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Lesson Study to Improve Teacher's Ability in Scientific Publication of Sustainable Profession Development

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Abstract

The Indonesian government has issued a policy on Sustainable Profession Development to improve the professional capabilities of teachers consisting of three components of self-development, scientific publication, and innovation. Despite being part of the professionalism assessment of teachers, but there are still some obstacles in fulfilling these three components, especially in scientific publications due to lack of knowledge and research skills and low motivation to do research. This paper aims to test the process of implementing Sustainable Profession Development through study lessons in improving teacher's scientific writing skills, program effectiveness, and evaluating the success of this lessons study program. The research method was a qualitative descriptive with a case study approach. This research was conducted in Serang and Cilégon, especially in KKG (teacher working group) Madrasah Ibtidaiyah. The subject of this research was the teacher as a member of KKG. Data was collected through observations, interviews, documentation, and questionnaires. Data was collected by creating tabulation, coding, interpreting, and displaying. Based on the results of the study, it can be concluded that the lesson study was effectively used for Sustainable Profession Development activities in improving teacher skills in writing and presenting scientific publications. Teachers were motivated to participate in this activity because learning activities use an active learning approach in the teacher Working Group as their professional learning community.

Keywords: Writing, scientific publication, sustainable professional development, Lesson Study

Estudio De La Lección Para Mejorar La Capacidad Del Docente En La Publicación Científica Del Desarrollo Profesional Sostenible

Resumen

El gobierno indonesio ha emitido una política sobre el Desarrollo Profesional Sostenible para mejorar las capacidades profesionales de los docentes que consta de tres componentes de autodesarrollo, publicación científica e innovación. A pesar de ser parte de la evaluación de la profesionalidad de los docentes, aún existen algunos obstáculos para cumplir con estos tres componentes, especialmente en publicaciones científicas debido a la falta de conocimiento y habilidades de investigación y la baja motivación para realizar investigaciones. Este documento tiene como objetivo probar el proceso de implementación del Desarrollo de Profesiones Sostenibles a través de lecciones de estudio para mejorar las habilidades de escritura científica de los maestros, la efectividad del programa y evaluar el éxito de este programa de estudio de lecciones. El método de investigación fue un descriptivo cualitativo con un enfoque de estudio de caso. Esta investigación se realizó en Serang y Cilegon, especialmente en KKG (grupo de trabajo de maestros) Madrasah Ibtidaiyah. El tema de esta investigación fue el profesor como miembro de KKG. Los datos fueron recolectados a través de observaciones, entrevistas, documentación y cuestionarios. Los datos se recopilieron creando tabulación, codificación, interpretación y visualización. Con base en los resultados del estudio, se puede concluir que el estudio de la lección se usó efectivamente para actividades de Desarrollo Profesional Sostenible para mejorar las habilidades de los maestros en la escritura y presentación de publicaciones científicas. Los maestros estaban motivados para participar en esta actividad porque las actividades de aprendizaje utilizan un enfoque de aprendizaje activo en el Grupo de Trabajo de maestros como su comunidad de aprendizaje profesional.

Palabras clave: Redacción, publicación científica, desarrollo profesional sostenible, estudio de lección

1. INTRODUCTION

In the educational world, teachers are a key element of the whole process of education, especially at institutional and instructional levels.

Teacher position in education implementation is at the forefront. The existence of teachers and their readiness to carry out duties as educators is very decisive for the implementation of an education process. Teachers as professionals have the function, role and position that is very strategic in achieving the vision of education, which is creating a smart and competitive Indonesian human beings. Therefore, the profession of teachers should be appreciated and developed as a beneficial profession as mandated in law number 14 year 2005 on teachers and lecturers. In line with the above, a teacher must continue to improve his professionalism through various activities that can develop his ability to manage learning and other abilities in an effort to make learners have learning skills that include skills in gaining knowledge (learning to know), skills in developing identity (learning to be), skills in implementing certain tasks (learning to do), and skills to live with others harmoniously (learning to live together).

Sustainable Profession Development activities are developed on the basis of the teacher's performance profile as the embodiment of the results of teacher performance assessment supported by the results of self-evaluation. According to the mandate of the State Minister of Empowerment of State Apparatus and Bureaucratic Reform Regulation No. 16 of 2009 about the Functional Department of Teachers and Their Credit Numbers, Sustainable Profession Development is recognized as one of the key elements after the learning/mentoring and other additional tasks relevant to the function of the school given the credit figures for the development of teacher careers, especially in the promotion of teachers' functional positions. Sustainable Profession Development is a key element whose activities are also given credit figures for professional teacher career development and Sustainable Profession Development includes three things; Self-development, scientific publications, and innovative works.

