

IMPLEMENTATION OF LEARNING HISTORY BASED ON LESSON STUDY

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Abstract

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan pembelajaran sejarah berbasis Lesson Study. Metode penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data yaitu wawancara, observasi, kuesioner dan pengumpulan dokumen. Hasilnya menunjukkan bahwa guru masih memperlakukan hal yang sama antara siswa yang memiliki kemampuan berbeda dalam bidang sejarah. Model master kesulitan dalam integrasi nilai karakter salah satu penyebabnya adalah tidak adanya bahan ajar yang secara eksplisit menyajikan nilai material historis yang terintegrasi. Masih ada salah persepsi dalam pelaksanaan *Lesson Study* ini dibuktikan dengan aktivitas pengamat yang berkomunikasi dengan siswa saat pelaksanaan pembelajaran berlangsung.

Kata kunci: pembelajaran, sejarah, Lesson Study

Abstract

The purpose of this study is to describe the implementation of LS-based learning history. This research is a qualitative descriptive method with the Data collecting technique that is interview, observation, questionnaire and document collection. The results showed that the teacher still treats the same between students who have different abilities in the field of history. Master models of difficulty in the integration of character value one of the causes is the absence of teaching materials that explicitly presents the historical character of integrated material values. There is still a misperception in the implementation of Lesson Study is evidenced by observer activities that communication with students when the implementation of learning takes place.

Keywords: Learning, history, Lesson Study

Preliminary

Lesson Study as one model of learning quality improvement received outstanding academics and practitioners, especially in Indonesia. Lesson Study is an important part of the implementation of education in Japan, the which then spread to various countries. Lesson Study into solutions to improve the quality of learning, the lessons are Considered the state.

The Third International Mathematics and Science Study(TIMSS) into the background Lesson Study in

Several countries. Starting from the low score of the United States Compared with other countries in TIMSS. Then Followed by a comparative study of the mathematics in Japan and Germany. Even education observers in the United States Realize that the United States do not yet have a system to improve the quality of learning, while Japan and Germany to the quality on an ongoing basis. Therefore, the United States education experts adopt Lesson Study of Japan and in other countries. Lesson Study in Japan itself known by *Jogyokenkyuu* longstanding. 19th century

(the 1870s). *Lesson Study* has started in Japan. While in Indonesia Lesson Study was only Adopted in 1998. First Introduced at three universities items, namely ex-Teachers' Training College (State University of Malang, Yogyakarta Negari University, and the University of Indonesia).

Lesson Study(LS) is a highly specified form of classroom action research focusing on the development of teacher practice knowledge. It has been in use in Japan since the 1870s. Therefore pre-dates LS action research as we know it in the West, by some 70 years (Dudley, 2014).

Lesson Study as models of the professional development of educators through collaborative learning assessment and sustainable, based on the principles of building learning communities (Susilo, H., 2013). *Lesson Study* is the process of professional development for teachers in the which they collaborate and examines effective ways in the concept mengajarkannya Baum, E., Brown, K., Minter, B., & Smoak, T., 2015).

Research on Lesson Study has been conducted in addition to improving the quality of teachers, Lesson Study is an innovation improve the professionalism of teachers. Lesson Study Allows all components of learning education Increase capacity to traverse cultural boundaries. Lesson Study can teach us about the Efforts to improve the

teaching, such as learning research, examine and improve the performance of teachers and improve the quality of learning for students (Lewis, C., Perry, R., & Murata, A., 2006).

Lesson study considered to be effective in improving teaching practice. Lesson Study to focus on resolving the problems of learning, taking learning Contexts and experiences of other teachers, and provide support to teachers in peer relationships. In other words, Lesson Study Provides many opportunities for teachers to the make meaningful educational learning Reviews their ideas into practice, to change the perspective of learning about them, and to learn to observe your their learning practices from the perspective of students (Mahmudi, A., 2009).

Lesson Study strengths or advantages as Disclosed by Lewis (2000) is the professional development of individuals; observe your student learning; distribute content and new approaches; teacher practices with the goal of connecting schools and the broader objectives; creating demand for quality improvement; shaping national policies; and respect the central role of teachers. Learning in Japan strongly supports the Lesson Study in Japan has had a joint curriculum; collaboration established; The belief that teaching can be improved through the collective effort; self-reflection; education policy

stability; instructional development time focused on instruction, and focus on the whole child.

