



## ***HOW REFLECTIONS (SEE) CONTRIBUTE TO LESSON PLAN AND LEARNING PROCESS IMPROVEMENT?***

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### ***Abstract***

*This study described how reflection in lesson study activity contribute to design lesson plan and learning process in lesson study especially writing class. This research is a type of qualitative research The data collection technique in this study used questionnaires and documentation. Data analysis uses Interactive Model which consists of data collection, data reduction, data display, and conclusion drawing. The result shows that big influence the reflection in producing good lesson plan and make learning process run structurally in lesson study activity.*

**Keywords:** Lesson study, Lesson plan, Reflection

### **INTRODUCTION**

To improve the effectiveness of learning objectives, teachers should prepare a learning plan (lesson). The learning plan contains learning objectives (derived from competencies and competency achievement indicators or from the development of course learning outcomes (CPMK or sub-CPMK), teaching materials and learning training materials, stages of learning activities (reflecting the use of learning methods and strategies), as well as techniques and tools for assessing the learning process and outcomes. A problem that arose during UMPRI teacher training was that the monitoring team did not directly conduct the monitoring. The monitoring team only looked for weaknesses or problems in the teacher/course. Instead, monitoring was necessary for the course to improve the quality of the learning and teaching process. In addition, the courses themselves did not feel confident in conducting or teaching in class, as demonstrated by another group of supervisors. These issues prompted the researcher to conduct a case study to explore how reflections on conducting lesson study contributed to lesson planning. In this study, the researcher chose lesson study to address the issue

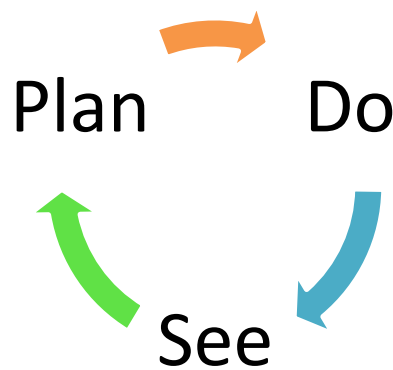


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because the process/steps of lesson study activities have an impact on improving teaching and learning.

Mulyana (2007) viewed lesson study as a model for fostering professionalism in teaching through collaborative and sustainable learning practices rooted in collegiality and mutual learning, promoting a cohesive learning community. Researcher choose lesson study, it caused in the lesson study there are 3 stages such as planning, do, and see (reflection). Tampubolon (2013) articulates that the fundamental phases of Lesson Study can be categorized into three key cycles: Planning, Implementation, and Reflection. Lesson Study was designed in three stages: Plan - Do - See (Hendayana et al., 2006) with the following scheme:



**Diagram 1:** Three Stages of Lesson Plan

Lesson Study activities begin with the PLAN stage (planning) which aims to design learning that can teach students. Lesson Study activities are student-centered so that planning is related to how students can participate actively in learning activities. Planning is carried out collaboratively by involving lecturers, related parties to enrich ideas. The second step in Lesson Study is DO (implementation of learning), namely the application of learning design on the designated campus that is carried out by the lecturer model agreed upon in the planning. The purpose of this activity is to test the effectiveness of the solutions (models) that have been designed. The task of other lecturers in the team is as a learning observer. In observations it is also usual to involve other lecturers who will later be assigned as activity guides.

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Usually before the lesson begins a briefing is given to the observer to inform the learning activities carried out by the teacher and remind Ethics during learning for an observer. Each observer must equip himself with an observation sheet which is usually prepared in advance so that there are similarities in the observed aspects. The focus of observation during the activity takes place aimed at the interaction of students, student-learning material, student-teacher, student-environment.

The third step in Lesson Study activities is SEE (reflection). After completing DO activities, all teams left the class and occupied the discussion room. Discussion activities are guided by other lecturers or people appointed to discuss ongoing learning. The discussion procedure is to provide the first opportunity for the lecturer to convey his impressions in implementing learning. Furthermore, the opportunity for observers to take turns conveying learned lessons (lessons learned) from the learning process, especially those related to student activities. If there are criticisms and suggestions given by the observer, it must be conveyed wisely for the purpose of improving learning. The core of this activity is to pick things that are useful for lecturers to be applied to their learning. (Hendayana et al., 2006) .

The three steps of Lesson Study (Plan-Do-See) seem to be widely adopted in the development of educators professionalism in Indonesia. From the Lesson Study steps above, it is clear that Lesson Study activities are very good activities to be developed in school or university. Suratno and Iskandar said that:

“Although reflection is viewed as a means to improve teacher professionalism in Indonesia, its systematic practice has a scant regard until the lesson study program—originated from Japan, was implemented around 2000s. In Indonesian context, lesson study is a process by which educators (i.e., teacher and teacher educator) work together to critically improve the

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quality of classroom practice through a planning, observation and reflection .” (Suratno & Iskandar, 2010).

The problem raised in this research is how reflections (see) contribute to lesson plan and learning process improvement?

### **RESEARCH METHOD**

This research was a qualitative research. Data were presented by descriptive analysis in context of Peer tutoring through the Lesson Study in writing class. This study was conducted at English Department of Muhammadiyah Pringsewu University located on jalan Ahmad Dahlan, Pringsewu. To achieve the objectives of this study, data was collected by using several techniques, namely an open questionnaire containing questions about implementation of peer tutor in lesson study. The questionnaire was given to lecturer as a model in lesson study, other lecturer as observer in lesson study and also for the students of Muhammadiyah Pringsewu University.