The current condition shows many teachers experiencing obstacles to improve the competence of its scientific publications, according to Juniardi (2019) This is due to several factors: lack of ability to write teacher's scientific works; In analyzing data and preparing reports also the absence of guidance from the parties involved. This is in line with previous research that teachers have difficulty in writing classroom action research (Classroom Action Research). The background above encourages writers to observe factors that influence the improvement of teachers' ability in scientific publications in the Teacher Working Group (KKG) through a lesson study. The question in this study is how the application of the lesson study to improve teacher writing skills and how the effectiveness of the lesson

study in improving their writing skills in drafting scientific publications.

2. LITERATURE REVIEW

Sustainable Profession Development is the mandate of State Minister of Empowerment of State Apparatus and Bureaucracy Reformation Regulation number 16 year 2009 about the functional position of the teacher and its credit number explaining that for the promotion of a teacher, one of the elements assessed is the development of sustainable profession, including:

1. Self-development: a) functional training; and b) the collective activities of teachers that enhance the competency and professional of teacher;
2. Scientific publication: a) scientific publication of research results or innovative ideas in the field of formal education; and b) Publication of lesson textbooks, enrichment books, and teacher guidelines;
3. Innovative works: A) find the appropriate technology; b) Find/create artwork; c) Create/Modify lesson setup/model/practice; and d) Follow the development of standard drafting, guidelines, questions and so on;

In addition, Sustainable Profession Development is also a mandate of the Law teacher and lecturer number 14 year 2005, in this law teachers are obliged to be a professional figure by having 4 competencies: pedagogic, profession, personality and social. This Regulation encourages teachers to continuously improve and develop their competence through the Sustainable Profession Development program.

Based on the Sustainable Profession Development Manual (2010:9), Sustainable Profession Development is a form of ongoing learning for teachers who are the primary vehicles in an effort to bring the desired changes in relation to student success, which is expected to have more knowledge, better skills, and demonstrate a deep understanding of the teaching materials and be able to show what they know and are capable of doing. Critical issues about Sustainable Profession Development have been widely studied; Ranging from Sustainable Profession Development model and approach, Sustainable Profession Development Effectiveness to Sustainable Profession Development program evaluation. It is done to see how Sustainable Profession Development can improve the quality of education.

Scientific article

Based on the existing data, some problems in scientific writing ability of teachers of Madrasah Ibtidaiyah, including: low interest of writing, still lack of scientific writing ability, still lack of activities that can

facilitate improving teacher's scientific writing skills. Classroom action Research is an activity undertaken by teachers in the classroom in order to solve learning problems to improve student learning performance. Classroom Action Research became a priority for teachers regarding the double benefits of Classroom Action Research. First, a well-planned and controlled Classroom Action Research implementation will improve the teacher's performance in managing quality learning. In other words, the implementation of Classroom Action Research will improve the competency of teachers, which is currently a major issue in improving the quality of national education. Secondly, class or learning troubleshooting will provide improvements to the quality of the learning process. Thirdly, improving the role of teachers in learning will be able to contribute to improve the quality of education on a fate (Mediatati, 2016). This is in accordance with the opinion of Santyasa (2007:1) stating that Classroom Action Research is very supportive of the quality Improvement Program in school, whose origin is improving the quality of education. Classroom Action Research reports are also very beneficial for teachers concerned in the promotion and credit of professional development. This is in accordance with National Education Minister regulation and head of BAKN number 03/V/PB/2010. Teachers who have the ability to implement Classroom Action Research will improve their career. Teachers as researchers (Subarman, 1994:25) in order to implement Classroom Action Research properly need to develop a research plan in the form of Classroom Action Research proposals. In this Classroom Action Research proposal is explained about the diagnosis and determination of the problems that you want to solve, action forms and scenarios, the development of instruments to measure the success of actions, as well as the analysis procedures and interpretation of research data. Based on this proposal, research was conducted. However, reality in school shows that there are still many teachers who do not understand Classroom Action Research and have difficulty in drafting Classroom Action Research proposals. Some of the similarities are difficulties in structuring the background, compiling theoretical frameworks, and composing learning scenarios based on predefined action variables. The weakness of their ability in drafting Classroom Action Research proposals is due to their limited knowledge or understanding of Classroom Action Research in practice. Classroom Action Research training that has been followed is only limited to providing an understanding of the basic concepts of class action research only.

