Learning Management through Lesson Study at Elementary School

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Abstract

School-Based Lesson Study Activities will improve student achievement, for example students at Elementary School who were once quiet now are active in the learning process. With the ongoing Lesson Study to form the potential for student learning, includes cognitive, affective and psychomotor aspects, student intelligent can be developed optimally hence it is well formed. With a constructivism approach, the teacher carries out learning in study groups. Students at Elementary School are divided into groups with heterogeneous members. In this study, researchers used qualitative research methods with a qualitative descriptive approach. To test the data validity in this study, the extension of observation and triangulation are used. It is actually to test the truth of the data obtained from the study. The results of this study are Lesson study as one alternative learning model to improve the quality of learning in the classroom at Elementary School. The results generated in the lesson study include planning in teaching (planning), observation (observing) and reflection (debriefing)

Keywords: Management, Learning, Lesson Study, Elementary School

I. Introduction

The policies in the school that are carried out is to make a breakthrough in improving the quality of the learning process in accordance with the conditions and potential of the school so that students' learning achievement increases especially at Elementary School. One of the breakthroughs used was conducting School-Based Lesson Study activities. Lesson study is a study of learning activities carried out by educators, in which there are steps in implementing learning, both in planning, implementing, and evaluating learning activities.

Lesson study is essentially one of the significant efforts to improve the quality of education and professionalism of educators in facilitating the learning process that is designed as an important part of internal quality assurance towards pedagogical competencies and professionalism of educators which is synergized with the application of management in education especially at Elementary School. Lesson study is not a teaching method but a practice-based method, although in the learning study activities, educators will definitely discuss the teaching methods, media, and learning aids used in the learning process. With this School-Based Lesson Study activity, student achievement will increase, for example students who used to be quiet now are active in the learning process. But what is assessed here is not only limited to students, but also to teachers and the implementation of learning especially at Elementary School

II. Literature Review

In implementing this School-Based Lesson Study especially at Elementary School, surely a teacher is expected to have full creativity and good competence in order to produce quality output. The description of the types of competencies are:

1. Pedagogic Competency: the ability to manage learning which includes understanding of students, designing and implementing learning, evaluating learning and developing students to actualize their various potentials.

2. Personality Competency: the ability in terms of having a steady, stable, mature, and authoritative personality so that it becomes an example for students.

3. Professional Competency: the ability to master the learning material widely and deeply so that it can guide students to meet the competency standards.

4. Social Competency: the ability to communicate effectively with students, fellow teachers, education personnel, parents, guardians of students and surrounding communities. In addition, teachers are expected to be able to contribute to the development of education at the regional, national and global levels and be able to utilize information and communication technology and self-development.

Basically the main task of the teacher is to teach students at Elementary School, so that their potential which includes cognitive, affective and psychomotoric aspects can develop optimally so that students' intelligence is well-formed. Thus, students are needed to always actively learning through participation in each learning process so that they are trained to form the ability to do something positive. Then it will provide life skills as a provision of life and livelihood.

According to the concept of Total Quality Management (TQM) in education confirmed by Sallis (2006: 73), TQM is a philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires, and expectations of the customers, now and in the future. The success of teaching can be viewed from two aspects, namely from the process and from the result. To measure the success of teaching in terms of this process can be known through the following problems:

1. Teaching is said to be successful if it is planned and prepared in advance by involving students systematically.
2. Teaching is said to be successful if it can encourage and be able to stimulate students to carry out learning activities.
3. Teaching is said to be successful if it is equitable so that all students are involved in the learning process and are active in it.
4. Teaching is said to be successful if it can foster independent activities, so students can correct themselves whether it has been successful or not.
5. Teaching is said to be successful if it has adequate facilities and infrastructure.

Thus a student can have a good learning achievement if a teacher does the learning process that is appropriate and varied so that students can get good achievement is through School-based Lesson Study activities. These activities can help students at Elementary School learning basic skills and obtaining information taught step by step.

