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IMPLEMENTATION OF LESSON STUDY PROGRAM THROUGH THE PJBL MODEL TO IMPROVE THE QUALITY OF LEARNING MEDIA PRODUCTS FOR PRIMARY SCHOOL CREATED BY PRE-SERVICE PRIMARY EDUCATION TEACHER

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Abstract. This elementary school learning media development program aims to provide a picture of improving the quality of learning media product creation for prospective elementary teacher students after carrying out lesson study activities based on the Lecturer Expertise area in the PGSD FKIP Unswagati Cirebon study program. The research method uses descriptive methods. The study population was second-year students prospective teachers of the FKIP Unswagati Elementary School in Cirebon. The expectation of this program is an increase in the ability of lecturers to plan lectures to improve better, the ability of lecturers to implement lectures is expected to be even better. Through this program Lecturers are expected to be able to create a more interesting lecture process. Can make students more active and creative in exploring to produce elementary school learning products that are creative, innovative and fun. This program encourages lecturers to have a well-organized learning structure. Teaching skills such as mastery of the material, use of lecturing media, classroom management, questioning skills and motivating skills of students are trained in this program through the principle of collegiality. Lesson study activities have the potential to increase lecturer professionalism which has an impact on improving the quality of the process and results of lectures. The results obtained from this study were an increase in the quality of lectures conducted by collegial learning based on collegiality of lecturers' colleagues in teaching which was facilitated in the lesson study program

Keywords: Lesson Study Teaching Media; Primary Education; Pre-service Primary education Teacher

I. INTRODUCTION

Efforts to improve quality education in Unswagati Continue to be carried out. One of them is to organize Lesson Study Socialization activities in tertiary institutions in 2015. As a follow-up to the Socialization Activity, it is necessary to implement the socialization material with Lesson Study-based course development activities. Through this Grant Study based lesson study development program it is hoped that Unswagati will increasingly become a Leading in learning University.

During this time the lecture process carried out by most lecturers was limited to rote knowledge, and less emphasis on high cognitive aspects, such as sharpness in the power of analysis and evaluation, the development of creativity, learning independence, and the development of affective

aspects. Passive students and acquired knowledge are often of little use in their lives and work. Lecture material is less oriented to the field of science, the results of field research, and long-term needs. Lecturers use learning patterns that tend to be the same from year to year. Changes in the curriculum do not have an impact on changes in teaching materials, methods, and learning strategies. Most of the competencies / objectives of lectures are still limited to the low cognitive and psychomotor domains.

Less innovative courses at tertiary institutions will have a negative impact on the preparation of future generations. The development of technology is so fast, especially information technology and the virtual world contained therein can tempt students not to learn. If the lecturer is unable to adapt to technological developments, monotonous learning methods / strategies cannot compete with the

temptations of cyberspace and cannot attract students' attention to study and do not challenge students to think.

Some of the causes of the low quality of lectures in tertiary institutions include the following: Generally, lecturers work alone in preparing and conducting lectures. If the lecturer is innovative in teaching students, his creativity does not affect other lecturers because there is no sharing among lecturers about the teaching and learning process. When the creative lecturer dies, his creativity disappears. In general, lecturers have high egos, feel super, are not easy to accept input to improve lectures. Even though there are no perfect lectures, there are always gaps for improvement.

The mindset of the lecturer needs to be improved so that the lecturer can collaborate and want to share with other lecturers and is open for lecture improvement. Lesson Study approach is an alternative to improve the mindset of lecturers in improving the lecturing process. Through this program it is hoped that it can improve the academic atmosphere in Unswagati and be a strong driver for the realization of Leading in learning University.

Unswagati Need to improve the quality of education which can be started by improving the quality of teaching and learning process. Along with the demands of education, in the learning process an educator needs to develop teaching strategies systematically and create a learning process that is able to facilitate students' learning material to improve students' ability to learn, and involve active participation of students or participant-centered learning students (student centered learning).

