



THE IMPLEMENTATION OF LESSON STUDY MODEL IN MICRO TEACHING

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Abstract

Microteaching, coupled with the proven effectiveness of Lesson Study in education, significantly improves teaching and learning processes. This research investigates Lesson Study's implementation within the English Education Program at Muhammadiyah Pringsewu University in Microteaching class and their responds toward it. Employing descriptive qualitative research, it delves into the impact of Lesson Study on teaching and learning. Data collection includes interviews, observations, questionnaires, and documentation. Lesson Study yielded positive outcomes, offering solutions to pedagogical issues and fostering innovation. Implications encompass enhancing pedagogical competencies, recognizing Lesson Study's potential, inspiring future research, and validating prior findings in education.

Keywords: *Education, Lesson Study, Microteaching*

INTRODUCTION

Microteaching aims to enhance competencies in education, benefiting both aspiring educators looking to refine their professional skills and educational personnel seeking to improve their expertise in specific areas. It provides a controlled environment for practical teaching exercises, allowing prospective educators and instructors to refine various teaching skills, ultimately elevating their overall competence. The primary goal of microteaching is to comprehensively prepare future educators for practical teaching roles within formal educational settings, ensuring they are well-equipped for effective teaching practices (Sardiman 2005).

In the education sector, there is significant interest in lesson study, a pedagogical approach originally developed by Japanese primary educators and known as "Kenkyuu jugyo." In Indonesia, there is a notable push to adopt lesson study to enhance the learning experience in schools, including some that have already integrated it.

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Although initially designed for primary education, there's a growing trend to apply lesson study in secondary and higher education. Mulyana (2007) sees lesson study as a model for nurturing teaching professionalism through collaborative and sustainable learning practices rooted in collegiality and mutual learning, fostering a cohesive learning community. Conversely, Lewis (2003) suggests that lesson study, while conceptually straightforward, involves a multifaceted process supported by collaborative goal-setting, meticulous data collection on student learning, and structured protocols to facilitate constructive discussions on complex instructional challenges.

According to Fahrudin (2011), lesson study is a continuous collaborative endeavor involving a group of educators and experts aimed at enhancing the educational standards within schools. In practical terms, three prevalent forms of lesson study are commonly implemented: (1) School Group Based Lesson Study; (2) Lesson Study Based on Subject Teachers' Consultation (MGMP); and (3) School-Based Lesson Study (LSBS). Tampubolon (2013) articulates that the fundamental phases of Lesson Study can be categorized into three key cycles: Planning, Implementation, and Reflection. Essentially, when executing Lesson Study within the classroom, there exists no fundamental distinction from typical teaching activities. Sri Wiyanah (2016) was conducted research focusing on *The Development of Online Teaching Materials for Microteaching Courses Based on Lesson Study within the UPY English Education Study Program*. The research highlights two key aspects: firstly, it identifies the essential stages required for peer microteaching within the framework of Lesson Study, facilitating teachers in enhancing their teaching skills. Secondly, it sheds light on students' perceptions regarding their teaching abilities.

Based on the successful track record of Lesson Study in previous educational contexts, its implementation can significantly support educators in conducting effective teaching and learning activities, thereby enhancing the quality of the student learning experience. Consequently, the researcher decided to investigate the utilization of Lesson Study in Microteaching within the English Education Program at the Faculty of Teacher Training and Education (FKIP) at Muhammadiyah Pringsewu University and the students' responses toward it.

RESEARCH METHOD

This research employs a descriptive qualitative research design to analyze processes and perceptions in lesson studies. This method aims to describe, explain, and interpret current conditions and phenomena within a specific context. The study focuses on the impact of lesson studies on teaching and learning processes among 6th Semester English Education students at Muhammadiyah Pringsewu University. Data collection methods include interviews, observations, questionnaires, and documentation. The data analysis follows a three-step process based on Miles and Huberman (1994) and Sugiyono (2014): data reduction, data presentation, and conclusion drawing/verification. Data reduction involves selecting and summarizing relevant information, while data presentation entails organizing and displaying the data using descriptions, visuals, and tables. Finally, the conclusion drawing step synthesizes the findings, drawing clear and verified conclusions regarding teaching and learning interactions during Lesson Study implementation, particularly in the Microteaching class.

FINDINGS AND DISCUSSION

Finding

Stages of Teaching and Learning in Peer-Microteaching with Lesson Study

There are three essential stages in the peer-microteaching with lesson study process: planning, implementation, and reflection. During the planning stage, the model teacher prepares teaching materials, outlines the syllabus, and designs a chapter guide. The implementation stage involves delivering the material based on the chapter design. Reflection is a critical stage where teachers, colleagues, and lecturers provide feedback and discuss learning outcomes. These stages ensure clear goals, structured teaching, and continuous improvement in the learning process.

Students' Perception of Teaching and Learning in Peer-Microteaching with Lesson Study

Students perceive the lesson study approach positively, finding it helpful for their learning; Lesson study enhances students' understanding and engagement in the learning process; Effective planning and preparation by teachers contribute to more structured

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and comprehensible lessons; and the use of diverse teaching methods and media improves interaction and learning outcomes.

From the questionnaire results that can be found was among surveyed students, 35.5% identified all three stages of lesson study (planning, implementation, reflection); 40% recognized the stages of chapter design and implementation in line with the design chapter; 24.4% provided incomplete responses, focusing solely on the material title. From the documentation, the stages of teaching and learning process; Offline lesson study includes three stages: planning, implementation, and reflection and Online learning through video-making comprises planning and implementation but lacks a reflection stage.

