. For example: *What is the scenery about? Is it about..*

- c) Guided dialogue, namely the educator gives a question and answer exercise. For example: *Are you going to ... this afternoon ?*, then the student answers, namely *No, I am sleeping this afternoon, my activity is.....*
- d) Dramatic actions, for example: *what are you doing? I am sleeping.*
- e) Question and answer technique, namely the educators must first determine the basic material of the lesson which includes the structure and vocabulary.
- f) Explain sentences, paragraphs or short stories, such as educators telling stories. "*My sister likes going to*" then the student continues with the appropriate answer.

2) Communicative Activity

Communicative activity presents several things, including:

a) Group Conversations

The technique, the teacher divides students into several groups. The students take turns to say something and then be joined by a group of friends so that it becomes a whole story.

b) Play a Role (*Role Play*)

In this activity the educator gives certain role assignments that must be done by students. The role given must be adjusted to

the level of mastery of the students' language by being given a role card.

Social expressions mean social behaviors when communicating that are expressed verbally to give respect, praise, congratulations, routines, *asking permission* , etc.

c) *Memory Games*

This game requires the students to repeat a certain sentence structure or word, such as "I go to the market and buy ... " and the student answers with the appropriate answer.

C. Negotiaton of Meaning

Negotiation of meaning is a process that is carried out by the speaker or speaker to his speech to achieve a clear understanding of each other. This is done in order to ask for clarification, repeat and confirm what you think you have understood are all strategies for negotiating meaning.

Activities such as Information gap and Jigsaw in reading or listening, groups, spot differences and communicative crosswords are examples of activities that give students the opportunity to develop their communicative competencies through negotiating meaning when they share information.

There are three main principles to discuss about the advanced, namely helping students to study and

confirm, encourage them to take issues relating to English, and provide opportunities for students to learn more. Thus, an instructor or language instructor must understand each process or steps before the process can increase student motivation to encourage English quickly and effectively, and without using anxiety to work together (Bailey: 2005).

But in challenges, speaking learning has various challenges. Some of these challenges are; lack of mastery of pronunciation and vocabulary in English. In addition, students also do not like self-confidence to try to communicate using English. In addition, students also do not like self-confidence to try to communicate using English. These conversations can be analyzed and overcome by choosing the right material, teaching methods and media through learning planning that is launched.

1. Preparation of Lecturers in Teaching Speaking

Lecturer preparation in learning planning preparation is a field first to make the learning process work well. From the results of observations and interviews, the two lecturers had a maximum learning and preparation plan in teaching Speaking. The two lecturers have prepared learning plans according to the syllabus that has been determined by the subject. From the beginning of the semester before the class begins, they have prepared a learning plan so that the learning process of speaking in the classroom runs in

accordance with the syllabus so that the learning objectives can be achieved maximally by lesson study.

Like learning planning, it is very important for educators to achieve maximum goals or results in the learning process. As confirmed by Nicolic Cabaj (1999) that the learning plan is a program that contains the quality of learning which consists of content and learning material, techniques and time of learning and other aspects that support the learning process. So, speaking learning planning preparation is needed to continue the learning process to be achieved. In the process of determining teaching material, the lecturers considered and adjusted the level of difficulty of the material with the students' initial abilities.

In addition, the two lecturers also prepared the right media by considering student motivation, pleasant classroom atmosphere and the ability of students to use the media as a bridge in understanding the material presented. As we know, the media is essentially a component of the learning system. As a component, the media should be an integral part and must be in accordance with the overall learning process. The final tip of media selection is the use of the media in learning activities, allowing students to interact with the media we choose. The accuracy of choosing learning media will also help lecturers in involving all students in the learning process in the classroom.

In determining the method used in the speaking learning process, the lecturer prepares methods that are considered to stimulate students to be more active by lesson study in using their spoken language accurately and accurately. The lecturer can stimulate students to interact in the classroom through group work using the target language. This also motivates students to be actively involved in the learning process as a whole.

From the discussion above it can be concluded that with the preparation of learning plans (both in terms of material preparation, media, and teaching methods) in Speaking teaching, lecturers become more prepared in starting lessons, so that the learning process can run effectively where educators can make students become interested and passionate in speaking English and achieving the expected goals.

Because the Speaking course is one of the preferred courses in the English Language Education department, it is important to conduct research that focuses on preparation before speaking teaching activities are conducted so that it is useful and can be used as an example for lecturers who teach other subjects. In addition, speaking skills are also considered the most difficult skills to be mastered by students. As revealed by Pollard (2008) that speaking is one of the hardest aspects to be mastered by students. This is not surprising if we consider many things involved when someone speaks, namely ideas, language, how to use

grammar and vocabulary, pronunciation and also listening and reacting to people who communicate with it.

Many English students have difficulty speaking in English so it is important to give as many students as possible the opportunity to speak in a supportive environment. Therefore, lecturers need to have good preparation before starting teaching, choosing the right material and carrying out activities that are effective and meaningful to achieve the desired goals in order to achieve satisfactory results. But in reality some teaching lecturers are ahead of making learning plans so that student learning outcomes are less satisfying.

D. Concept of Classroom Interaction

Learning is a system in which there are several components consisting of goals, subjects of learning, material and media, as well as assessment of learning outcomes, which have functional relationships and interact interactively dynamically in achieving learning goals. All components involved in the learning process must be arranged in a careful planning so that the learning objectives can be achieved properly and maximally. Learning planning is an important component of the learning system as a whole. (Salirawati: 2005).

At the University, lecturers must have careful preparation before starting the teaching and learning process. The preparation needed is related to students and

the objectives of the course so that the lecturers will be able to prepare and select teaching materials, methods and techniques, media, and appropriate assessments to achieve the expected learning goals. In other words, they are expected to provide not only interesting and fun teaching processes but also well-structured courses. Careful thinking and good preparation are needed to achieve the objectives of the teaching and learning process.

Pollard (2008) added that preparing a mature learning plan before teaching has benefits for educators, including providing goals / targets to be achieved in learning, and guiding and reminding educators in the process or stages of activity in the classroom. In this case, when the lecturer has a maximum learning plan in teaching especially Speaking, then he knows what to do in the classroom, and how the activities in the classroom so that the learning process in the classroom runs well and directed, and in accordance with the target want to be achieved. This is also reinforced by the statement from Harmer (2007) who said that a plan would help educators to stay focused when in class so that the educator seemed to remain professional in teaching.

Burden (1999) also mentions that complete and maximum learning preparation will determine student learning processes, where 1) the learning planning process in class directs educators to organize and deliver the contents of the curriculum completely and 2) the learning planning process prepares educators to always remain

confident . From this dual matter, it is believed that the learning plan is very necessary to get an effective teaching and learning process where he has a big influence on student learning.

By preparing a lesson plan, it will be easier for the lecturers to achieve the goals that have been previously designed. Lesson plans are needed to achieve good quality learning and teaching as well. So, with the learning plan, the teaching process in the classroom can go as expected. Furthermore, Harmer (2007) argues that the learning plan is based on the educator's own ideas about what is considered appropriate and also on the syllabus they specify. In both cases, decisions are based not only on the design of the syllabus (or learning planner) regarding interrelated language items and types of topics and tasks that can integrate with each other, but also according to the needs and desires of students. Thus, students are more enthusiastic and motivated to follow the learning process because they feel actively involved in each teaching process.

One language skill that is quite complex is speaking. Speaking skills in English is a language skill that needs to be mastered well, because this skill is an important indicator for students' success in learning languages. Through mastering good speaking skills, students can communicate their ideas both at collage and with foreign speakers.

Lindsay and Knight (2006) say that speaking is a complex process that involves the formation of messages in a form that can be understood and conveyed by others using correct pronunciation, pressure, and intonation. Speaking also involves interactions with others. To do this students need to be able to respond to what others say, and use language that is appropriate for their situation and the person they are talking to. At the same time they must be accurate and fluent so that other people understand and adjust to the ongoing conversation. To be able to do all this, a language student needs a lot of practice, encouragement, and correction. In this case, Bailey (2005) states that lecturers must also help and train students to combine fluency and accuracy.

But in reality speaking speaking has various obstacles. Some of these obstacles are; lack of mastery of pronunciation and vocabulary in English. In addition, students also feel less confident to try to communicate using English. The some problems can be analyzed and overcome by choosing the right material, teaching methods and media through mature learning planning, especially using lesson study model.

E. Interaction Analysis

The importance of creating an authentic environment in learning is also emphasized in language learning, especially through communicative approaches – or using lesson study application which covers not only

what aspects of language are taught but also how to teach it. In this approach, the aspects of language taught are also emphasized in language functions, not just on grammar or vocabulary. The basic principle is how to train learners to use language forms appropriately in various contexts and for various purposes. While the aspects of how to teach it are closely related to real experiences and opportunities for learners to use language so they can develop their knowledge and skills (Harmer, 2001: 84-85).

Further explained that activities in real or realistic communication, where the accuracy of their language is not as important as their success in carrying out their communicative tasks. Therefore role-play in a team work and simulation are very popular in lesson study . Nunan (1988: 61-64) and Brown (2001: 43) have identified a number of traits communicative approach, which includes the following: (a) the focus or learning objectives are on communication or communicative competence; (b) The selection of grains of language is based on the learner's need for language for the sake of communication, not based on linguistic criteria; (c) Ordering of language items is determined with emphasis on content, meaning and interest; (d) Teaching materials include only what is needed by the learner and are seen as important; (e) The view of language referred to as acknowledging the existence of a variety of languages, which are determined by the special characteristics of the communicative context; (f) Emphasis is given on the type of language

used daily, which is pragmatic, authentic and functional;
(g) Learning success is determined by the learner's skill in using the target language.

