The Challenges Faced by the Model Teachers in Implementing Lesson Study

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Abstract

Previous studies have shown that the implementation of Lesson Study can give a good impact on both teachers and students. Lesson Study can help them binding up as a Learning Community in order to improve their self-development in teaching and learning. In addition, teachers and students prefer Lesson Study to be a sustainable activity in school. However, although Lesson Study has given a positive value on its practices, it does not mean that there are no challenges. The main purpose of this study is trying to reveal the challenges faced by the model teacher while implementing of Lesson Study practices. This study was a descriptive study, where the data were collected by interviewing 11 model teachers who teach in four different schools. The interview is given after conducting Lesson Study practices that cover three phases: PLAN, DO and SEE. The findings reveal that most of the model teachers faced challenges in PLAN phase and DO phase. In PLAN phase, model teachers stated that they find it difficult to develop Chapter Design because they did not understand well how to put their idea. They also find it difficult to adapt what they have written in Chapter Design and their activity when doing Open Class. In DO phase, most of model teachers stated that basically Lesson Study has a big impact in increasing their students' understanding about learning materials, but the students were not active enough in the teaching and learning process. It means that the model teachers have to do a bigger effort to make their students more active in the classroom activities.

Keywords: challenges; model teachers; lesson study

Introduction

Lesson study is one of means in the educational field as the way to improve the quality of learning. Lesson study originated and developed from Japan since the early 1990s. Through these activities, teacher in Japan tried to reviewing the learning by doing planning and observation, which aims to motivate students to actively learn independently. Discuss about lesson study, of course we will discuss about the studies in the learning process, as explained in the definition that, lesson study is a direct translation from Japanese "*jogyokenkyu*", which is a combination of two words, *jogyo*, which means lesson or learning, and *kenkyu* which means study or research.

According to Baba (2007: 2), lesson study is a process in which teachers progressively strive to improve their teaching methods by working with other teachers to examine and critique one another's teaching techniques. It is a cycle of professional development focused on teachers planning, observing, and revising "research lessons" (Lewis & Tshuchida, 1998 in Hurd and Licciardo-Musso, 2005). In the Indonesian context, lesson study is defined as a model of professional development for educators by studying teaching and learning activities collaboratively and continually, based on the principles of collegiality and mutual-learning to develop a learning community among educators, (Hendayana, et.al., 2007 in Suratno and Iskandar, 2010: 41-42).

Now if we look at the spread of lesson study in the world, it begun in 1995 which was motivated by the Third International Mathematics and Science Study (TIMSS) which was attended by forty-one countries. In Indonesia itself, Lesson Study developed through Indonesian Mathematics and Science Teacher Education Project (IMSTEP), which was, implemented since October 1998 in three IKIP namely IKIP Bandung (now called the University of Indonesian Education, UPI), IKIP Yogyakarta (now named Yogyakarta State University, UNY) and IKIP Malang (now State University of Malang) in collaboration with JICA (Japan International Cooperation Agency). The general objective of IMSTEP is to improve the quality of Mathematics and Natural Sciences education in Indonesia. However, in the development of this Lesson Study activity can be adapted for any scientific discipline both STEM and non-STEM. One of them is language learning that consist of English learning and Indonesian language learning.

The implementation of Lesson Study activities focuses on the activities of teachers collaboratively with fellow teachers in preparing learning designs, implementing learning, and evaluating learning that has taken place. The three activities in Lesson Study are known as the Plan (planning), Do (implementing) stages, and the See (reflecting) stages that are carried out in a sustainable manner. In other words, Lesson Study is a way of improving education that never ends (continuous improvement). In this case, the teacher who practices Lesson

Study, collaborates with fellow teachers in setting learning objectives to be implemented based on the curriculum's demands.