Therefore, it is necessary to innovate learning through lesson study as an alternative to overcome the problems of learning practice. lesson study is a model of teaching professional development through the study of collaborative and sustainable learning based on the principle of collegiality and mutual learning to build learning communities, thus allowing lecturers to share learning experiences or lectures with their colleagues. Lesson study is a cyclical training process for lecturers, beginning with: (1) lecturers plan lessons through academic exploration of teaching materials and learning tools; (2) lecturers conduct learning based on plans and learning tools that are made, inviting colleagues to observe; and (3) the lecturer reflects on the lesson through the exchange of views, comments, and discussions with the observers. Therefore, the implementation of the lesson study program needs to be monitored and evaluated so that it will be known how the effectiveness and acquisition of the parties involved in it.

Lesson study can function as an effort to implement in-service training programs for lecturers. These efforts are carried out collaboratively and continuously. The implementation is in the classroom with the aim of understanding student learning activities better. The lecturer group develops learning together, one of the lecturers is assigned to carry out learning (lecturer model), the other lecturer observes (observers) student learning, this process is carried out during the learning process. At the end of the activity, the lecturer gathered and asked questions about the

learning that was done, revised and arranged the next learning based on the results of the discussion.

Lesson study as an activity that has just been implemented in the lecture process of Elementary School Learning Media (MPSD) in the *PGSD* Study Program FKIP Unswahati needs to be continuously promoted or developed to improve the quality of learning quality. Elementary School Learning Media (MPSD) lectures generally tend to emphasize how lecturers teach (teacher centered) and have not applied the principle of student centered learning (learning centered on students), overall the results can be tolerated which apparently does not contribute much to improving quality the process and learning for students

Lesson study in lectures of Elementary School Learning Media (MPSD) is limited to aspects of new learning material that can be implemented on the subject of Educational Game Tools (APE) or teaching aids (AP) with the Mediated Learning Experience (MLE) approach to improve the quality of learning and student learning activities through learning assessment that has been designed collaboratively, continuously in planning, implementing, observing and reporting learning outcomes that students are motivated to carry out active learning processes, the existence of student interaction with lecturers, interaction between students and understanding of teaching materials that occur starting from the findings. Learning that occurs is students are able to explore teaching materials and find relationships between teaching materials with reality in student life, so they realize that from the learning process can position their knowledge and skills to be applied in their lives. This lesson study activity is expected not only to benefit lecturers and students in the Elementary School Learning Media (MPSD) course, but also be useful for other lecturers who are present at the time of learning.

The importance of the experience of "learning from others" and the real experience of how others do learning have often been expressed in various literatures. because lesson study is a source of real examples of how to do learning, participation as an observer in lesson study or watching recorded video study lessons can be used to improve the teaching abilities of lecturers and prospective teacher teachers. For this reason, researchers are interested in implementing a collegiality-based lecturer professionalism development program through lesson study activities in elementary school learning media courses to improve the quality of basic education learning media products produced by elementary school teacher candidates

II. METHODS

This research will be conducted in the subject of basic education learning media for prospective elementary school teachers in the second semester of 2018/2019 in the span of April to June 2019. The Open class is held in the 2.01 lecture room of the *PGSD FKIP UGJ* study program. The selection of this course is based on the characteristics of the course concerned so that it has a high uniformity so that there can be many lecturers who study and participate in developing it.

The 3 lecturers as a team in this lesson study have the following composition:

1. 1 lecturer with a science education background.
2. 1 lecturer with educational background.
3. 1 lecturer with a background in Civics Education.

This research was conducted from February 2019 to August 2019. Lesson Study activities in media courses Learning for elementary teacher candidates is planned for February to August 2019.

This type of program is an action research, with the following stages:

1. Workshop to Lecturers about lesson study
2. Observation of lectures conducted by one of the lecturers
3. Workshop on component development (plan)
4. Implementation of open lesson and reflection (Do & See)
5. Evaluate lesson study activities

The research data was taken from the lecture implementation record, the results of the assessment of learning media products and interviews. The lecture process will also be recorded using a video camera for the purpose of further analysis.

After the implementation of teaching and learning activities there will be a multi-way discussion between the lecturer and the observers. This discussion is actually an opportunity for lecturers and other participants to reflect on the learning activities that have been carried out. Therefore the discussion is not evaluative, but rather in the direction of constructive and collaborative.