To communicate appropriately in real-world contexts; (h) Student-centered learning; (i) Errors are seen as natural things that occur in the learning process and therefore speech that is less true or incomplete is valued as an effort to learn, not just blamed; (j) The learning process is similar to the process of learning the first language (mother tongue) in the case that the content of speech is more emphasized than the form of language (pronunciation, grammar).

In speaking learning, many activities can be done through a communicative approach.

In speaking learning, many activities can be done through a communicative approach. Some of the most widely applied are: acting from a script, communication games, discussions, prepared talks, simulation and role-play (Harmer: 2001: 273-274). According to Klippel (1984) speaking should be taught through communicative activities, such as information and communication gap tasks, games, conversations, role-play, debate and discussions. There is also another technique that is a general learning model that can be applied in speaking teaching, namely 1) a model of organizing meetings, which can be used both in the communication process situation through public meetings and in formal learning interaction situations; 2) group discussion models, which

are commonly used in interaction situations in group learning varies.

Some examples of the form of meeting organizing models such as those developed by the Macquarie University Center of Advancement of Teaching, 1978 (in Winataputra, 2001: 71-80) such as public or plenary sessions, symposia, conferences, seminars, and workshops. Some examples of group discussion models such as brainstorming groups, buzz groups or free groups, simulations, case studies or case studies, and role-play.

When Speaking is associated with an authentic learning environment and activities in teaching and learning process, it can be seen that several activities suitable to be implemented in Speaking are acting from a script, prepared talks, simulation and role-play. Through simulation and roleplay, for example, learners get many advantages because they simulate events such as those found in everyday life or in the real world, whether acting as themselves or as someone else.

The reality of functions and a simulative environment can be created for example by inviting other classes or outsiders as audiences and using space that is usually used for academic activities involving peaking, such as seminar rooms or staging rooms. Seminar equipment and layout that is different from the classroom becomes the setting that can motivate learners to play a real role in these activities.

Seeing various forms can be said that Speaking requires self-confidence, knowledge about it, memory, courage and practice. Various forms of Speaking that need to be taught to students majoring in (Education) English can cover all three objectives as mentioned. Some examples are speech (delivering speech), being a moderator (moderating), being a speaker (presenting a paper), delivering news (news anchoring), delivering events (mc-ing), debating (debating), telling stories (story-telling), role-playing and campaigning.

1. Aspects of Language in Speaking

The language aspects in Speaking discussed in this paper are address terms and language functions along with common expressions that often appear in public speaking. The term greeting needs to be discussed because of errors or inaccuracies in use which can result in those who are greeted feeling uncomfortable or not pleased.

The functions of the language and phrases displayed in the table are just a few examples of the many that can be found in various activities involving Speaking. What needs to be conveyed or reminded by learners is that they do not use less / inappropriate greeting terms, such as "Your excellency lecturers of ... " or expressions that are not common in English, such as "Let me give (all) the time to ... ", "Prayer begins. ... Finish "and so on.

a. Integrated Activities That Can Be Implemented in Learning

When teaching Speaking an authentic environment is needed, which can be created through simulation or role playing. Activities that are packaged in various real integrated activities can be an alternative.

Related to the types of Speaking that need to be taught in the English (Education) department, several integrated activities can be implemented such as seminars, workshops, symposiums, debates, and dramas. The integrated activity is worthy of choice given its authenticity and proximity to the academic world. Seminars, workshops and symposia are organizing models that can be designed as activities that integrate various formats / forms of public speaking such as MC-ing, speech, presentation papers, reviews, and other oral performances.

Seminars are generally a form of academic teaching, both at a university and given by a commercial or professional organization. A seminar usually has a special topic, where those present can actively participate. Seminars are often carried out through a dialogue with a seminar moderator, or through a presentation of the results of the study in a formal form. If seminar activities are selected for Speaking learning, then the forms or roles that can

be performed by learners include MC-ing, giving speeches, moderating, delivering papers, and reviewing.

Besides seminars, workshops can also be an alternative choice. Blau (2005) suggests that workshops are one of the most effective approaches to solving various classical problems in teaching and learning, including the Speaking class. Santoso (1994) states that one of the themes that can be used in the re-creation of actual workshops for instructional purposes in the classroom is related to language and literature.

The implementation of workshops to teach Speaking can be of many uses, in the sense that the class can really present resource persons (for example about how to perform drama) so that learners as well as practice play certain roles proportionally and fairly, and learn various aspects of drama performances. At the end (middle) of the semester, learners can really perform their drama with an audience of the general public and some invited guests. In staging activities, learners really are in an authentic environment and get real experience related to public speaking.

The next integrated activity is the symposium. According to Andrews, Dale and Wolf (2000: 174) the symposium is a group presentation that generally consists of five or six participants.

Each participant must deliver a short speech that addresses a topic from a different perspective. Slamet Santosa (1987) argues that the symposium is one of the formats of Speaking which aims to share ideas among experts from various disciplines regarding a topic discussed in the forum.

The implementation of symposium activities is very interesting because learners can be creative in their groups to determine the topics they want. In the preparation stage, group members choose a leader among them. Next they chose one common topic that everyone liked. Then they set the goal of the symposium, whether just to share information, influence or solve a problem. After the group has brainstormed and evaluated several subtopics, each participant chooses one subtopic and prepares his presentation related to the subtopics he chooses. The use of the symposium as a way to stimulate learners' creativity in improving their Speaking skills is very effective because they are free to express their opinions from the point of view of fields they like or master.

In addition to acting like other group members, the group leader has additional responsibilities. At the beginning of the symposium, he must introduce the participants or group members along with their respective subtopics, give opening remarks that can attract the audience, give

transitions between speeches and at the end of the symposium summarize the subtopics presented and give conclusions. He also had to lead a question and answer session.

Another activity is debate. According to Dale and Wolf (2000: 176) debate is a speaking situation where two opposing viewpoints are presented and the truth is maintained. Each speaker tries to convince the audience to agree with his ideas. So a debate consists of two persuasive speeches. A debate can be carried out between two speakers or two opposing teams.

In debates between speakers, for example, speaker A approves or supports a debated topic or proposition; speaker B speaks against the topic or proposition. The speakers took turns making keynote speeches and objections. When delivering the keynote address, the speaker focuses on providing evidence to convince the audience to approve it. In rebuttal, the speaker attacked the opposition position and tried to bring down the evidence. After the debate is over, the audience determines which one wins. Debates require learners to have adequate knowledge of certain issues and be able to express their ideas and opinions on these issues. Through debate activities learners are also trained to conclude and make decisions.

The latest integrated activity is drama, which is one genre in literary works written not only to be enjoyed through the reading process, but also to be performed. Sue (1997: iv-v) writes that drama is a form of communication between players and between players and spectators. Good drama scripts reflect real discourse. Players must interpret written text through language and kinesthetic strategies to express emotions and feelings as if they were in the same situation in real life. Furthermore, Kral said that for teachers and learners of English as a foreign language (English as a Foreign Language) the drama stage provides material to use language in real life.

Role playing activities in drama can foster a love of learners in English while practicing pronunciation and fluency in using the language. Dramatic activities in Speaking learning can be directed towards actual performances by inviting spectators from outside the classroom so that learners really experience public speaking. Another form of speaking that can also be displayed is a speech at the beginning of the event and MC-ing.

Based on some opinions of Speaking experts (see Carnegie and Esenwein, 2005: 94-98; Lucas, 2001: 284-288; and Mulyana, 1996: 63) it can be concluded that there are five methods that can be used in Speaking, namely:

b. Read from full text (reading from manuscript)

This method is very popular with statement, businessmen, politicians and academics when delivering speeches on official occasions. This full reading is intended to maintain caution. In Speaking learning, this method can be used for example when the learner must bring the role of the speaker in the seminar, where he does not make his own paper presented. So what is focused on this activity is how learners can use language functions in Speaking to make presentations.

Powell (2002) reviews several important language functions to note so that presentations can succeed, namely initiating the presentation (opening), stating the purpose of presentation (stating the purpose), stating structuring the content, changing topics or direction of conversation (signposting), and answer questions (dealing with the questions). This method can also be applied in story-telling learning. The emphasis in this learning is how learners can convey stories by reading texts, with good pronunciation and appropriate intonation. Eye contact must also be considered because it is important to maintain communication with the audience.

2. Convey based on memorization of what has been written before (committing the written speech and speaking from memory)

Through this method, everything that has been written is memorized entirely and then delivered without seeing the written text at all. The appropriate type of Speaking uses this method such as speeches and dramas. If implemented in learning, this method has several advantages because learners can practice sharpening memory, gain language proficiency through the deposition of lingual units that are spoken, adjust facial expressions or gestures to support the effectiveness of delivering messages and make eye contact with the audience continuously. Some of his weaknesses are that the learner tends to rely solely on his memory so that it is less possible for him to modify the contents when he forgets certain parts that he should have memorized.

3. Speaking from notes / cue cards

The method of speaking while looking at notes is considered to be the most commonly used method of delivery and is usually seen when someone becomes an MC or gives a speech. With this method, the speaker delivers something based on important points, key words or outlines that have been recorded on small cards (which are usually pocket-sized). In learning, you need to be trained in how to prepare and read notes / cue cards so that their use can be effective and efficient.

With this method learners also practice developing expressions based on the points to be delivered.