Classroom Action Research not only provide benefits for the im-

provement of the quality of the teacher but also increase the career level because of the related requirements of the promotion of teachers should conduct scientific publications in the form of research results.

Classroom Action Research becomes increasingly gaining priority for teachers to be able to do, given the double benefit of Classroom Action Research. First, a well-planned and controlled Classroom Action Research implementation will improve the teacher's performance in managing quality learning. In other words, the implementation of Classroom Action Research will improve the competency of teachers, which is currently a major issue in improving the quality of national education. Secondly, class or learning troubleshooting will provide improvements to the quality of the learning process. Thirdly, the improved role of teachers in learning will be able to contribute to the enhancement of national education quality. This is in accordance with the opinion of Santyasa (2007:1) stating that Classroom Action Research is very supportive of the quality Improvement Program in school, whose origin is improving the quality of education. (Nani, 2016) Pad and Dixit say that Continuing Professional Development (CPD) is a planned, ongoing and lifelong process where teachers try to develop professional qualities to improve their knowledge, skills, and practices, leading to the empowerment of their institutions and organizations (professional learning community).

Based on the data available in the reality, some problems in the scientific writing skills of Ibtidaiyah School teachers, are: lack of interest in writing, they have scientific writing skills, they have a lack of activities that will facilitate teachers to improve their scholarship. Writing skills. Class action Research (Classroom Action Research) is an activity undertaken by teachers in the classroom in order to solve learning problems to improve student learning performance. CAR is a priority for teachers related to CAR benefits. First, the implementation of properly planned and controlled CAR, will improve the teacher's performance in managing quality learning. In other words, the implementation of CAR will improve the competency of teachers, which currently become a major problem in improving the quality of national education. Secondly, classroom or learning problem solving will give improvement to the quality of the learning process. Thirdly, the increased role of teachers in learning will be able to contribute to improving the quality of national education (Mediatati, 2016). It is in accordance with Santyasa (2007:1) who said that CAR is very supportive of the teaching Quality Improvement Program in school. Doing CAR is also very useful for teachers concerned in terms of promo-

tion and credit professional development of teachers. This corresponds to the minister and Head of the joint regulation of BAKN No. 03/V/NT/2010. In this case, teachers who have the ability to implement the KPM will assist in their career advancement.

To implement CAR well need to develop a research plan in the form of CAR proposals. CAR in the proposal is partially explained about the diagnosis and determination of the problems you want to solve, the form and scenario of actions, develop instruments to measure the success of actions, as well as analysis procedures and interpretation of research data. However, the reality in school shows that there are many teachers who do not understand CAR and have difficulty in drafting proposals for CAR. Some difficulties are in composing backgrounds, framing theories, and developing learning scenarios based on predefined action variables. Their weakness in arranging CAR proposals is due to lack of knowledge or understanding of CAR in practice. Research training has been followed only to give and understand the basic concept of research action class. CAR not only gives benefits in improving the quality of teachers, but also in improving careers because they relate to the promotion requirements teachers who have to conduct scientific publications based on research activities. CAR has become increasingly priority so that teachers can do it, given the many benefits of CAR. First, the implementation of properly planned and controlled CAR, will improve the teacher's performance in managing quality learning. In other words, the application of CAR will improve the competency of teachers, which currently become a major problem in improving the quality of national education. Secondly, classroom or learning problem solving will give improvement to the quality of the learning process.

Lesson Study

Stepanek (2001) explains that Lesson study is a collaborative process where teacher groups identify learning issues and design learning scenarios (planning step), performing teaching based on scenarios. When a teacher teaches, others observe (actuating step), Ponder and evaluate (the viewing step), as well as revise the learning scenario. The next step, which may not be done directly in the same class and school, but can be done in class or another school again based on a revised learning scenario, evaluating more learning and sharing the results with other teachers. Steps of planning, actuating, and viewing at such cycles, which are often also explained with some of the same core details. For example, Allen et al.

(2004) detailing the cycle of study studies into five phases: Goal setting, selection and lesson planning, teaching lessons with peer observation, lesson supply and learning consolidation. While Stepanek (2001) detailing the cycle of study lessons into eight steps, focusing lessons, planning lessons, teaching lessons, reflecting and evaluating, revising lessons, teaching a revised lesson, reflecting and evaluate, and share the results.