Informal and dialogical interviews were also conducted between researchers and lecturers. During the interview the video recording of the learning conducted by the lecturer will be played so that the lecturer can observe the weaknesses and shortcomings that they do during the learning. Interviews are also directed at lecturers' perceptions regarding ideas / views that lead them to carry out learning as they have done and how to improve learning in lectures. Besides that, information about the benefits felt by lecturers and students will also be explored for lesson study.

Basically this study examines how lesson study activities can be carried out so as to improve the quality of lectures in Media Education for Basic Education (MPSD) for prospective elementary school teacher students. Then the following is explained instrument used in evaluating the course of lesson study programs.

1. Observation sheet. Collect pedagogic and professional competencies raised by lecturers during the learning process.
2. Interview guidelines to capture the views of lecturers in following the lesson study program and identifying the study itself.
3. Guidelines for analyzing learning videos.
4. Five Types of Instrument for evaluating learning media products Basic education for the creation of elementary school teacher candidates such as Video, AP / APE & Prezzi

III. RESULTS AND DISCUSSION

First Cycle

The action in the cycle begins with the application of the PjBL Model to the development of instructional media for constructive playing tools for elementary school students. The implementation of this lecture activity aims to improve the ability to work together and student creativity in making elementary school learning media products. This cycle is carried out in lecture activities with a duration of 2 credit hours of lectures.

The learning implementation was carried out by one model lecturer, Dr. Dede Trie Kurniawan, S.Si., M.Pd who is in charge of teaching and being a lecturer facilitator. One moderator is H. Komarudin., Drs., M.Pd who is in charge of helping the model lecturer manage the course of the lecture. In the learning implementation cycle which is carried out by the Project Based Learning method which contains two activities namely Provision of material from the lecturer and Seminar on the presentation of learning media products.



Fig. 1 Implementation of Lesson Study Cycle 1 Development of Learning Media Constructive Game Tools For Elementary School Students Using the PjBL Method Elementary School Learning Media Lectures in the PGSD Study Program FKIP UGJ with Dr. Dede Trie Kurniawan, S.Si., M.Pd

A. Plan



Fig. 2 The Peer Lecturer who was present during the presentation of the cycle 1 session plan development of learning media for constructive game tools for elementary school students

The initial phase carried out in the cycle is the plan or planning stage which is carried out in April 2019. The Plan phase begins by preparing a learning plan that will be carried out based on preliminary data on student conditions delivered by lecturers supporting elementary school learning media courses which will also act as model lecturers in the activities the implementation of this lesson study. The learning design is made by focusing on the importance of collaboration and the creativity ability of students in making elementary learning media products. Based on the design made the implementation of lesson study for do in the cycle requires learning equipment such as laptops, information

desk presenters and moderator desks as well as observers because learning will be carried out in the Seminar on Dissemination of Student Creation Products for the SD learning media development project. Implementation Also requires observation sheets to observe the activity and performance of each group.

B. Do

The DO phase or the lecture implementation stage in this lecture is carried out for elementary learning media courses in the PGSD study program conducted on April 24, 2019.



Fig.3 Product Presentation Seminar in cycle 1 development of learning media for constructive game tools for elementary school students

At this stage the learning activities begin with the model lecturer and the moderator opening the lecture. After opening the lecture, the activity continued with the preparation of the student group who will present the SD learning media development product as a form of reporting on the results of the project assignments. and criticize the delivery of the material. Question and answer session does not wait until the exposure is finished, if there is a connection that you want to ask, you can directly apply for permission to ask the modertor. Based on the condition and target of subject achievement, the groups are arranged based on students' interest in the desired media product. This aims to have good communication and coordination between individuals and their careers to build good cooperation between groups in complementing one another's study material.

Each group that has listened to the presentation of the material from the group that appeared to coordinate and discuss the problems faced in carrying out the duties of each individual. One of them is preparing questions, rebuttal, statements or opinions about the material presented. This activity is one means to be able to train the creative abilities of prospective teacher students.