4. Convey in impromptu (speaking impromptu)

The word impromptu means 'ready'. Conveying impromptu means that someone conveys spontaneously because he is very good at what will be said. An accomplished orator like President Soekarno, for example, used to speak impromptu. He is ready to give a speech at any time with anything because he has read a lot, observed and experienced many things and the extent of his association and views.

In debate, the speaker must also convey his ideas impromptu. In the debate exercise, debate participants learn the rules of the game in debates, how to deliver keynote speeches and ways to argue. However, in terms of material or content, they cannot plan in advance what will be delivered because the material will be given shortly before the debate begins. Therefore, debate learners need to explore as much material as possible from reading newspapers or magazines, viewing TV or searching for information from the internet so that they can be prepared on any topic.

5. Convey extempore (speaking extemporaneously)

Being able to convey spontaneously and well is often expected by many people. Extempore speech is spontaneous as impromptu delivery. The word extempore which comes from Latin means "as a result /

for a moment's encouragement". Speech extempore (extemporaneous speech) is sometimes interpreted as unprepared speech because the speaker did not prepare the material before hand. If someone is asked to speak extempore, he must pay attention to the material that must be delivered and quickly prepare it. In his mind, he outlines what will be delivered and prepares the language he will use. The disadvantage is that if the outline he made is not good or forgotten, he can talk digress because it does not have a clear grip groove.

This method can be taught in speeches to train learners to be ready with a sudden opportunity. With this method learners practice to make simple outlines in their minds and modify them according to the audience or situation that is taking place. Learners who are accustomed to extempore conveying may be able to develop better so that they can convey impromptuly. In the real context, often several delivery methods are used together. For example, in a speech there are people who read the text only in the beginning and then use their memories of the points that will be delivered to be able to convey spontaneously. The use of certain methods is of course very dependent on the speaker himself, the speaking situation, what is conveyed and the audience.

CHAPTER THREE: CHARACTER EDUCATION

Education for human life is a primary or absolute need that must be fulfilled throughout life. Without education it is absolutely impossible for a group of people to live to develop with aspirations to progress, prosper, and be happy according to the concept of their life view. In a simple and general sense the meaning of education is a conscious effort of humans to grow and develop the carrying potential of both physical and spiritual according to the values that exist in society and religion.

The writer will provide an explanation and discussion about education and character formation especially at the collage, in which will be briefly discussed about education and character formation and the relationship between education and character formation. Fattah (2009) mentions character education is the most important and fundamental thing to form an ideal and intelligent for human being. Urgency of Character Education has the function and purpose of national education, it is clear that education at every level, must be organized systematically to achieve that goal. This is related to the character formation of students so that they are able to compete, be ethical, moral, polite and interact with the community.

In the context of Indonesian, the application of character education is a non-negotiable need. Because

looking at the facts in the field of morals and morals more, the number of moral deviations is one reason to deliver character education in the realism of education by referring to the ideals of the nation. It is hoped that through this character education, the goal of an intelligent and noble moral education will be achieved and become a whole for human being.

Characters come from Greek which means "to mark" or mark and focus on how to apply the value of goodness in the form of action or attitude, so that people who are dishonest, cruel, greedy and other bad behavior are said to have bad character. Conversely, the person whose attitude is in accordance with moral rules is called noble character. According to Lickona, characters are related to moral concepts, moral feeling and moral behavior. Fattah (2009) mentions character is supported by knowledge of goodness, the desire to do good and to do good deeds.

Character is obtained and can be seen from the reflection of a person's attitude in his life, if he does a lot of good then he is judged to be of good character, and vice versa those who do evil are judged to be of bad character. All of these assessments are inseparable from the way others view the attitudes shown by the person concerned.

a. Dimensions of Good Character

1. Noble character

Noble character means that individuals have knowledge of their potential, which is characterized by values such as: reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy, responsible, knowledgeable, patient, careful heart, willing to sacrifice, courageous, trustworthy, honest, occupy a promise, fair, humble, ashamed to do wrong, forgiving, gentle hearted, loyal, hard working, diligent, tenacious / persistent, thorough, initiative, positive thinking, disciplined, anticipatory , initiative, visionary, unpretentious, passionate, dynamic, frugal / efficient, respectful of time, dedication / dedication, self-control, productive, friendly, love of beauty (aesthetic, sporty, steadfast, open, orderly etc.

Individuals also have an awareness of doing the best or superior, and individuals are also able to act according to their potential and awareness. Character is the realization of positive developments as each individuals (intellectual, emotional, social, ethical, and behavioral). Individuals who have good or superior character are someone who tries to do the best things for God, himself, others, environment, nation and state and the international world in general by optimizing his potential (Knowledge) and accompanied by his awareness, emotions and motivations (his feelings).

2. Character Value

Fattah (2009) mentions based on religious values, social norms, regulations / law, academic ethics, and human rights principles, points of value that have been grouped into five main values have been identified, namely the values of human behavior in relation to the Supreme God , yourself, fellow human beings, and the environment and nationality.

a. Character values in relation to God

Namely religious: the thoughts, words and actions of a person that is pursued are always based on divine values and / or religious teachings.

b. Character value in relation to yourself (personal)

- 1) Honest: Behavior that is based on efforts to make himself a person who can always be trusted in the words of action, and work, both for himself and others.
- 2) Responsible: According to Sudrajat (2010), the attitude and behavior of a person to carry out their duties and obligations as they should, towards themselves, family, society, environment (nature, social and culture), the state and God Almighty.
- 3) Healthy living: All efforts to apply good habits in creating a healthy life and avoid bad habits that can interfere with health.
- 4) Action discipline that shows orderly attitude and complies with various provisions and regulations.

- 5) Hard work: Attitude that shows genuine effort in overcoming various obstacles to complete the task (learning / work) as well as possible.
- 6) Confidence: An attitude of confidence in one's ability to fulfill every achievement and wish.
- 7) Entrepreneurial spirit: Attitudes and behaviors that are independent and smart or talented to recognize new products, determine new production methods, arrange operations to procure new products, market them, and regulate the capital of their operations.
- 8) Logical, critical, and innovative thinking: Thinking and doing things in reality or logic to produce new ways or results and the latest from what they already have.
- 9) Mandiri: Attitudes and behaviors that are not easily dependent on others in completing tasks.
- 10) Want to know: Attitudes and actions that always strive to know more deeply and extensively than what they have learned, seen, listen, and heard.
- 11) Love science: A way of thinking, acting and acting that shows loyalty, caring, and a high appreciation for knowledge.

c. Character values in relation to others

- 1) Be aware of the rights and obligations of others and others
- 2) The attitude of knowing and understanding and carrying out what has become / the rights of oneself and others as well as the duties / obligations of oneself and others.

- 3) Comply with social rules
- 4) Attitude and obedience to the rules relating to the community and public dissent.
- 5) Appreciate the work and achievements of others
- 6) Attitudes and actions that encourage themselves to produce something useful for the community and recognize and respect the success of others.
- 7) Be polite
- 8) A subtle and good nature from the point of view of grammar and its attitude to everyone.
- 9) Democratic
How to think, behave and act that assesses the rights and obligations of himself and others.

d. Character values in relation to the environment

- 1) Social and environmental educators
According to Sudrajat (2010), attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to improve natural damage that has occurred and always provide assistance to other people and communities in need.
- 2) National values
How to think, act, and insight that places the interests of the nation and the state above the interests of themselves and their groups.
- 3) Nationalists
The way of thinking, behaving and acting that shows loyalty, caring, and high appreciation for the language,

¹⁰ physical, social, cultural, economic and political environment of the nation.

4) Respect diversity

The attitude of giving respect / respect for various kinds of things both in the form of physical, nature, customs, culture, ethnicity and religion.

A. Diffinition of Character Education⁹

Character education is a system of planting character values to school citizens which includes the components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, others, environment, society, and nationality so it became our human. In character education¹⁴ According to Sudrajat (2010), in educational institutions, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, management of educational institutions, the implementation of co-curricular activities or activities, the empowerment of facilities and infrastructure, financing, and the work ethic of all citizens and the environment of educational institutions. According to Sudrajat (2010), the diffinition understanding of character educations are:

1. Character Education According to Lickona²

In simple terms, character education can be defined as any effort that can be made to influence the

character of students. But to find out the right understanding, it can be stated here the definition of character education delivered by Thomas Lickona. Lickona stated that the definition of character education is a deliberate effort to help someone so that he can understand, pay attention to, and do core ethical values.

2. Character Education According to Suyanto

Suyanto (2009) defines character as a way of thinking and behaving that characterizes each individual to live and work together, both within the family, society, environment, nation, and state.

3. Character Education According to Kertajaya

Character is a characteristic that is owned by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and are "machines" that encourage how a person acts, behaves, speaks, and responds to something (Kertajaya, 2010).

4. Character Education According to the Dictionary of Psychology

According to the psychology dictionary, character is a personality viewed from an ethical or moral point of departure, such as someone's honesty, and is usually associated with relatively fixed traits (Dali Gulo, 1982: p.29).

Character education or character education from the beginning of the emergence of education by experts is considered a necessary thing. John Sewey, for example,

said in 1916 that it was commonplace in educational theory that character formation was the general goal of teaching and character education in schools. Then in 1918 in the United States (US), the Secondary Education Reform Commission appointed by the National Education Association made a historic statement that was about the objectives of general education.

The statement in history came to be known as "The Seven Principles of Education", including the following :

1. Health
2. Mastery of fundamental processes
3. Become a useful family member
4. Work
5. Citizenship
6. Use of leisure time is beneficial
7. Moral character

Education towards the formation of the national character of the students is the responsibility of all educators. Therefore, the guidance must also be by the teacher. Thus, it is not right to say that students to have national character is only given to educators in certain subjects. Although it can be understood that the dominant thing to teach national character education is the educators who are relevant to national character education. Without exception, all educational institutions must make themselves an authoritative role models for their students.

