



## Implementation of Lesson study in Supporting the Values of *Tudang Sipulung* as a Local Culture in ESP Classroom

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### Abstract

Lesson Study was firstly applied in Palopo City (Indonesia), and *Universitas Cokroaminoto Palopo* was the only institution, which is entrusted to develop it outside Makassar, as the learning process in 2013 until the present time. The models of cooperative and collaborative learning have indicated the positive thing in improving the material of English for Specific Purposes and reduce the impractical theory-based course, the activities of lesson study are generally run properly and it needs the well-managed scheduled to arrange all the necessary things in it from early to the last cycle of the lesson study. In short, the lesson study is improving the students' cooperation, collaboration motivation, and initiative in learning ESP course. The sharing and discussion among the lecturers before and after the class is also revitalizing the spirit of traditional local wisdom and values, which is called *tudang sipulung*, it is clearly seen that the cooperation, collaborative, mutual respects spirit in lesson study is relevant to the local wisdom and supports the local values of *tudang sipulung*.

**Keywords:** lesson study; cooperation; collaboration; ESP; *tudang sipulung*

## **Introduction**

Lesson study comes from Japanese words “Jugyokenkyu” where *Jugyo* means Lesson and *Kenkyu* means research or study. Lesson study is the practice of a professional development to develop lesson plan, teach and doing the observation, collecting the data, doing the observations, and refine the lessons in order to improve the students learning outcome (Stepanek et al; 2007; Lewis; 2011; Wilbur and Brown: 2007; Brown and McDougall; 2011). Lesson study practice is based on the rule of Minister of National Education of Indonesian Republic number 16 2017 concerning about the academic qualification and teachers pedagogic competence to encourage the teachers’ and lecturers’ capacity to present an enjoyable and learning. The competence itself has the sub-competence to arrange the complete learning design, for both in the classroom and outside the classroom and to create an interesting learning environment, and it involves the whole students and all the elements to promote the goals of learning itself.

Lesson study is the development from the previously well known as piloting, model of lesson study is one of the Japanese uniqueness in education system especially as the efforts to maximize the students’ empowerment in the learning by valuing the cooperation and collaboration principles “learning by doing” and the learning from the experience of the students’ themselves.

The progression of the Japanese as the pioneer of the lesson study in education is closely related to their determination to change their own people before the broke of the World War II until its end. Japan was a military-oriented country, but after their surrender to Allied Force (prominently led by US) the new beginning was cultivated and departed from one of the most powerful military forces in Asia and the world turned into the most civilized and advanced country. It was started all over again from the zero (including in the education). Even though lesson study came from Japan, it is also very popular in the United States, United Kingdom, an starts to be popular in Latin America (such as Chile), and South East Asia (such as Singapore and Indonesia) (Dudley 2011, CoŞkun 2017, Stigler & Hiebert, 1999).

Lesson study has constantly been conducting in Japan for years and it proves successfully turned Japan as the advanced industrial country and one of the most notable country in the world. Japan seats in the eight position of best countries for education (based on US News and World Report 2018) and seated on the second best country for top 40 education system in the world.

The researcher experience working in the past with Japanese coworkers was clearly open his eyes that our work ethic was different to them. We are the same Asian countries and born in the relatively same eastern local wisdoms: they work in above average of common of working hours, working with pride and

self-esteem, working with high respects for other people (not belittle anyone or embarrass anyone), the high self-esteem, the upholding of the legacy and descended tradition from their ancestors. It trains them for years in education system including the lesson study.

*Tudang sipulung* consists of homogeneous groups, the group communication is strongly influencing the process of decision-making, the framing of the people in decision acceptance, the decision itself will encourage the farming productivity, food security and livelihood (Dollah, 2016). *Tudang Sipulung* usually mediated by police (and it has the forum, which is called *Mabbulo Sibatang* Communication Forum or abbreviated as FKMB). The FKMB generally cooperated with the government, religious leaders, community leaders, and Police (Syarif: 2016).

Meanwhile, there are five basic spirit in it such as the value of honesty words (*ada tongeng*); the value of honesty (*lempuk*); the value of firmness (*getteng*); the value of mutual respect (*sipakatau*); and the value of Surrender to Creator/God (*Mappesona ri Paminruk sewua-E*) (Syarif: 2016).

English for Specific Purposes is one of the subject, which is taught in English education study program. The course is the applicable for students to figure out all about the English for specific purposes, to understand the concept of ESP in cooperative and collaborative learning model, student-centered learning. In this paper, the researcher would like to explore the application of lesson study in the course of English for Specific Purposes at *Universitas Cokroaminoto Palopo*.

Lesson study cannot be said as a method or strategy, but a constant effort of both teacher and lecturer to assure the quality of effective learning. Its goal is to promote the effective and as a learning model, which enhances the communication forum for the educators and the practitioners to share the knowledge and experiences and also encouraging and supporting the strategies, techniques, methods and theories in the learning and teaching. Rebecca (1997) explains the importance of the of both cooperative and collaborative learning in order to achieve the good and effective learning, encouraging and motivating the intrinsic factor, improving the students self-confidence, caring, and good relationship, diminish the anxiety and prejudice, also could help one each other (for example in collaborating learning).