Cognitive aspects are very important. They are a domain or an area of human psychology that includes every mental behavior related to understanding, consideration, management of information, problem solving, gaps and beliefs. The affective aspects, on the other hand, are a psychological domain or an area with regard to values, morals and attitudes. Psychomotoric is a domain or psychological area of human beings with regard to the skills and abilities to act. Thus the implementation of School-Based Lesson Study is needed for the continuity of learning to determine whether or not learning

objectives are achieved. If the goals have been achieved, automatically student achievement can be said to be well-achieved especially at Elementary School.

The knowledge formed in lesson study can be used as capital to improve quality of the learning quality, the development of lecturer competencies and the performance of the parties involved. For example, a lecturer involved in lesson study observation succeeds in finding a number of important things related to the developed learning model.

Interaction activities in the forms of: discussions, questions and answers, or throwing questions that has been carried out, will have impact on increasing: improvements to the meaning of errors with opportunity to be corrected, the meaning of learning built to be more stable, in the quality of learning and the development of lecturer competencies. The knowledge formed in lesson study can be used as capital to improve the quality of learning quality and develop teacher competence and the performance of the parties involved. Thus if the lesson study is really well prepared, every educator especially at Elementary School feels he has gained valuable knowledge as well as students. One of the proofs is that collaborative learning will foster good mutual learning, and good attitude in accordance with the ethics and valued-rules that apply in relationships with each individual. The reflection of the learning activities will occur automatically whether it takes place at the level of individuals, groups, or certain systems. This is in line with the policy on class-based assessment or authentic assessment which places more emphasis on process assessment in addition to evaluating learning outcomes at Elementary School.

Learning Community at Elementary School

Community learning or group learning is learning activity by a number of students who have been divided into small groups to achieve certain goals together (Moejiono, 1991/1992: 60). The development of learning in groups can foster an atmosphere of maintaining self-discipline, and agreement to behave. Through group activities there is collaboration between students at Elementary School, also with teachers who are open. Group learning can be used as an arena for fair competition, and can also increase the learning motivation of group members at Elementary School.

With a constructivism approach, the teacher carries out learning in study groups. Students are divided into groups with heterogeneous members. Student groups can vary greatly in form, both in terms of their members and numbers. According to Slavin (1995: 4-5) "an effective group consists of four to six people, with a heterogeneous group structure".

Learning with the concept of learning community can take place if there is two-way communication. Students at Elementary School who are involved in learning community activities provide information needed by their interlocutors and at the same time request information needed by their study partners. This learning activity can occur if there is no dominant party in communicating, no party feels reluctant to ask, no party considers the best to know, all parties want to listen to each other, learning with this learning community technique is very helpful for learning in class at Elementary School.

The essence of constructivism above is closely related to several learning theories, namely; theories of concept change, meaningful Ausubel learning theories, and Schemata theory (Suparno, 1997: 49). But according to researchers, constructivism learning is also related to Bruner's learning theory. The explanation of each theory is as follows:

Ausubel Meaningful Learning Theory

David Ausubel (Dahar, 1989: 112) is famous for meaningful learning theory. It is a learning process in which new information is connected with the structure of understanding that is already owned by someone who is learning. Meaningful learning occurs when students try to connect new phenomenon into their knowledge structures. This happens through learning concepts, and changing existing concepts, which will result in growth and changes in the structure of student's concepts (Suparno, 1997: 54).

The closeness of the Ausubel Learning Theory with Constructive Teaching based on Lesson Study is that both emphasize on the importance to associate the experience, phenomenon, and new facts into known system already have, both also emphasize the importance of assimilation of new experience into the concept or understanding already owned by students, with both assume students at Elementary School are active in learning.

According to Bruner (http://www.jaring.com.my/weblog/comments.php?id=3603). "Learning is an active process in which students foster new ideas based on past knowledge". Furthermore Bruner (Nur, 2000: 10) states that "teaching a study material to students is to make students think for themselves, and take part in the process of gaining knowledge. Knowing is a process not a product ". Still

according to Bruner (Dahar, 1997: 98) that in building knowledge is based on two assumptions, namely: the first assumption is the acquisition of knowledge is an interactive process that people who learn will interact with their environment actively, change does not only occur within the environment but also within oneself of the person himself. The second assumption is that a person constructs his knowledge by linking incoming information with previously stored information obtained.