In an effort to improve the suitability and quality of character education, the Ministry of National Education

developed the grand design of character education for each pathway, level, and type of education unit. Grand design is a conceptual and operational reference for the development, implementation, and assessment of each pathway and level of education. Character configurations in the context of the totality of psychological and socio-cultural processes are grouped into several factors including: 1. Spiritual and emotional development; 2. Intellectual development; 3. Sports and Kinesthetic (Physical and kinesthetic development) and 4. Affective and Creativity development.

According to Law Number 20 of 2003 concerning the National Education System in Article 13 Paragraph 1 states that the education path consists of formal, non-formal and informal education which can complement and enrich each other. Informal education is the path of family and environmental education. Informal education actually has a very large role and contribution to the success of education.

Factors that become Constraints in the application of character education According to Hidayatullah (2010: 26), the main values that characterize educational institutions are as follows:

- a. Trust is that educators must be trustworthy and able to apply their character wherever they are, especially in educational institutions.
- b. Exemplary namely the educator must be able to apply each character effectively and efficiently, besides that

educators must be able to serve students in terms of developing their potential.

- c. Smart is the ability to understand and understand, and be responsive in analyzing and solving problems well.

B. Concept of Education

A system of planting character values to collages which includes the components of knowledge, awareness or willingness, and actions to implementation. In character education, all components (stakeholders) must be involved, including the components of education itself, namely the contents of the curriculum, the learning and assessment process, the quality of relationships, handling or management of subjects, management of educational institutions, implementation of activities, empowerment of infrastructure, financing, and work ethic for all citizens and the formal education environment.

Character education can be integrated into learning in each subject. Learning material related to norms or values in each subject needs to be developed, made explicit, and related to the context of everyday life. Thus learning character values is not only at the cognitive level, but also touches on the internalization and real practice in the lives of everyday students in society.

Character education aims to improve the quality of the implementation and results of education in educational institutions that lead to the achievement of full, integrated

and balanced character and noble character formation according to graduate competency standards.

Through character education, according to Sudrajat (2010), students are expected to be able to independently improve, use their knowledge, study and internalize and personalize the values of character and noble character so that it manifests in daily attitude. Through this program, it is expected that every graduate has faith and devotion to God Almighty, noble character, noble character, academic competence that is intact and integrated, while having a good personality according to Indonesian norms and culture. At a broader level, character education will be expected to become a culture.

Character education is closely related to management. Management in question is how character education that is planned, implemented, and controlled at educational activities in formal education institutions adequately. The management includes, among other things, the values that need to be instilled, the contents of the curriculum, learning, assessment, educators and education staff, and other related components by using lesson study control. Thus management by using lesson study in formal education is one of the effective media in character education in the formal education environment.

C. Teaching Character Education

The government through the Ministry of National Education has launched the implementation of character

education for all levels of education from elementary to till collages. The emergence of character education programs in the world of education in Indonesia is understandable, because so far the education process that has not been able to develop Indonesian character. Many educations has failed to build character. Many graduates and scholars who are good at answering exam questions, have smart minds, but are mentally weak, timid, and their attitude is not commendable.

Character development needs to be done by humans. In line with this, Ellen G. White in Sarumpaet (2001: 12) suggests that character building is the most important effort ever given to humans. Character building is an extraordinary goal of the right education system. Household education and education rules at collage, parents and educators remain aware that the development of great character is their duty. Character education should bring learners to cognitive value recognition, affective value appreciation, and ultimately to actual values. The problem of character education that has been in education institutions is necessary. It immediately reviewed and ought be alternative solutions to be developed more operationally so that it is easy to implement.

Even the most successful people in the world can succeed because more and more are supported by soft skills than hard skills. This suggests that the quality of education of students' character is very important to be improved. Meanwhile, Ratna Megawangi (2007) in her

book "All Rooted in Character" exemplifies the success of China in implementing character education since the early 1980s. According to him character education is to carve morals through the process of knowing good, loving the good, and acting the good (an educational process that involves cognitive, emotional, and physical aspects, so that it is noble).

Classes that are comprehensively involved in character education show a drastic decline in students' negative behavior which can hinder academic success. Character education is plus character education, which involves aspects of knowledge (cognitive), feeling (feeling), and action (action) . In line with the above, according to Thomas Lickona without these three aspects character education will not be effective and its implementation must be carried out systematically and continuously. With character education, a student will become emotionally intelligent.

Emotional intelligence is the most important provision in preparing teenagers for the future, because with them someone will be able to succeed in facing all kinds of challenges including challenges to succeed academically. The risk factors mentioned were not in the intelligence of the brain but in the character, namely self-confidence, ability to work together, social skills, concentration ability, empathy, and communication skills.

Many parents are more concerned with aspects of brain intelligence than character education. Based on this,

it is evident that the importance of character education, both at home and in formal education. Apart from the quantitative and qualitative issues, in the context of the education sector development, educators are very central role holders in the education process. Efforts to improve the professionalism of educators is a necessity. According to Sudrajat (2010), educators must get training programs systematically in order to remain highly professional and ready to adopt innovation. Educators must also get "Reward", appropriate rewards and welfare for their service and services, so that every innovation and renewal in the field of education can be received and lived well.

This is where the education characteristics of educators have quality when presenting teaching materials to student subject. The quality of an educator can be measured in terms of morality, wise, patient and mastered the subject matter when adapting to the subject of students. A number of these factors make him able to deal with difficult problems, not easily frustrated, depressed or stressed positively, and not destructively.

In the character of educator in education is important to develop core ethical and aesthetic values such as caring, honesty, fairness, responsibility, and respect for oneself and others along with supporting performance values such as perseverance, high work ethic, and perseverance as good character base. Educators must be committed to develop the character of students based on the values in question and define them in the form of

attitudes those can be observed everyday in education collage life. The important thing is that all components those are responsible for standards of attitudes those are consistent with core values.

A person can be said to have character if he has succeeded in absorbing the values and beliefs desired by the community and used as a moral force in his life. Likewise an educator is said to have character, if it has values and beliefs based on the nature and purpose of education and is used as a moral force in carrying out its duties as an educator. Thus character educators means having a personality that is viewed from an ethical or moral standpoint, such as the nature of honesty, trustworthiness, exemplary, or other traits that must be attached to the educator. Educators with strong character not only have the ability to teach in a narrow sense (transfer of knowledge / knowledge), but also must have the ability to educate in a broad sense (everyday example).

D. Implementation Character Education

Character education needs to be developed in educational institutions. In an effort to improve the suitability and quality of character education, the Ministry of National Education developed the grand design of character education for each pathway, level, and type of education unit. Grand design is a conceptual and operational reference for development, implementation, and assessment in every path and level of education.

According to Sudrajat (2010), the reference for character configuration in the context of the totality of psychological and socio-cultural processes is grouped as follows. 1. Spiritual and emotional development. Heart comes down to spiritual and emotional management. 2. Intellectual development. Thinking leads to intellectual management. 3. Sports and Kinesthetic (Physical and kinesthetic development). Exercise boils down to physical management. 4. Taste and Creativity (Affective and Creativity development). Feeling leads to managing creativity

The development of character education can use a character curriculum or "Character-based Integrated Curriculum". This curriculum is an integrated curriculum that touches all aspects of children's needs. A curriculum that is related, not fragmented and can reflect dimensions, skills, by displaying interesting and contextual themes. Holistic learning occurs when the curriculum can display a theme that encourages authentic and natural exploration or events. With the emergence of natural themes or events, there will be a meaningful learning process and the material designed will be interrelated with various fields of development in the curriculum.

Holistic learning is based on an inquiry approach, where students are involved in planning, exploring and sharing ideas. Students through learning with lesson study quality control are encouraged to collaborate with their friends and learn in their own "ways". They are

empowered as learners and are able to pursue their learning needs through themes that are designed. A holistic learning based lesson study can only be done well if the learning to be done is natural, natural, real, close to the child, and educators who carry it out have a good understanding of the concept of integrated learning.

Besides that, it also requires creativity and rich materials or resources and the experience of educators in practicing making thematic models also determine the meaningfulness of learning. The purpose of character-based holistic education models is to form a holistic whole character, which is to develop students' physical, emotional, social, creative, spiritual and intellectual aspects optimally. In addition to forming human beings who are lifelong learners (true learners) can be done with several steps as described below.

- 1) Applying learning methods that involve active participation of students with lesson study quality control, a method that can increase student motivation because all human dimensions are actively involved by providing concrete, meaningful and relevant learning material in the context of their lives (active learning students, contextual learning, inquiry-based learning, integrated learning).
- 2) Creating a conducive learning community so that students can learn effectively in an atmosphere that provides security, appreciation, without threats, and encourages.

- 3) Provides'ing character education ³¹ explicitly, systematically and continuously by involving aspects of knowing good, loving the good, and acting the good.
- 4) Teaching methods that pay attention to the uniqueness of each student, namely applying a curriculum that also involves 9 aspects of human intelligence.
- 5) The entire approach above applies the principles.

Building a nation's civilization is essentially the development of superior human character and character from an intellectual, spiritual, emotional, and physical side based on human nature. Character education is a system of planting character values to the educational institutions community which includes the components of knowledge, awareness or willingness, and actions to carry out these values, both to God Almighty, oneself, others, environment, and nationality so that we become human beings. In character education in the educational institutions, all components (stakeholders) must be involved, including the components of education itself, namely the contents of the curriculum, the learning and assessment process, the quality of relationships, handling or management of subjects, management of educational institutions, implementation of activities, empowerment of infrastructure, financing, and work ethic of all citizens and educational institutions.