The teaching and learning process in peer-microteaching with lesson study comprises three stages, as revealed by the data. It was observed that 23 students (51.1%) engaged in peer-microteaching within a classroom setting, utilizing offline lesson study. Conversely, 22 students (48.8%) opted for online peer-microteaching practices. Among the 23 students engaged in offline practices, which encompassed three distinct stages - planning, implementation, and reflection, these activities took place within a microteaching room. Colleagues served as observers, while lecturers facilitated direct reflection sessions. In contrast, the 22 students (48.8%) involved in online learning practices pursued a different path. They focused on creating chapter designs and implementing learning via video uploads on social media platforms, specifically YouTube. Notably, the online learning practices excluded the stage of reflection present in the offline counterpart. To summarize, a noteworthy disparity exists between the two approaches to peer-microteaching and lesson study: offline practices align with the three traditional lesson study stages, while online practices encompass only two stages - chapter design and learning implementation through video creation, with no provision for a reflection stage.

Discussion

Following the completion of Lesson Study activities and a comprehensive analysis of research data derived from multiple sources including reflection sheets, interview reports, and activity documentation, several key findings emerged from the Lesson Study implementation: The process of implementing peer-microteaching within the framework of lesson study encompasses three distinct stages: planning, implementation,

and reflection. The reflection stage holds significant importance as it offers a valuable evaluation of model teachers' strengths and weaknesses, serving as a foundation for continuous improvement in subsequent learning stages. Lesson study's presence in the learning process, along with the involvement of peer-microteaching teachers, fosters collaborative teamwork for the development of well-structured and appropriate learning strategies. Noticeable disparities in learning outcomes were observed between online and offline approaches. Offline videos, coupled with reflection activities, exhibited a positive impact on subsequent learning. In contrast, online peer-microteaching video-based learning, lacking the reflective component, did not demonstrate the same level of improvement in the learning process.

Reflection as a Valuable Component

The reflection stage is highlighted as crucial for teacher evaluation and improvement. It provides insights into teaching strengths and weaknesses, aiding future model teachers in refining their approaches.

Lesson Study Impact

Lesson study enhances teachers' knowledge, ability, and readiness to teach effectively. Collaborative lesson design, improved teaching strategies, and constructive feedback contribute to better learning outcomes. Lesson study fosters a more structured and engaging learning environment. For broader implications were lesson study is a valuable approach for professional development, improving teaching quality, and enhancing student learning. Its collaborative nature encourages teachers to share ideas, address challenges, and innovate in the classroom. Lesson study can be a beneficial alternative approach in teaching various subjects, addressing professionalism, and improving student perceptions. In brief, the study finds that lesson study positively impacts the teaching and learning process in peer-microteaching. It enhances teacher preparation, promotes collaborative learning, and results in more effective teaching strategies. The reflection stage is a critical component for self-evaluation and improvement. Additionally, lesson study has broader implications for professional development and improving the overall quality of education.

Burghes (2009) asserts that Lesson Study, as a form of collaborative practice, represents a school-based professional development initiative aimed at enhancing teaching and learning through the sharing of professional expertise. In this process, one

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teacher designs a lesson, which is then implemented in their classroom while fellow group members observe. It is important to note that Lesson Study itself is not a specific learning method or strategy; however, Lesson Study activities can encompass various learning strategies tailored to the specific situations, conditions, and challenges faced by teachers.

Lewis, et al (2003) expounds on the effectiveness of Lesson Study as a means to improve the quality of teaching and learning activities for both educators and students. Building upon this foundation, the application of Lesson Study yields several noteworthy benefits in the teaching and learning process. Teachers experience enhanced and more structured teaching and learning practices, while students gain a deeper understanding of the subject matter and exhibit increased enthusiasm for learning. The implementation of Lesson Study within the microteaching course for fifth-semester students in 2018 within the field of English Education manifested consistent improvements in each open class.

These findings align with prior research conducted by Lina Mariana and Diani Nurhayati (2017) in their study titled "Improving the Quality of the Teaching and Learning Process in the Writing Class Through Lesson Study." This research demonstrated notable enhancements in the writing class, including the introduction of more challenging material, heightened student engagement during interactions, increased receptiveness among lecturers to peer feedback, and improved student achievements in writing.

CONCLUSION

This qualitative research aimed to assess the impact of reflective practices in lesson study on English teaching capabilities, focusing on microteaching courses for fifth-semester FKIP English students at UMPRI in 2018. The study, conducted from March 11, 2022, to completion, found that Lesson Study positively influences English instruction in several key ways: Lesson planning becomes more structured, with teachers developing chapter designs and addressing teaching weaknesses through reflection, leading to continuous improvement in lesson plans. Lesson study fosters a positive attitude among teachers, encouraging thorough preparation and proficiency in lesson planning. Collaboration among allied teachers improves teaching methodologies.

Lesson study provides a platform for teachers to collaboratively address educational challenges, encouraging innovative instructional methods. It enhances students' enthusiasm for learning English, resulting in improved learning outcomes. Overall, Lesson Study enhances the teaching and learning process by resolving pedagogical challenges and promoting innovation. Despite challenges in scheduling, Lesson Study implementation yielded positive results. This research has implications for education: Enhancing the pedagogical competencies of fifth-semester FKIP English students at Muhammadiyah University through Lesson Study. Recognizing Lesson Study's potential for peer-teaching practice sessions in microteaching and broader educational contexts. Providing insights for future research on Lesson Study's impact in education. Validating and reinforcing prior research findings.

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