According to Bruner, in the learning process there are three episodes that children must pass, namely (1) information, (2) transformation, (3) evaluation. The three episodes can be explained as follows:

Information: in each lesson students will get a number of information,

some add to the knowledge they already have, some refine and deepen it. There is also information that conflicts with what has been previously known.

Transformation: information must be analyzed, changed or transformed into a more abstract or conceptual form so that it can be used for broader matters. In this case teacher assistance is needed.

Evaluation: the information obtained is assessed to be used to understand other symptoms. (Nasution, 1987: 9).

In looking at the learning process, Bruner emphasizes the influence of culture on one's behavior. The best way to learn according to Bruner is to understand concepts, meanings, and relationships and come to a conclusion. "With his theory of free discovery learning, Bruner said that the learning process will run well and creatively if the teacher gives an opportunity to students to find a

concept, theory, rules, or understanding through the examples found in his life"
(Budiningsih, 2005: 43).

III. Discussion

Types of Research

In this study, researchers used qualitative research methods with a qualitative descriptive approach. According to Moleong (2014: 6), qualitative research is research that has the intention to understand what phenomena are experienced by research subjects. Through this qualitative research, descriptive data were collected in the form of words, pictures, and not numbers (Sugiyono, 2015: 283). In qualitative research, humans play an important role as an instrument. In conducting research, researchers themselves become the main data collection tools in the form of observations, interviews, or document review.

A. Data Collection Technique

In qualitative research, note taking is necessary to be used as material in making data analysis. Making notes can be done at the time of the interview or even while still doing interviews and observations, Mustafa (2009: 93). Documentation based on the story of the law that was written. By using the documentation method means collecting data by recording existing data. According to Sugiyono (2012: 329) said that the document is a record of events that have passed. Documents can take the form of writing, drawings, or the work of someone.

B. The Validity of Data Inspection Technique

To test the validity of the data, this study using the extension of observation and triangulation to test the truth of the data obtained from the study.

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In order to obtain complete data in the management of management in education.

C. Data Analysis Technique

Bogdan & Biklen in Moleong (2014: 248) explains that in analyzing data, it would certainly be through the process of taking data in the field through field notes, reading or studying data, collecting, sorting, and then thinking by making that category of data.

IV. Discussion Results

Total Quality Management is a management approach that is centered on quality and based on the participation of its members that aims for long-term success through satisfaction and benefits all its members. Lesson study is a study of learning activities carried out by lecturers together, both in planning, implementing, and evaluating. Lesson study can also be used as a professional teacher development process. Lesson study is one alternative learning model to improve the quality of learning in the classroom. Priority in lesson study includes planning, observing and reflection (debriefing) in teaching at Elementary School.

Reflections on learning are centered on students who are following the learning process on a certain material. The main principle of lesson study is to gradually improve the quality of learning by learning from one's own experience and those of others in conducting learning activities at Elementary School.

Besides being able to be used in improving the quality of learning, lesson study can also improve the quality of teacher competency development. By improving the quality of learning automatically gives the effect of increasing competence in the learning process.

The phenomenon of cause and effect in a learning process is often found in the field. In learning, it is stated that the higher the quality of teaching in lectures, the higher the level of quality and expertise possessed by educators. In other words, a long and winding process, will not be in vain without results in an achievement in learning with a collaborative learning approach. In addition to collaborative learning and sharing, improvement in the development of educators' competencies is also carried out with active participation in scientific activities such as workshops, symposiums, seminars, trainings, etc..

The lesson study coaching model is very strategic for the achievement of speaking skills at Elementary School. Improving speaking skills very significant because it supports with the consideration that lesson study is an effective way that can improve the quality of learning conducted by educators and student learning activities with careful planning. Planning is arranged together through a team of educators in certain subjects who work collaboratively. This is because; First, the development of lesson study is based on a variety of professional knowledge based on the practices and results of teaching carried out by educators at Elementary School. Second, the implementation of lesson study can improve the quality of learning and be able to become the foundation for the development of learning at Elementary School. Third, lesson study will place the role of educators as learning researchers. Fourth, well-designed lesson study will make professional and innovative educators at Elementary School. Fifth, lesson study enhances students' ability to interact more actively especially at Elementary School.

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