E. Best Practice in Character Education

Formal education institutions are a strategic place for character education because students from all walks of life will receive education in the educational institution. In addition, students spend most of their time in educational institutions, so that what they get in educational institutions will influence the formation of their character. According to Berman, the conducive educational institutions climate and involvement of principals and educators is a determinant of the success of character education interventions in educational institutions . Support for advice and infrastructure Educational institutions, relations between students, and the level of educator awareness also contribute to the success of character education, in addition to self-ability (through motivation, creativity and leadership) that is able to convey the concept of character to students well.

Meanwhile the Ministry of National Education mentioned several principles of developing character education and national culture in educational institutions, namely: 1) Sustainability: i.e. that the process of developing character values and national culture is started from the beginning of students entering to completion of the education unit. 2) Through all courses, self-development and culture of educational institutions. 3) Values are not taught but developed: namely that character values are not a subject that must be taught, otherwise subjects are used as material or the media develop

character values. 4) The process of character education is carried out by students actively and pleasantly.

Thus the development of character education can be through courses (integrated), self-development activities and the culture of educational institutions. In addition to the character development of students in educational institutions, educators have a strategic position as the main actors. educator is a figure that can be imitated or become an idol for students. educators can be a source of inspiration and motivation for their students.

The attitude and behavior of an educator is very imprinted in students, so that the speech, character and personality of the educator becomes a mirror of the students. Thus educators have a big responsibility in producing a generation that is characterized, cultured, and moral. Human tasks are information, identification, and understanding of oneself, which must be carried out together in an organic, harmonious and dynamic unity. There are several strategies that can provide opportunities and opportunities for educators to play their role optimally in terms of developing students at character education in educational institutions, as follows:

1) Optimizing the role of educators in the learning process.

Educators should not be place themselves as actors who are seen and heard by students, but educators should act as directors who direct, guide, facilitate in the learning process, so that students can do and find their own learning outcomes.

- 2) Integration of character education material into courses.
Educators are required to care, want and be able to associate the concepts of character education in learning materials at the subject they provide. In conjunction with this, every educator is required to continue to add insight into knowledge related to character education, which can be integrated into the learning process. Optimizing habituation activities is self-insightful in the development of character and noble character.
- 3) Educators (program builders) through their own habituation programs prioritize or emphasize contextual development of character and noble character, activities that lead to the development of affective and psychomotor abilities.
- 4) Creation of the environment at educational institutions those are conducive to the growth and development of the character of students. The environment is proven to have a very important role in the formation of the human person (students), both the physical environment and the spiritual environment. For this reason educational institutions and educators need to prepare facilities and carry out various types of activities that support the development of character education activities of students.
- 5) Establish cooperation with parents of students and the community in the development of character education.

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The form of cooperation that can be done is to place parents of students and the community as facilitators and resource persons in activities to develop character education carried out in educational institutions.

6) Become a role model for students.

Acceptance of students on the learning material provided by an educator, little will not depend on the personal acceptance of these students on the person of an educator. This is a very human thing, where someone will always try to imitate, imitate what is liked by the model / figure.

Moments like this are actually an opportunity for an educator, both directly and indirectly instilling character values in the personal self of students. In the learning process, integration of character values can not only be integrated into the substance or learning material, but also in the process described above describing the role of educators in the development of character education in educational institutions that are located as catalysts or role models, inspirators, motivators, dynamists and evaluators.

In acting as a catalyst, the example of an educator is an absolute factor in the development of effective student at character education, because of its position as a figure or idol that is imitated by students. Role as an inspirator means that an educator must be able to arouse the enthusiasm of students to develop their potential by using lesson study in teaching performance.

The role as a motivator means that every educator must be able to arouse enthusiasm, work ethic, and extraordinary potential in students. Role as a dynamicator means that every lecturer has the ability to encourage students towards achieving goals with full wisdom, patience, agility, intelligence and upholding spirituality. While the role of educators as evaluators, means that every educator is required to be able and always evaluate self attitudes or attitudes, and learning methods used in developing character education of students, so that the level of effectiveness, efficiency, and productivity of the program can be known.

a. Distribution of Character Education at the High Court

Character education in the scope of the tertiary education unit is carried out through higher education tridharma, organizational culture, student activities, and daily activities (Directorate General of Higher Character Education Team, 2010).

Explanation of each aspect of education as follows:

1. Tridharma of Higher Education: Integrating key values into educational activities, research and scientific publications, and community service;
2. Organizational culture: habituation in leadership and management of universities;
3. Student activities: integration of character education into student activities, including: Scouts, Sports, Writing, Art;

4. Daily activities: Application of habituation in everyday life in the campus, dormitory / boarding house / family, and community.

The steps to develop the culture of Higher Education (Yogyakarta State University Regulation Academic Script Number 4 of 2009 concerning the Development of University Culture) are as follows:

1. Analyze existing culture to determine the gap with the desired culture;
2. Formulate quality targets to be achieved;
3. Analyzing leadership in each work unit;
4. Identify supporting and inhibiting factors;
5. Implementation strategies to realize culture, including building internal synergies and external partnerships, developing capacities, empowering information systems, etc.
6. Conduct continuous evaluations with clear benchmarks and use them to design the bone of the University's cultural development program.

To realize the culture of higher education. Individual character is needed, which is in harmony with the values of Pancasila. In realizing individual character, holistic self-development is needed, which is based on heart, mindset, exercise, and initiative. As has been stated from the configuration of values contained in the realm of the heart, though thinking, sports, and if each feeling is taken as one of the values as the main values of characters developed nationally, including in the Directorate of

Higher Education. The characters in question are: Honest, Smart, Tough, Caring (Jurda tangli). Honest, Smart, Tough, and Caring Conceptual Definitions

1. Honest: Straight hearted, not lying, not cheating, sincere, sincere
2. Smart: Perfect development of his mind to think, sharp in his mind.
3. Tangguh: It is difficult to be defeated, strong, reliable, very strong in its position, resilient and enduring
4. Care: Heed, pay attention, ignore.

These character learning orientations are more emphasized in exemplary values in real life, both at school and in the public area. As educators and prospective educators, character education is a matter that should be mastered by educators in creating character students who know the limitations of moral values that support the achievement of their life order.

CHAPTER FOUR: JAVANESE PUPPET IN MEDIA

Puppet is a national cultural heritage that deserves to be preserved by the Indonesian people. Its use as a medium for character education is a supporting component for the formation of the character of the nation's students while maintaining its existence as a national culture. This of course will improve the quality of education in Indonesia and maintain the culture of Javanese puppet story so as not to disappear.

With the intermediary of this Javanese puppet story, students can learn various appropriate puppet characters so that they are not suitable to be imitated while cultivating knowledge about Indonesian cultural treasures.

There are several advantages possessed by Javanese puppet story as a medium for character education.

1. puppets are acceptable.

That is, wayang itself is part of the repertoire of the nation's culture so that it can be accepted by all groups, both by teachers and students. So that Indonesian culture can be preserved and can be used as a learning medium.

2. puppets are timeless

Means timeless. Puppet stories are stories that have similarities from time to time. "This way of making puppets as character learning media can be used for generations from the next generation of students. IPAI

(2019) mentions " Therefore puppets can be played at any time, so puppets are very suitable for learning media, "said many lecturers

3. This puppet does not require a lot of costs like other media and is practical and efficient.

Story telling about puppets does not require supporting facilities in any form. All that is needed is the educator's ability to express the story in neat sentences so that it is easily understood by students.

A. Story of Javanese Puppet

Based on the description and the background of the emergence of the puppet, it is not imagined if the puppet during the development of Islam on Java Island is also used as a medium to introduce and teach the teachings of tawhid / the teachings of Godhead. The spread of Islam on the island of Java also did not experience many obstacles because the basic teachings of Islam were not much different from the beliefs of the capitals that had been adopted by the Javanese people since long ago.

This is also supported by the use of other traditional arts which are also inserted into Islamic values, such as the creation of macapat and gendhing songs by the trustees. Puppet as an art that is popular with the community does have a high attraction and value in society. One of the stories in puppet that is very popular with the community is a story about heritage.

Javanese puppet is one of artistic traditions that grow and develop in Javanese. More than just a show, IPAI (2019) mentions Javanese puppet was used as a medium for spiritual meditation towards the spirit of the gods. Reportedly, the “puppet” is derived from the word “Hyang”ma, which means towards the power of spirituality. But, there is also a society that says “puppet” is derived from the performance techniques rely on shadow (shadow/puppets) on the screen.

Javanese puppet is believed to be the embryos of various types that exist today. This type of puppet is made

from sheets of dried Buffalo skin. In order to become a puppet of dynamic motion, on the right part of his body is attached using screws made from Buffalo Horn. Shadow puppets played directly by a narrator called the mastermind. The mastermind can not be played by just anyone. In addition must be expertly playing the puppet, the storyteller must also know the various stories of epics such as the Ramayana and Mahabrata puppet.

The puppeteer first rated as a noble profession, IPAI (2019) mentions the person who became the mastermind is usually the person wholehearted, ethical, and courteous. While playing the puppet, the storyteller accompanied by music sourced from gamelan music instrument. On the sidelines of the sound of the gamelan, chanted a verse-verse-speaking of Javanese sung by the pesinden commonly are women.