However, even though lesson study has long been applied in Indonesia as one of the ways to improve the quality of learning, of course there are still difficulties in the application. For this study was present to investigate the difficulties faced by teachers in the implementation of the lesson study. In the previous time, Fatimah (2013) has conducted a study that is almost similar to this study, but in her research, she only focused on the higher education level, while in this study focused more on the level of high education. In her research, she revealed that the challenges faced by teachers in the application of lesson study are matters related to sustainability. She revealed that the first challenge study plan was to have a preparation stage. Moreover, she said that this phase demands the team including the teacher to spend a lot of time and energy before the doing phase. Spending time for reflection is also a challenge. A Limited time often hinders the members to have a thorough discussion.

Method

This study was descriptive qualitative. Where, the data were collected by interviewing 11 model teachers who teach in four different schools. The interview was given after conducting Lesson Study practices that cover three phases namely Plan, Do and See. The sources of research data are: (1) observations of observers on open class activities, (2) lesson study informants, consisting of 11 model teachers. Meanwhile, data analysis techniques in this study were carried out with the following steps. First, collecting all research data, starting from planning (plan), implementation (do) and reflection (see) lesson study in learning. Second, classifying data based on the division, starting from planning (plan), implementation (do) and reflection (see) lesson study according to the category based on the activities that have been conducted at each meeting.

The third, identifying data in the form of recordings / videos of the implementation of planning activities (plan), implementation (do) and reflection (see) in the lesson study. Fourth, linking research data starting from the plan (plan), implementation (do) and reflection (see) lesson study. Fifth, describe lesson study data based on the findings of the study, which are then concluded from the results of the research that has been done.

Discussion

Plan is a core activity before the implementation of lesson study learning. Plan is the key to the success of an activity. In the plan, the steps of learning will be discussed. In the plan also determined the model teacher or open class teacher who will appear in the Do phase of the lesson study. Furthermore, jointly designed Learning Implementation Plans (Lesson Design) in the form of Chapter

Design, decided the steps of learning and the learning process and preparing learning aids that are considered the best. Lesson Design in the form of a Chapter Design made jointly by the teacher, the model is adjusted to the learning material in the classroom. In making the Chapter Design the teacher is given the first time freedom to explain what will be done during the implementation of the open class later in a chapter design. However, based on the results of the interviews, it was found that there were some of the model teachers who thought that the making of Chapter Design was one of the challenges faced in implementing the Lesson Study, this was due to their lack of knowledge about how to put their ideas into chapter design.

The next phase in lesson study is Do. In this activity, observers observe the activities of students and teacher models during the learning process. Based on the results of the observation, researchers saw that during the Do implementation process, there were several things found such as students who were less active in the learning process and some model teachers who looked less than optimal in their performance. Based on the results of interviews conducted, the results of the interview revealed that this happened because of the lack of readiness between the students and the model teacher in the implementation of the lesson study, so that this caused the learning process to be under pressure by the presence of observers and the camera highlights in class. They need a deeper understanding of the concepts in the activity.

The last step in lesson study activity is called see or reflection. In this phase, the model teacher together with colleagues and observers reflect on what has been done during the learning process in the Do phase. At this stage, the model teacher is given the opportunity to convey the impression felt after the open class, and in this phase, the model teacher gets a lot of input from his colleagues on improving the quality of learning in the future. Based on the results of interviews conducted, almost all teachers modeled that there were no difficulties found in the phase, but felt greatly helped by the existence of the reflection phase.

Conclusion

Thus, it can be concluded that although Lesson Study has long been applied in Indonesia, it has even begun to penetrate into various fields in the world of education. However, apparently there are still many of those who have been involved in Lesson Study not yet fully understand the concept of Lesson Study, which caused difficulties for model teachers at the time of implementation, as happened in several piloting schools in Palopo, South Sulawesi, Indonesia. Therefore, researcher suggest that Lesson Study should be used as a program that must be carried out on an ongoing basis, and the need for more in-depth seminars or socialization of the concept of Lesson Study.

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