In line with the above opinion that LS can improve the professionalism of teachers, improve processes and student learning outcomes. Suggestions from this research that the implementation of Lesson Study needs to be developed in schools to improve the quality of learning by teachers in order to become professional teachers (Winarsih, A., & Mulyani, S., 2012). But there are some obstacles encountered when implementing Lesson Study of the which is the misperception about lesson study, scheduling, classroom settings, and documentation (Mahmudi, A., 2009).

It can be seen that the problem is actually not in the LS, but the human resources and who do not understand the concept of Lesson Study. The effort for avoiding any misperceptions regarding the Lesson Study at the planning stage needs to be done perception among members of the group. Drawing attention focused on the understanding that Lesson Study is intended to improve the quality of learning, and not to judge teachers.

On the other hand, Learning history is currently facing many problems. The issues include the use of theories, imagination, reference textbooks and curriculum oriented state, as well as a tendency to not pay attention to the

phenomenon of globalization following the background. In the process of teaching history, many teachers use a conventional, ie paradigm 'teacher explaining students listen. Such methods of teaching history have made the boring history lesson. He then did not give an emotional touch Because students feel Actively Involved in processes (Subakti, 2010). Learning to lead is to be able to think critical and Able to assess any changes in their environment, and have an awareness of the changes and the values contained in any historical events.

In addition, the teaching of history has a role in the Internalization of character values in students. History lessons have a strategic significance in the formation of character and civilization of the nation's dignity as well as in the formation of Indonesian people have a sense of nationalism and love of the homeland. Strengthening the history lesson as character education can be applied starting from the goal, the implementation of learning, materials, resources, and media, until the assessment (Hasan, SH, 2012).

The problems in teaching history are certainly not unusual anymore to be studied. Stigma students about the history lesson Considered are not important, it is difficult, to move on, boring and full of lessons to memorize the past year, as well as full of lies. So painful when a student with a high-

pitched voice saying that history is "nonsense". But stigma sets students are not necessarily blamed or history teacher blindly defends themselves. But need a solution or a way out to resolve the problem of the stigma of the student.

Lesson Study as models to improve the quality of learning can be a solution to the teaching of history. Lesson Study Although first applied math does not mean do not fit in science and the humanities, including history lessons. The problem can be overcome by teaching history as in Lesson Study revealed by Winarsih, A., & Mulyani, S. (2012) that Lesson Study into an influential part in improving the process, learning outcomes and professionalism of teachers.

This study will be photographed on the implementation of the teaching of history by applying Lesson Study in SMAN 1 Metro. Researchers involved 6th-semester student of history education in conducting the Lesson Study. Please note that the 6th-semester student of history education has been provided regarding the LS even when micro teaching. Regarding the procedures in Lesson Study has been understood. Their task is to bring Lesson Study in when the practice of teachers in schools.

Where research is SMA Negeri 1 Metro. Most teachers in this school are familiar with Lesson Study. The existence

of a partnership between SMA N 1 Metro with the Faculty of Education, University of Muhammadiyah Metro and always be a place for student teachers doing teaching practice make it easier for researchers to do. The teachers have a lot of familiar Lesson Study, although not all do. So understand the concepts Lesson Study.

The focus of this research is the implementation of the teaching of history Lesson Study. So that the implementation planning and reflection in passing, I presented in this study. The discussion will present the climate and hold a class, processes, perceptions of students about the teaching of history, and findings during the teaching of history in progress.

RESEARCH METHODS

This research is a descriptive qualitative method of data collection techniques that interview, observation and document collection. Interviews were conducted by teachers and students, the observation is made in the process of teaching history. While the documentation of history teaching device. In addition to knowing the perception of students about the history of the learning process performed by the model of teacher questionnaire compiled with some. These indicators are the open, mastery learning materials, teacher understanding of the characteristics of students' models,

implementation strategies and methods in teaching, assessment system (evaluation), and the cultivation of character. The questionnaire used was a questionnaire assessment of teacher performance and has been validated with a value of more than 0:30 (> 0.30),

DISCUSSION

Saturday, May 6, 2017, made Plan (planning) to discuss the two RPP (implementation of learning) with the same teacher models. Learning the history of class X will be held on the matter of Greek and Roman civilizations. While others plan the class XI with material events surrounding Proclamation.