As a valued tradition of magical arts, the offerings or offerings be mandatory in every element of the Javanese puppet . Offerings in the form of free-range chicken, coffee, rice, rice, and other produce, as well as not to forget the smoke of burning incense is always there in every puppet. But, since many consider these offerings is a redundant, this latter condition in staging puppet shows are also reserved for the audience in the form of eating together.

Javanese puppet is the wealth of the archipelago that was born from the original culturesociety of Indonesia who loves the arts. Each section in the puppet has a symbol and a strong philosophical meaning. Moreover, in terms of contents, puppet stories always taught the manners that are sublime, mutual love and respect, while sometimes inserted social criticism and the role of funny scenes through *goro-goro*.

B. Meaning of Javanese Puppet

That humans are creatures created by God with all their perfection, have reason and mind. To weigh and determine which choices are good and which are bad. Unlike animals that only live on the basis of instinct, nothing more. Actually, humans are created nothing is in vain, all there is a role and there is a portion of each. Also in a nation, there are those who lead and some are led.

In this case a leader has a role as a priest in a nation, protecting his people, listening to the voices of his

people, prospering the lives of his people, etc. But what do the leaders and administrators of this nation do, who arbitrarily seize the rights of their people without realizing that God has given the fairest portion of life in this universe.

This is our nation, a nation of heart and moral crisis. IPAI (2019) mentions A nation that never wants to be grateful for all the wealth of natural resources that God has given to Indonesia. Humans need to instill in themselves six universal values in the philosophy of wayang as the foundation of life. That humans must have a sense of Empathy, Honesty, Justice, Mutual Respect, Responsibility and Loyalty to the State.

The two universal values contained in the philosophy of wayang include:

1. Empati (Caring)

This means that every creature that lives on this earth must have an empathetic attitude to all beings, both to other humans, plants, or even animals. Because the attitude of empathy will make someone sensitive to their lives and the lives of others also to create a peaceful and harmonious life.

2. Honesty (Trustworthiness)

How wonderful it is to live if every human being instills a sense of honesty in themselves, maybe there is no corruption that is currently a culture in our nation. This word is easy to say but sometimes difficult to apply in life, there are only small lies that we do and

without us knowing that little lies will become accustomed and lead to big lies. "*Honesty sometimes makes us difficult, but greater difficulties arise*"

Towards the era of globalization, all humanity should be aware of the continuity and integration between the various religions. Furthermore, understanding the *integralistic* relationship between spiritualism and religion with art-culture and science-technology. This is useful as a capital of the development of a peaceful and prosperous Millennium Civilization. And reality shows that the strength of a society or nation is supported by three main pillars - *religion, culture* and *work* (science and technology).

This blend is then summarized and displayed by the mosque architecture, *Sekaten* ceremony (commemorating the Birthday of the Prophet Muhammad), and the Purwo Puppet show. IPAI (2019) mentions All of them have described the 'Peak of Sufism' or *Zenith Sufism*, which also represents the *Ahlu Sunnah wal jama'ah* model. In it there are systematic lessons on the principle of building concepts through a *holistic approach*, and applying their applications through *integrated efforts* or *networkings*.

Ens Est Bonum, Pilchrum, Verum - He is good, good, right. Humans as Khalifatullah on earth are judged by ethica, aesthetica, and logica they have. This is symbolized through the puppeteer along with a set of

clothes, plus a shaded keris that is carried behind his back. Thus wayang deserves the title of par excellence (adhiluhung), because it has displayed solid and harmonious integrated systems. The Wali Songo turns out to have insight into the future, because it teaches integralism, perennialism, and holistic approaches at the same time. Purwo Javanese Puppet- like a fully integrated building.

Pocapan is a description of the atmosphere of the scene and the depiction of puppet characters in puppet shows. Pocapan is not accompanied by musical accompaniment, but is accompanied by free play of gender (withgrimingan techniques). Pocapan tells of events that are happening. According to Kuwato Pocapan is painting with words about something, which in its presentation is not (without) accompaniment of gending and is usually accompanied by grimingan or grambyangan gender.

Just like the Surakarta style pocapan pakeliran style is also related to the scene. Pocapan is usually located in a scene, accompanies a part of a particular scene, and is located between scene one with the next scene. Based on the things that have been stated, it is classified as a pocapan mandiri, and a transition pocapan. Including Pocapan in the scene is the pocapan queen gundah (Jw. Emeng), pocapan in the scene of sabrangan, pocapan in the war fails, and other pocapan contained in certain scenes.

Skin played with puppets made from skin. Puppets made from wood are used in puppet shows and klitik puppets. IPAI (2019) mentions Only shadow puppets are usually played at night, when it's dark. Behind a screen, lights are installed. People who watch the shadow puppet show sit in front of the screen. They can only see the shadow of the puppet puppets. A puppet show can take a long time, up to nine hours.

C. Teaching Character Education

A puppet show is played by Puppeteer, meaning storyteller. He always sat behind the background playing puppets. Puppeteer is very important because he plays all puppet puppets and voices their texts. He also sang and led the puppet gamelan. In a set of puppets there are several hundred characters; some are good, some are evil. The good is always played on the right side of the mastermind, and the evil one is played to the left of the puppeteer.

Puppets that are not used are mounted on a banana tree trunk in front of puppeteer. Among the well-known characters of wayang are Punakawan namely Semar, Gareng, Petrok, bagong and five Pandawa brothers; their names are Yudisthira, Bima, Arjuna, Nakula and Sadewa. They are the characters of the Mahabharata story which tells about civil war. The most important musical instrument in gamelan puppets is a tool called the gender that are played with puppets made from skin. IPAI (2019) mentions Puppets made from wood are used in puppet

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Art puppet skin was once a favored art belle everyone, from the bottom up community all liked her. IPAI (2019) mentions therefore, in every opportunity, this art is held to enliven it, between weddings, supitan, baby and many others. But with the rapid development of the age of the arts began to be shifted by modern art and foreign art, so that the development of puppet art today is quite heavy to rival the new arts, especially among the younger generation. It always brings a good moral value for all persons. Even so, there are a handful of people or communities who are still keen to maintain this shadow puppet art so that it is not extinct in the days of progress. Examples that deserve thumbs up are art studios,

Teaching imposed by lecturers on lectures, will not make students' scholarship develop in academic terms. So it's time for the teaching and learning process to shift to emphasizing the desires, needs and abilities of individual students in general. In relation to student learning achievement, the desire to learn is important in the learning process. Because learning with desire will encourage students to learn better than learning without desire.

D. Implementation Character Educatin in STKIP BIM

English is one of the foreign languages found in Indonesia. English is designated as the first foreign language in accordance with the decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967. Our national language cannot be used as a means of communication with the outside world in order foreign policy and to establish friendships with other nations, and the fact that English is the language of international communication, the language of science, modern technology, commerce, politics, and used in almost all fields, then English must clearly be given the first priority to learn among other foreign languages.

Learning English in Higher Education ¹ is one of the compulsory subjects that must be taken by students of all study programs, especially students of English Language Education study programs in the College of Teacher Training and Education (STKIP). English courses taught

in lectures generally use General English and Special English (English for Specific Purposes).

While in the English Language Education program, all courses are taught based on English language education because students are required to master four language components, namely listening, reading, speaking and writing (listening, reading, speaking, and writing). Speaking is one component of language that must be mastered by students. Many students think that speaking is difficult. This is influenced by very dominant factors, namely in Indonesia not using English as a daily language.

Students only use English in class or on campus. This fact is a big problem that must be immediately resolved, given the importance of the meaning of education in higher education, especially in teaching English which is actually an international language, especially 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 efforts include: seminars, workshops, 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 or what lecturers often do; form a team of Lecturer Responsible Lecturers

(PJKM); and develop lesson study in improving the quality of learning.

Brown (2007) emphasizes that there are five categories that must be considered by a teacher in designing learning especially English language learning to be successful, namely (1) Intellectual Development, (2) Attention Span, (3) Sensory Input, (4) Affective Factors, and (5) Authentic, Meaningful Language. From the attention span dimension, it is revealed that the length of time students concentrate on learning depends a lot on how the learning is packaged by the lecturer. They are less or will not pay attention to the lesson if the material taught is boring, useless, and too difficult. Thus, the task of the lecturer is to make learning interesting, lively and enjoyable.

The government, especially through Ristekdikti, continuously strives to make various changes and renewal of the education system. One of the efforts that has been and is being carried out, which is related to the factor of lecturers. The role of lecturers is very decisive in efforts to improve the quality of formal education.

While according to Law number 14 of 2015 concerning teachers and lecturers in article 45 states that lecturers must have academic qualifications, educator certificate competencies, physically and mentally healthy, and meet other qualifications required by the high education unit where they work, and have the ability to realize educational goals national.

E. Contribution of Character Education

Whereas in carrying out professionalism duties, as stated in article 60 of Law number 14 of 2015 the lecturer is obliged to: a. carry out education, research, and community service; b. plan, carry out the learning process, and assess and evaluate learning outcomes; c. improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art; d. act objectively and not discriminatively on the basis of consideration of gender, religion, ethnicity, race, certain physical condition, or the socioeconomic background of students in learning; e. upholding the laws and regulations, law and code of ethics, as well as religious and ethical values; and f. maintain and accumulate national unity and unity.