At the end of the activity, the Model Lecturer asked for a short report on the results of the discussion activities that had been carried out by each group in the form of making a learning video. Then the model lecturer concludes and provides motivation so that students are able to work well together and continue to hone their creativity carefully and quickly in managing information. After the lecturer model gives the lecturer motivation, the moderator ends the do phase of the lesson study cycle.



Fig.4 Reports in the form of instructional videos disseminating constructive learning media products for elementary school students

C. See



Fig.5 Reflection Activities with Peer Lecturers in cycle 1 developing media for constructive game learning tools for elementary school students

The see or evaluation stage is done directly after the do phase is completed, namely in April 2019. At the see stage the lesson study implementation team discusses the results of all activities that have been carried out at the do stage. One of which was discussed was the results of the questionnaire which was the result of a response back from students in the implementation of lesson study in lectures on elementary learning media PGSD FKIP Unswagati Cirebon study program



Fig.6 Filling out Questionnaire as a Reflection of Lecture Activities by Prospective Elementary School Teacher Students

In this See Stage, the moderator is given the opportunity to express his gratitude, give a conclusion and also a little description of the evaluation that needs to be done in the implementation of lectures in elementary learning media both for students and for model lecturers.

In the See Phase, a discussion was carried out on the results of the implementation of the do phase. Based on observations, observation sheets and questionnaires from students can be seen the following results in Table 1.

TABLE I
 OBSERVATION RESULTS OF PEER LECTURERS ON THE
 IMPLEMENTATION OF MODEL LECTURERS IN LESSON STUDY ACTIVITIES

Focus Object and Observation Record for	Description of Observation Results	Description of Solution
1. Students	Learning media made by students are fixated on the examples presented by the lecturer	Proposals for constructive game media submission by students so that the game media are made different from other groups and are more creative in making game media
1. lecturer	Lecturers are Smart enough to deliver lectures so that the classroom atmosphere looks vibrant and cheerful	Maintained
2. Students	Students look enthusiastic in attending lectures and interact between groups who present with friends who ask. There are groups that succeed in making a good atmosphere but there are those who seem monotonous because the students are nervous, lack of training and lack of preparation There are still students who are less attentive to lectures	More practice in the delivery method so as not to seem monotonous and theoretical because the ultimate goal is to teach elementary students
2. lecturer	Model lecturers prepare the stages of learning quite clearly / systematically starting from appreciation, opening of material and evaluation and feedback Interesting learning material	The model lecturer must look around and around the child's presentation and guide the students well
3. Students	There are still some students who lack response Student presentations are still felt rigid LCD projector or less clear	Continue to practice about the procedure for a good and correct presentation Cultivate confidence Check the supporting facilities
3. lecturer	There is an incorrect explanation in explaining the digestive organs	It should be even more thorough in responding to student presentations
4. Students	Too many Group Divisions Student activities when presentations are still not well planned	The group should consist of 2 people / students Scenarios should be made first so that the presentation can be well organized.

IV. CONCLUSIONS

Based on the implementation of learning that has been done, it can be concluded that:

1. Project Based Learning Model learning is felt to be effective in implementing elementary learning media

courses, because this course requires students to be able to collaborate and think creatively in improving pedagogical skills through learning media.

2. The lesson study activities that are carried out generally run smoothly, however some obstacles regarding time, availability of observers and large class sizes make it a problem that must be faced.
3. The lesson study activities that were developed can be concluded to be able to have a significant impact on the sustainability of the learning media lectures in honing the professionalism of lecturers and students as a complete student communication.
4. Successful character development developed in elementary learning media courses through lesson study activities include:
 - a. The collaboration can be seen from the performance of students who have improved after the implementation of each cycle and the quality of the cooperation is increasingly seen in the implementation of elementary learning media lectures.
 - b. The creativity of media products for elementary school learning from students that can be observed from the quality of product presentation in the form of teaching aids / educational games, videos or slides Prezi presentations along with their modules, questions, response answers and the ability to infer from the activities of the lecture seminars in teaching media products FKIP Unswagati Cirebon.

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