Planning (Plan) implemented a by involving teachers, students, and professors of History history education. Agreed that discussion RPP guided discussion method to be applied in class X for the material of Greek and Roman civilization, while the eleventh grade will use the method socio-dramas with material events surrounding Proclamation. Explanation of history teachers Provides strong reasons for the selection of learning methods.

Differences in the two methods in different classes Because The characteristics of the subject matter are different. Class X still need to be guided how to junior high school, while class XI IPS socio-dramas method in hopes that

students can explore and animate the character played Reviews their role. So that XI really Able to explain the grooves around the proclamation of the heroic (Interview with History teachers SMAN 1 Metro, Saturday, May 6, 2017)

Class climate

First entered the history classroom teaching a history class atmosphere at SMAN 1 Metro quite restrained. It looks like students and history teachers are already accustomed to making the learning process with a lot of observing. Diskusikelompok method during the learning process takes place, providing a democratic atmosphere in the teaching of history. It can be seen from the activity and creativity of students in the learning of history in the which the learning process takes place enthusiast. Siswa Sistine quite critical, Reviews their curiosity about the subject matter is very large.

Occurs Two-way communication between learners and teachers, this is a good relationship between teachers and learners. In addition, the relationship between fellow learners Also looks good. Teachers are not overly dominating both in terms of the search for the material, or the activities of learners. According to exposure teacher, he was deliberately using the method laid teaching. Therefore, the students Also did not look depressed.

In the eleventh grade, he practices a method socio play, the roommates of participants are welcome by teachers to Determine the role of the desired character, then they shared a class. Teacher models well facilitated Provides a laptop, as well as setting up an example scenario. As well as describing the material in advance and respond to questions learners.

Learning process

Implementation of history teaching is done in SMA N 1 Metro on the day of Monday, May 8, 2017. On this occasion, the historical study done in class X with a history of specialization in subjects with

a history of class XI and shall comply with the pre-planned.

Teachers presented the models of the learning objectives of matter Greek civilization and Roman civilization in class X. Then invite students to his friend. Here we can see quite enthusiastic learners. The number of students who asked the group presentation made quite crowded and interesting learning. Questions are already critical and suggestive material. Then here Teacher presentations allow students to use smartphones to access the internet information from, It is also that of learning adapted to the development of science and technology.



Figure 1. Teacher models provide guidance to students for discussion

Most students of class X looks to follow the learning, Although there are some students who are not interested in (passive). Students are passive open

social media. Behavior that escaped the attention of teachers (Observations, May 8th, 2017). However, if viewed from the

learning in accordance with the agreed plan.

While in the eleventh-grade teachers use the materials socio-dramas The events surrounding Proclamation. Teachers chose this method because of class XI IPA 1, many who are good at managing IT and role-play. Here learners are Also very enthusiastic, Although there are some learners who are less enthusiastic they still follow the path of

good learning. Some of the things that teachers already use a variety of teaching methods. That is, in the teaching of history is not too difficult, to implement a wide variety of methods, not only lectures and notes. Learning history with socio-dramas that the teaching of history can also be very pleasant, unlike the outstanding paradigm that learning history is boring.