Referring to the description of the obligations of lecturers in point b above, it is clear that one of the obligations of the lecturer is to plan, carry out the learning process, and assess, and evaluate the learning outcomes, with the lesson study program. 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. Learning with mutual learning can shape a better learning community so that it can establish a conducive learning atmosphere, where between lecturers and students, as well as lecturers with 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, considering that the outcomes in this course are not only the harmonious integration between individual student hard-skills and soft-skills, but those that are critical point is how the process of collaboration between students is expected to occur significantly through collaboration between individuals, between groups, motivating each other both internally and externally, an attitude of openness and sportsmanship in accepting constructive criticism between students towards the ability to communicate in English.

CHAPTER FIVE: FINDING AND DISCUSSION

Lesson study is also a way that can provide a process for collaborating and designing lessons (learning) and evaluating the success of teaching strategies that have been applied in an effort to improve the process and acquisition of student learning (Lewis, 2006). In the Lesson Study processes, the teaching staff, in this case lecturers, work together to plan, teach, and observe a learning that they develop cooperatively.

As according to Satori (1989) the lesson study based learning steps are complemented by good teaching preparation activities with planning, and preparation for careful implementation. Lesson study in learning is always equipped with evaluation of learning as feedback, on each teaching. Meanwhile, another lecturer implements learning in the classroom, others observe as observers, and record student questions and understandings. The use of the Lesson Study process with professional development programs is a vehicle for returning educators to a proportional teaching culture, so that learning using lesson study quality control is an interesting learning.

Improving the quality of learning in question is promoting the application of the SCL approach combined with the use of ICT through a collaborative activity system called the Lesson Study for Learning Community (LSLC) which is a follow-up effort for the reconstruction of the

Higher Education curriculum that refers to the National Standards of Higher Education and National Qualifications Framework Indonesia (KKNI) in improving education services.

Learning with lesson study quality control, which is prioritized in lesson study is to improve the quality of lectures. Lectures that are not innovative and effective will result in the low ability of prospective teachers to anticipate changing times. Thus, lecturers need to be equipped with effective strategies or steps to improve the quality of lectures, one of which is through lesson study. Lesson study is a model of educator professional development through the study of collaborative and sustainable learning based on collegiality and mutual learning principles to improve the quality of learning and build a learning community.

The development of education carried out in Indonesia needs to pay attention to the concept of learning and learning. In this era of globalization, it illustrates a turning point in the development of human civilization. This is indicated by the growth of awareness of values. Even for the scientific field which was once considered to be value-free, today there are many positions and roles about value.

Regarding the role of values, character education should bring students to cognitive value recognition, affective value appreciation, and ultimately to actual values. The current problem of character education needs

to get a response that is so great considering that the morale of the nation is getting more damaged, alternative solutions and overcome must be ought immediately and it needs to be developed more operationally so that it is easily implemented.

A. Lesson Study Series Based on Character

Learning English is learning that is oriented towards the development of four language skills / four language skills, namely: listening (listening), reading (reading), speaking (speaking), and writing (writing). The learning orientation in the four skills aims to improve the ability of students to communicate both orally and in writing using English which is an important point in interacting and fostering relationships with others.

Efforts to develop learning in higher education are expected to continue on an ongoing basis, this is evidenced by the launch of the 2018 grant program guide and guidance guidelines for lecturers in the lesson study category in 2018 by the Ministry of Research and Technology in order to improve the quality of learning through student-centered learning (SCL) by utilizing Information and Communication Technology (ICT).

Character education is education that prioritizes in terms of character which always involves aspects of knowledge, feelings, and actions. So with character education, a learner will become emotionally intelligent. Emotional intelligence is also a very important provision

to meet life in the future. Podhorsky & Moore (2006) states that the education should be interpreted as an effort to create programs which include values that focus on improving teaching and learning practices, not solely focusing on designing classes with teacher proof curriculum. This value has also been applied to every packaged science study through the curriculum. The 2013 revised curriculum that is currently developing has given proportional attention to the dimensions of cognitive, effective, and psychomotor.

B. Character in Speaking Subject

Management of English and activities related to learning English can be improved by using lesson study. Lesson study is a study activity on the implementation of learning carried out by lecturers, in which there are steps in the implementation of learning, both in planning, implementation, and evaluation in learning activities. Lesson study is not a teaching method but a practice-based method, although in the learning study activities, the lecturers will definitely discuss teaching methods, media, and learning aids used in the learning process.

The quality of the majority of graduates must be of high quality in every graduate of teacher training and education science and become professional teachers in the future. This is because, a lecturer plays an important role in the transfer of knowledge where the role of prospective

educators here is very dominant in producing quality graduates especially in learning English.

Teaching English using quality control Lesson study is also used as a professional development process for lecturers. Lesson study is also one of the alternative learning models to improve the quality of learning in the classroom, especially in English Education Department. The process of developing lesson study originating from Japan focuses on the systematic explanation / description of learning exercises carried out with the aim to make teaching more effective.

Speaking of values, ²⁵ values have a relationship that is closely related to culture. There are three forms of culture, namely: (1) the form of culture as a complex of ideas, ideas, values, norms, and regulations; (2) the form of culture as a complex pattern of activities and actions from within the community; (3) the form of culture as objects produced by humans (Koentjaraningrat in Sudrajat, 2002: 187). Bina Insan Mandiri Surabaya College of Teacher Training and Education (STKIP BIM) is a formal educational institution at the university level. Graduates from STKIP BIM become graduates of education whose main task is to educate the sons and daughters of the nation to always do truth, goodness, and beauty. Implementation in the implementation of values whose success can be estimated from a number of behaviors on a particular value topic.

C. Lesson Study Series Based on character in Speaking

Lesson Study activities have the potential to encourage many parties to do the best in improving the quality of lectures and to be able to increase achievement motivation in students. Through lesson study activities, lecturers were also innovated to make better preparations than before. This, indirectly, they have innovated in learning. They began to be interested in trying to apply valuable experiences from other lecturers' learning (lesson learned) to the class that was their responsibility. So that automatically learning with lesson study quality control will also improve the improvement of lecturer competencies in pedagogical matters. This is because lecturers also actively participate in collaborative learning.

Lesson study is carried out which is also one of the coaching efforts to improve the learning process carried out by a group of lecturers collaboratively and sustainably, in planning, implementing, observing, and reporting the results of reflection on learning activities. Lesson study in the learning process includes planning in planning (observation), observation (observing) and reflection (debriefing). Reflection of learning is centered on students who are following the learning process on certain material.

Lesson study Lesson study is also an activity that is carried out sustainably and is an effort to apply the principles in total quality management, namely to improve the process and results of continuous learning based on data. In addition, lesson study is an activity that can

¹ encourage the formation of a learning society that is consistently and systematically doing self-improvement, both at the individual and managerial level as well as improving the character of each individual.

D. Implementation lesson study on character in STKIP BIM

Javanese puppet has a function and symbolic meaning as a philosophical piwulang, education, moral teachings, noble taste appreciation and great benefits for human life in order to be able to distinguish between good and evil. Based on the above problems, the author wants to conduct research activities by combining approaches to the learning process with symbolic meaning in value imaging that leads to character education. The research activity was entitled: ⁴¹ Symbolic Meaning "Punakawan Javanese Wayang" (A Value Imaging Study in Character Education on Courses. Personal Education in STKIP Bina Insan Mandiri Surabaya.

Symbol theory according to Suwaji Bastomi (1992: 55), a symbol or symbol in Javanese culture is a reference for behaving and has a function as a guide that gives direction to the experience of human life. This is a study of value imaging that has complex meanings in character education. Character education is generally summarized in the subject matter. The subject of character education is a course that provides more insight into values, norms, morals, and their implementation in character education

especially in the STKIP Bina Insan Mandiri Surabaya environment.

In puppet art there are many life stories presented. The puppet art connoisseurs must be familiar with life stories taken from these ancient literary works, ranging from the Ramayana story to the Mahabarata. Not only that, every puppet show must also have a value and moral message to be conveyed by a puppeteer. The puppeteer is the person who plays the puppet show in a show. Likewise with the four puppet characters who were packaged into pirates in Javanese wayang. The four figures of the cleric consisted of Semar and his three children, including Gareng, Petruk, and Bagong. The Punakawan are shown as funny cheerful groups with their typical humor and funny to melt the atmosphere. In addition, Punakawan also has their own character which is certainly worth exploring deeper into each character presented. They are Semar, Gareng, Petruk, and Bagong.

Semar is one of the characters who is always present in the Punakawan, narrated as the main character servant of the story Sahadewa of the Pandawa family. The head and view of Semar always face up. This actually contains a philosophy that describes human life in order to always remember the power (God). The cloth that was used as a shirt by Semar, namely the Semangkusumorojo patterned Semar which is an embodiment, in order to worship the banowo or always uphold justice and truth on

earth. In Javanese spiritual circles, Semar is considered a symbol of the Oneness.

Gareng in Javanese puppet stories is an adopted child of Semar. Gareng has one limp leg. This teaches philosophy in life so that it is always careful when acting and behaving. In a story, Gareng was once a king, but because of his arrogance, he challenged every knight who came to see him and every time in a fighting, they were always balanced. Gareng, who has a short stature, always walks down his gaze. This indicates caution in behaving and behaving.

Petruk is described as a person who likes to joke and humor, both through speech and behavior. As a clownman, Petruk is a person who can nurture, can keep things a secret, always be a good listener, and always benefit others.

Bagong is the last one. Bagong's figure is depicted as short, fat, but his eyes and mouth are so wide, which depicts his presumptuous yet honest and powerful character. This one puppet character also reminded that humans in the world have various characters and attitudes.