Lesson study explained as a process consisting of the following steps: (1) jointly planning lessons; (2) Apply lessons; (3) discussing lessons; (4) Revise the lesson plan (optional); (5) Teaching the revised version of the lesson (optional); and (6) Sharing thoughts about the revised version of the lesson (Fernandez and Yoshida, 2004). Perry et al (2009) explains that the lesson study is one of the professional development approach models through the “Learn from practice”. During learning, teachers formulate long-term learning and development objectives; Collaborative work on “learning research” to achieve the learning objectives; Observing, documenting and discussing student responses to learning; and review learning, and broaden the learning approach. Activities – planning, observation, student learning analysis, and reviewing lessons learned – are cycles based on collaborative learning. It makes the Lesson Study recognized as a process effectively effective in the professional development of most teachers in the United States. Lesson study is an improved teaching cycle in teachers who work together. The Lesson study may have the potential to promote increased individuals for participation and teachers who are more systemic improvements.

3. METHODOLOGY

Research in this study was a qualitative and descriptive research conducted to know two things: first, how to implement Lesson Study in improving writing skills and scientific publication of teachers of Madrasah Ibtidaiyah, and Second how the effectiveness of the lesson study in improving teacher writing skills. Lesson study conducted in Serang district and in the city of Cilegon. The instruments used in this study were observation sheets, questionnaires, and documentation. Data was analyzed through the following steps: Data collection, data tabulation, coding, and interpretation

4. THE DISCUSSION

The first Lesson Study was conducted by the Madrasah Development Center in KKG Serang followed by 20 participants with the scientific writing material with the Lesson Study technique. In lesson study presented by instructor from MDC Banten. The material provided was CAR writ-

ing, CAR proposal and CAR practice making proposals. After lesson study conducted, a week later done in KKG Cilegon. It was also conducted as a Lesson Study in Serang but has several revisions, especially in giving the practice of making proposals. Based on observations and interviews with teachers, their ability to write scientific articles was still very low. CAR for teachers was new and too difficult. There were a few things that cause problems for teachers. First, they haven't been trained to write scientific articles and secondly they never get any help from KKG or senior teachers. More specifically the difficulty was to find the literature related to what is observed, then how to analyze the data and writing CAR reports.

General review of study activities conducted in Serang and Cilegon improves teacher writing skills about CAR can be seen in table:

Table 1

Based on table 1 on DO (Implementation) activities conducted material exposure: Speaker explaining the concept CAR, explaining the CAR methodology, explaining the making of proposals, and explaining how to compile the research report. This activity also continued with the practice of formulating the problem of CAR activities, designing CAR cycles, and has designed research instruments.

In this activity, participants seemed enthusiastically completing the task because they were accompanied by a presenter and collaborated with other participants. When they finish doing exercises, one participant was chosen by the instructor to present their work. Presentation was only done for five minutes and then given questions and comments from participants. By following the activities that occur during the Lesson Study, the participants were very passionate and active, this can be seen from a number of questions asked by participants to the speaker. There were five people who were asked during the Lesson Study implementation. In addition, participants will also conduct follow-up plans by formulating issues based on research made during training. But based on observations, teachers experienced some difficulties in writing scientific articles. The difficulties are as follows:

Table 2

Based on results and observations and interviews, it can be found that teachers have some difficulties in writing scientific articles. Some difficulties such as: Understanding the systematics of scientific articles, analyzing the data and writing reports, discovering theories and literature and creating a list of libraries. It can also be seen from the questions that arise from

the participants related problems of scientific articles in writing. Some of the reasons for their difficulties were due to lack of training or writing workshops, have no assistance, and have no experience in writing scientific articles or CAR.

After following the Lesson study, teachers will conduct follow-up activities, such as: mentoring in writing research proposals, field observations when collecting data and assistance in preparing research reports. Teachers will be guided by a senior teacher when they make proposals. After they had a proposal, the teacher also invited other teachers to become researchers together as observers while acting in class. Lastly, a teacher will be assisted in preparing and compiling a research report.

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5. CONCLUSION

Based on data analysis results can be concluded as follows:

- Effective learning is used for Sustainable Profession Development activities in improving teacher writing skills; The teacher understands CAR and is able to compose CAR proposal.
- Teachers are very active and motivated to participate in this learning activity because they use active learning.
- The teacher's response to this program is very positive; Most of them benefited from this activity.

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