Data analysis in the qualitative study, done at the time when data collection held, and after the data collecting in a particular period. (Sugiyono.2012). At the time interview, researcher have an analysis of the answers were interviewed. If the answer who were interviewed after analyzed felt not satisfactory , then the researcher will continue again until a certain stage to obtained the data considered credible .In addition, activity in data analysis qualitative done interactive and place in a continuous until be completed, so that the data is saturated.

In the long term the , interactive models such as linking banks in the analysis of data can be a family which is shown the steps according to Miles in ( 2009: 16-21 ) , i e as follow: Data reduction (data reduction) is the process of selecting, concentrating, concentrating, refining, abstracting and transforming raw data from field notes so that the data gives a clearer idea of the results of observations, the objectives of interviews and documents. Data presentation (data display), i.e. the aggregated information gives the ability to draw conclusions and take immediate action. Data presentation in qualitative research is done in the form of overviews, left-hand diagrams, tables, graphs, pictograms, etc. By presenting this data in an unorganized manner, it becomes easier to understand. Conclusion or verification, the researcher draws conclusions based on the processed data by reducing and displaying the data.

The conclusions drawn in the initial steps will be changed if there is no strong supporting evidence in the subsequent data collection. But when the conclusions drawn in the initial stages are supported by evidence, the researchers will return to the field to collect data and the proposed conclusion is a reliable conclusion.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

Activities lesson study conducted in accordance with the lesson of the study by Summar ( 2006 ). Lesson that the study was carried out in 3 stages , plan do and see. Implemented in every stage 3 meeting of open class I, II and III this research is held each meeting according to schedule. Finding of open class that colleagues are very needed in the planning of making chapter design in lesson study activities. Colleagues in addition to their role in planning also act as observers and jointly reflect learning activities. Therefore, the involvement of colleagues / peer tutors in joint planning and the activities of the study lesson is very effectively carried out in lectures. Because learning planning is made based on the condition of students in the class directly. So that the efforts of lecturers in making student learning can realize true learning experiences and the achievement of learning objectives well.

Observations were made by 2 observers from the beginning to the end of learning. Observation activities are guided with observation sheets and are more directed at student responses and activities in class. Reflection was conducted after implemented open class cycles 1, 2 and 3. The first cycle planning chapter design, do the first open class and reflection got observation results such as the model lecturer can carry out learning in accordance with the design chapter that has been jointly designed. Students can take part in learning with and experience the learning process. Planning or making chapter design, do the second open class and reflection or 2nd cycle of reflection, the lecturer feels the difference in teaching after following the structured steps in the design chapter that has been designed together. And lecturers also feel that it is very difficult to detect students who are not learning if without help observer.

Observer 1 and 2 find the same students in the first open class who lack focus in learning because of the gadget. So the observer gives suggestions for the next meeting to better Monitor the use of the wrong gadget on students.

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In addition, the observer gave a suggestion that for the same students who were found unable to work in groups, for the next meeting the students were given separate tasks so that they could focus on experiencing the learning process with their groups.

### **Discussions**

From the results of the second open class observations, there are several important notes that were found, namely: Finding 1 group that must be changed by the tutor because in the group the selected tutor has the same understanding ability as the other members. Planning chapter design carried out on the third cycle. From the results of the 3rd open class observations, students can already work together with their groups with the guidance and assistance of their peer tutors. The focus of students who became attention in the first and second open classes have shown good results. The student is used to putting himself in and doing his work in the group well

To know the result of implementation peer tutor in lesson study also got the data from teacher model, it line with statement that “learning evaluation was carried out by teachers during implementation of lesson study after open class, so by implementing lesson study there is an innovation to evaluate the learning activity” (Imaniar 2020). From the questionnaire was given to lecture model it can be seen that lecture model was happy and enthusiastic in designing or make chapter design with a peer tutor in lesson study activity. Lecture model has gotten lots of benefits in implementing tutoring in peer. Such as learning process organized, and exploited critical idea. can stringed was model so tutor age in the good idea can adopt from lesson study activities were lecture model was feels assisted in digging was, from and get many of other information and listening in making chapter design the next meeting because chapter design organize from the observation and reflection result.

The result of questionnaire an observer 2 the other lecture as observer feel excited because have the opportunity to give the evaluation and suggestions in making the next chapter design. And the observer to 2 also felt the benefits of the implementation of a tutor peer was planned in designing of chapter design to implement reflection with a maximum of learning that eases in designing next chapter design. The other benefits are collaborated with the team in anticipation the evidence that can happen during the lesson study.

## **CONCLUSION**

The results of the study address the issues of this study, concluding: implementing peer tutoring in lesson study activities, the model instructor and other instructors as observers felt happy and excited to apply peer tutoring in course study, especially when compiling the design of chapters I, II and III. The course model and other instructors as observers benefited from the implementation of peer tutoring in course study activities. When planning the design of chapters, students had the opportunity to reflect on their learning to facilitate the design of the next chapter. Another advantage was the enhancement group collaboration to anticipate the conditions of the learning process.

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