The interpretation about the students' centered-instruction by Brown (brown: 2001) where the technique which is focused on the need and the learning objectives of students, working group and training strategy, curricula (including input and consultation), the techniques to encourage the students' innovation and creativity, self-confidence and the appropriateness. While Hutchinson and Waters (1987) explain a theory that ESP is an approach in teaching and learning where the all of contents and methods are based on the reasons of students to learn.

Based on the above background the researcher formulates the following questions to be answered:

1. How is the implementation of lesson study in the course of ESP at English education study program at *Universitas Cokroaminoto Palopo*?
2. How does the spirit *tudang sipulung* implied in the lecturers' discussions?

## **Method**

Qualitative design was employed in this research in order to see the students' learning implementation through lesson study in the subject of ESP and the lecturers' discussion in the reflection sessions. The observation was employed in this research. The setting of this research was at English Education Study program of Cokroaminoto Palopo University, one class of ESP subject class of sixth semester students were participating in this research (30 students), five observers (English lecturers of English Language Education study program), and one cameraman (recorder).

In this study, the researcher was both the lecturer and the observer (along with the other observers, and he held discussions (in the reflection session in post-lesson along with other lecturers). The data of this research were the lesson plan, instructional process, and the learning process in the classroom, while the data of the research were observation field notes, reflection journals, interview sheets, and documents of lesson plan. The procedure of the research lesson was the plan, do, and see.

## **Results & Discussion**

In the cycle one, the lecturer discussed the learning planning with the observers, it was arranged based on the class conditions and the suggestions from the observers Team, the plan stage was arranged and made to match the classroom and suggestions consideration, and critics from observer Team.

In the material topic "Application of ESP" through jigsaw technique, the students are able to apply the theory, method, and both arranging the learning syllabi of ESP. The lecturer's help and attention was given to motivate the students, focusing them in the discussion, encourage them to interact and participate actively in discussion, while exchanging information with the students from other groups about the syllabi.

The reflection (in see session) was a discussing and taking feedbacks between the role-model lecturer with the observers. The suggestions and critics from the learning or open class session, which was held by the role-model lecturer and it draws some of the suggestions for improvement such as: to minimize the students' passive attitude in a big classroom, and to be more activating the class in the following class meeting.

In cycle two (in the plan stage) the role-model lecturer discuss the learning planning with the observers, in this time the help and the attention of the role-model lecturer was to motivate the students, help them to be more focus in the class discussion, while the students interacted with the other groups about the design of the syllabi. In the “see” stage (the reflection stage) in the discussion, both role-model lecturer and observers said that there was a positive improvement regarding the students activeness and enthusiasm in the learning-teaching process in the classroom.

Generally, in all stages of the lesson study, which is held in ESP course, the students have shown the positive attitude, the students are promoted to be motivated, focused, and participated actively in the ESP subject class, they also felt enthusiasm.

The findings of this research confirm the theories that states cooperation and collaboration in the classroom will encourage the effective teaching-learning process and intrinsically motivate, improving the students’ self-confidence, care, and to diminish the prejudice and anxiety (Rebecca, 1997; Brown, 2001).

The relationship between lecturer and observers in the lesson study activities as the co-lecturers and partner in discussion. Sharing in the plan and see activities, they have shown the spirit of the local wisdom of *tudang sipulung*. The spirit of *tudang sipulung* like honesty word (*ade tongeng*) was shown in the of critics and suggestions and commitment in all lesson study process in the ESP subject which is sincerely given by the observers (co-lecturers) in the pre-class (plan), Do and See sessions. The other value of *tudang sipulung* like firmness was seen in series of activities that are exactly done according to the fixed schedule and timetable, which previously arranged before the lesson study activities. The most important is the spirit of mutual respect (*sipakatau*) among lecturer and co-lecturers, was seen from the whole interaction between lecturers and co-lecturers (as the observers in lesson study in the ESP subject). The last and important spirit of *tudang sipulung* is implemented when all of the activities of lesson study is accomplished the last thing to do is the value of Surrender to Creator/God (*Mappesona ri Paminruk sewua-E*).

Those things above are related to the five basic spirit in it such as the value of honesty words (*ada tongeng*); the value of honesty (*lempuk*); the value of firmness (*getteng*); the value of mutual respect (*sipakatau*); and the value of Surrender to Creator/God (*Mappesona ri Paminruk sewua-E*) (Syarif, 2016).

## Conclusion

Based on the previous points above we can conclude that the learning model of cooperative and collaborative learning have indicated the positive thing in improving the material of English for Specific Purposes and reduce the

impractical theory-based course. The activities of lesson study are generally run properly and it needs the well-managed and scheduled to arrange all the necessary things in it from early to the last cycle of the lesson study, in short the lesson study are improving the students' cooperation, collaboration, motivation and initiative in learning ESP course.

The sharing and discussion among the lecturers before and after the class is also revitalized the spirit of traditional local wisdom and values which is called *tudang sipulung*, it is clearly seen that the cooperation, collaborative spirit in lesson study is relevant to the local wisdom and supports the values of *tudang sipulung*.

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