The definition of value is often called value, the term value is usually translated into Indonesian into a value and can be interpreted as a price (Mulyana, 2004: 7). Tracking the reality of this value can be done by observing a person's tendency to behave. From various views on value classification, it is necessary to discuss instrumental and terminal values closely with character education,

especially in the College of Teacher Training and Education Bina Insan Mandiri Surabaya (STKIP BIM), because it views that human values can be demonstrated by means of behave or behavior results

The values developed in national character education are identified from the following sources, namely (MONE, 2010: 8): (1) Religion: Indonesian people are religious communities. The results of this activity will be able to grow the character education values in themselves through various learning activities that occur in learning classes especially in the STKIP Bina Insan Mandiri Surabaya environment.

Character education originating from puppet or folklore is also developed in the curriculum to teach students about the important characteristics needed to build character. Almerico stated, "Good literature with character development themes has the power to develop, shape, and reinforce essential dispositions for instilling in many important core ethical values" (Almerico, 2014: 3). In his presentation, Almerico included folklore as one of the teaching materials that could be used as an alternative as a character education tool. It can also include in learning and teaching model by using lesson study control. It can improve a high quality in hard and soft skill for each individual in educational institutions.

Topics presented by one group will be commented on by their lecturers and colleagues from other groups. The number of group members is limited to three students

with the aim that all students in one group can be actively involved in the conversation and the process of collaboration between students can be more effective. Besides that, working in groups has several advantages, one of them as reported by Andrew et al. (2010) that students who work in groups during the learning process have higher test results than students who work individually.

Lecture assignments can also be completed and collected on time. Furthermore Andrew et al. also stated that working in groups can stimulate interactions between students that lead to active learning, students also show a positive attitude towards the learning process, and can improve learning effectiveness.

Lesson study quality control carried out in the scope of STKIP follows three steps of activity namely plan / planning, learning activities / see, reflection / reflection. The plan in this stage is filled with lecturers who will carry out lesson study to compile the meeting schedule, determine the time and place and the number of times that face-to-face meetings will be held in accordance with the lecture material. Furthermore, the lecturer invited other lecturers as observers who would see and help him in compiling the material to be suggested in the class. In preparing this teaching material, the lecturer concerned must formulate learning problems.

If the planning step and the teaching material are ready and completed, then the lecturer concerned enters

the class and starts implementing the learning process using a predetermined method according to the plan that has been made. When the model lecturer is teaching, the other team members (observer lecturers) make observations on the learning. In this observation, the observer made important notes related to the process that took place. The results of the observation will provide detailed notes and collect evidence without making an assessment before carrying out the discussion. The Observer provides a variety of new views and can gather evidence of student thinking and understanding. Before carrying out observations, the team determines what data will be collected and assigns each member to be an observer in learning

The next stage in lesson study is seen as a reflection. Discussion forums in Lesson Study require constructive inputs from all lecturers and observers. The opinions given must be smart, wise, able to model the analytical approach in discussion, and be delivered in a non-offensive way so that the lecturers don't become discouraged. This reflection should be carried out openly and thoroughly, covering all stages of the process so that the model lecturer has useful and comprehensive input, not bits and pieces.

The use of varied English expressions was developed in detail and adequately, especially in the Surabaya BIM STKIP environment, so that lecturers simultaneously could further dominate the use of English

as a learning medium as a whole. Thus, students will become accustomed to the use of class language, and in this way, they will be able to acquire language acquisition (language acquisition).

The history of research in STKIP BIM-Surabaya because the location was chosen by researcher because the two institutions are institutions at the level of college printing professional teacher candidates. Judging from the various problems regarding teaching English that have been described above, then in the draft this research can be described.

First, researchers took two locations at the College of Teacher Training and Education / STKIP because the two higher education institutions had such a big role in printing educators / prospective teachers who would educate and educate the generation of the nation. This is based on data from Pressreader (2018) which states that the average graduate of education from STKIP is 260,000 per year, while the absorption of education personnel is only around 27,000 per year based on competency and other requirements as an educator.

Second, with the demand for active role of English language educators in learning more actively, it is better to remember that English is an international language whose use is still minimal in Indonesia. The quality of learning in English Education Department must be improved so that there can be an increase in the quality of prospective English educators. The researcher wants to provide a

change in improving the quality of learning quality. Improved quality management applied in the English Education Department, namely by using lesson study as quality control. This is because theoretically, Lesson Study is a model of coaching that provides a way for education personnel to be able to improve learning systematically (Podhorsky & Moore, 2006).

Teaching using lesson study as quality control can improve the quality of learning and can develop lecturer professionalism in planning, implementing the learning process, and evaluating and evaluating learning outcomes. Lesson study is collaborative learning that continues so that it will form a conducive learning community between lecturers and students or lecturers with other lecturers in English Education Department in Surabaya BIM STKIP.

Using the lesson study quality control will have an impact on the success of learning with various interesting variations. So that this will make students enjoy participating in lectures class.

The implementation of the teaching and learning process with lesson study quality control has a positive impact on output quality. Output quality will be fulfilled well with the availability of cost support, facilities and infrastructure needed, and educational professionals who have been provided to each educational institution according to Fattah (2009). From the statement it is clear that learning with lesson study quality control has extraordinary attractiveness and appeal for students,

especially students of English Education Department in the College of Teacher Training and Education (STKIP)

This research was carried out in the STKIP BIM-Surabaya. The subjects of this study were students in English Education Department in STKIP BIM-Surabaya. The results of this study are expected to be an inspiration for every academician in the Bina Insan Mandiri-Surabaya STKIP in order to foster awareness and willingness to be better in management of learning management especially in English Education Department. Various differences in characteristics regarding quality management between the two institutions are very important to study, and revealed more deeply

E. Summary

1 Lesson study is a teaching profession training model through the study of collaborative learning with collaborative learning and sustainable approaches based on collegiality and mutual learning principles to build a learning community. Learning with lesson study is always followed by learning steps such as planning, implementation, and evaluation in each learning activity. This is an effort to improve the quality of learning with lesson study quality control. Lesson study is also an activity that can encourage the formation of a strong learning community that consistently and systematically performs self-improvement, both at the individual and managerial level. So that lesson study based teaching will

form a learning community that can improve student scientific quality and develop lecturer competencies. The quality improvement in learning English by studying the components of learning management that are in it with lesson study as quality control, which includes the following:

Planning variable / plan is a plan designed by every educator who is around the environment of the higher education institution and which is planned in the basis of the nature of planning intensity, the nature of consistency of responsibility, and the nature of clarity of communication,

The implementation variable / do is the implementation of learning that has been carried out as a result of a joint effort between the resources possessed, namely; human resources consisting of stakeholders, education staff, lecturers, education staff, students, physical resources consisting of infrastructure, other supporting tools owned, financial resources, namely budget funds / finance and information resources, namely clear information and quick access , Variable discussion / see in learning that is the attitude of acceptance by all individuals in the environment of higher education institutions and who are regulated in it consciously and acceptably with ethics of all and binding rules in learning.

Improvement variables (learning and competency of lecturers). In learning at an educational institution, the organizational structure is also a chart that needs to be

considered in its implementation so that a common goal can be fully achieved. Organizational structure is the pattern of authority that is made to make such a team of lecturers in charge of courses (PJKM) in the higher education institutions in the preparation of curriculum and preparation of RPS, as well as lecture RPP, and is an improvement effort in learning as an effort to improve quality coupled with strengthening character culminating in the improvement of attitudes and behavior in accordance with educational rules both at the individual and managerial level.

The stages of applied collaborative learning are proven to increase students at learning activities. This is because, all stages of learning activities emphasize the involvement of students from the beginning to the end of learning. Besides that a series of lesson study activities during the study also had a positive impact on the improvement of the learning process from each meeting. In lecture classes with lesson study as quality control for several student groups. Groups that will play roles in front of the class and which will be discussed in speaking subjects well.

During the learning activities, the lecturer provides open-ended tasks that encourage exploration and collaboration activities. The design of collaborative learning activities is directed so that students can be actively involved, by conducting learning activities such as presenting speaking assignments, paying attention to

the explanation of the lecturer or colleague, discussing, asking questions, expressing opinions, and answering questions.

The data from the ¹ results of the study can be concluded that, the stages of collaborative learning that have been implemented have successfully involved students actively during the learning process using lesson study as quality control. This is because, all stages of learning activities emphasize the involvement of students from the beginning to the end of learning. The lesson study implementation during this research also added / strengthened the legality between the lesson study team, formed mutual learning (mutual learning), and increased the professionalism of lecturers as educators and instructors.

Whereas lesson study carried out is a teaching that emphasizes the main principles in lesson study. The main principle in the lesson study is to improve the quality of learning gradually by learning from one's own experience and those of others in conducting learning activities by strengthening character through teaching good lecturer performance that makes learning not only improve skills in the hard skills but also soft skills.

Learning with lesson study as quality control is not only lecturers who carry out learning that can benefit, but moreover observers (other lecturers / partners, students, lecturers and other parties) are present at the time of learning. By observing the learning activities carried out

by a lecturer, observers are encouraged to reflect on the learning that they are doing and how to improve their quality. Therefore, lesson study is actually a shared learning forum to learn from each other from experience to improve the quality of learning.

Learning with lesson study as quality control makes learning more varied. With lesson study, the lecturers will be introduced to the teaching of various simple and meaningful English expressions, which can be used in communicating with students. In other words, besides being able to be used in improving the quality of learning, lesson study can also improve the quality of the development of lecturer competencies, both in the implementation of tri dharma tertiary competencies and in the learning process in lectures collaboratively.

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15. 1614067867984_11. BUKU SULISTIYANI (1) LESSON STUDY

ORIGINALITY REPORT

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