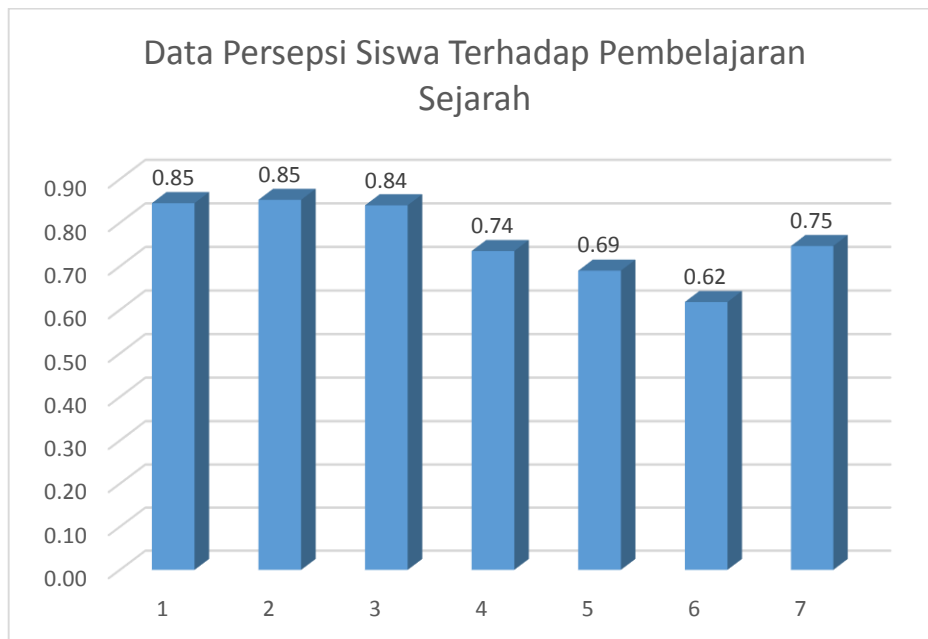
Figure 2. Students were the results of Reviews their discussion.

Against Student Perceptions of Teaching History

This section looks at students' views on the implementation of the teaching of history. Based on the analysis of questionnaires that have been distributed to 60 students as respondents, the students' perception of the implementation of the teaching of

history in SMAN 1 Metro get the excellent category and Categorized well. The ability of the model of teacher opened a lesson with a score of 0.85 (very good), the delivery of the subject matter of history by the model of teacher 0.85 (very good). In terms of understanding the characteristics of the model of teacher students scored 0.84 (very

good), learning management 0.79 (good), (good), and the planting of characters learning the mastery of strategy 0.69 0.75 (good). (good), evaluation of learning 0.62



Description: 1. open; (2) acquisition of learning materials; (3) understanding of the characteristics of the model of teacher-students; (4) management of the classroom; (5) the implementation of strategies and methods in teaching; (6) a scoring system (evaluation); (7) the planting of character.

Some Findings in Research

Reviews These findings are part of the reflection that is done after the learning process. The findings include:

1. Teachers are still treated equally between students with Differing Abilities in the field of history. So that there is an underserved student in the learning process. Students who have more capabilities (smart) tends to dominate in the classroom. But for students who have less ability in their history lessons Often silent and passive. Teachers need to try to apply a different evaluation system

to grade the heterogeneous capabilities.

2. In terms of learning materials more history to Rely on memory. It is not uncommon that the students thought that the history of science rote in accordance with the chronological order of time. But there are things to be forgotten that history Also has a meaning for life. From the results of observations and interviews, several times a character values that exist in the historical material has not been conveyed, the reason that always comes up is the subject matter of history much so that the teacher trouble to arrange the delivery of

material to the students. Lesson Study help history teachers to plan, observe your learning and Evaluate.

3. Learning time Affect the concentration of students. Complaints that have been heard more on technical issues, ie the amount of time given a subject for history courses are not the same from one department to another department, while the material to be finalized not Differ much.
4. Knowledgeable perceptions regarding the independence of historical figures. Students assume that is when an actual Sukarni woman is a man.
5. The mood had a major influence on the students to absorb the subject matter. Seen from the two methods of learning that teachers do socio-dramas method models have a distinct impression on students.
6. It needs a refresher (ice-breaking) on the sidelines of the process of teaching history to restore the concentration of students.
7. In the exercise of reflection is Expressed Also about some students who opened social media and escape from teacher strikes. History teacher Recognizes that, and argued that "Some of the students were passive in learning Because students who have a different character, the class

schedule during the day so that students are less conducive".

COVER

Conclusion

In general, the implementation of the teaching of history-based lesson study went smoothly, but there needs assessment in greater depth about the community between teachers lesson study history. It can be facilitated by MGMPs history. Teachers need to explore the history of the jumping task that students who have an above-average ability to be more facilitated in the learning process.

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