

LESSON STUDY AS A PLATFORM FOR ENGAGING SPEAKING LECTURERS IN DOING TEACHER PROFESSIONAL DEVELOPMENT

by

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Abstract

This case study aims at investigating the implementation of Lesson Study at English Education Department of a private university in Indonesia. Particularly, it reveals the activities of lesson study and teachers prolonged engagement in reflection activities. This study provides worthwhile chance for teachers to create a learning community in which they can develop their knowledge as professionals. There were four speaking lecturers, one lecturer as a model and others as participants, who worked collaboratively to formulate learning goals, lesson plan, classroom observation, teaching learning reflection, revision of the lesson for improvement, and re-teaching the revised lesson. The data were collected from the classroom observation, interview, community discussions, and reflection in two cycles. The findings reveal that the activities of Lesson Study facilitate the lecturers in designing proper teaching objectives and materials. Furthermore, it also can be regarded as a platform for teachers to have a learning community in which they can share and develop their teaching qualification.

Keywords: Lesson Study, Teachers Professional Development, Prolonged Engagement

INTRODUCTION

The National Education functions to develop the capability, character, and civilization of the nation for enriching its intellectual capacity, and it is aimed at developing learners potentials, so that they can become the one imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent, and as citizens who are democratic and responsible (The Act of Republic Indonesia, No. 20, 2003). In short, the objective of education is to create quality people, the one who have a

good personality, emotional, and spiritual in their life. To create quality people, we need to gain the quality of education since it is one of the main factors determining whether a country develops, developed, or undeveloped. Furthermore, education is expected to be able to be the efforts to alleviate poverty, improve gender equity, and strengthen cultural values (Ministry of National Education, Strategic Plan 2010-2014). It becomes onerous responsibility for not only Indonesia government, but also educators, and Indonesian people to attain the National Educational aim. Meanwhile, Times Higher Education Asia University Rankings 2014, a media which

ranks the universities quality by using some indicators; teaching, research, citation, industry income, and international outlook to judge the Asia University ranking, reveals that Indonesia University is neither a part of top fifty nor hundred universities level in Asia. The fact discloses that Indonesia has low quality in education. Some factors that can be causes for this occurrence must be a great concern for Indonesian Government. They urgently need to answer those questions and find the solution immediately to find the concept of reformation in education.

In consequence, government contrives several activities as a means to overcome the enhancement of quality of education in Indonesia; evaluating the curriculum intensively and continuously, consultation of subject teachers program (MGMP), teachers training program, workshops or seminars in education, and other activities which are aimed to enhance the quality of education, especially the quality of teachers or educators. In addition, the government provides some scholarship for teachers who intend to continue their study in higher level of education, and increases the teachers' welfare by giving opportunities for educators who want to get certifications. However, those efforts demands intensive monitor in order to control whether or not the attempts work on the right intention or it might result meaningless outcome when the government only plans impressive strategies, yet they ignore the process.

In line with the phenomenon above, it is crucial to review on the core of the problem. Basically, educational reformation does not refer to the result of study (product oriented), but it should focus on how students learn and how teachers teach in the classroom (process

oriented). According to Harwell (2003, p. 7), the main factor of the failure in teaching quality is because of lack attention in what actually goes on in the classroom which focuses on students and teachers. In this case, teachers play vital roles to attain successful teaching learning process. They have a lot of responsibilities in developing professional teaching. Teachers have to be able to design teaching plans, prepare appropriate materials, choose fit methods and techniques of teaching, select the right assessment to measure how far teaching objectives have been achieved, reflect the teaching activities, and others. On the other hand, teachers have many strenuous challenges in their work; a numerous numbers of students, many subjects, lack of facilities, time management, work environment, leader demands, etc. Those frequently cause the degradation of teachers or educators motivation and passion in teaching. Thus, it is strongly suggested by many educational experts that teachers should do some professional development activities, such as conducting self-monitoring, joining teachers support groups, keeping a teaching journal and teaching portfolios, executing peer observation, peer teaching, peer coaching, action research and others (Richards & Farrell, 2005, p.14).

Lesson study as one of the way to develop teachers' professional development is not a novel model. It was firstly established in Japan and has been introduced in Indonesia through three universities; namely University of Indonesia (UPI), Yogyakarta State University (UNY), and the State University of Malang (UM) in 2006. In its implementation, Lesson Study is an activity which is done collaboratively

among teachers or lecturers. It aims at building learning community where the faculty members will have an opportunity to have long-life learning community. By applying three stages; Plan (Plan), Implementation (Do), Reflections (See), it is expected that the faculty members can share every single teaching inputs which they have already experienced.

It is commonly found that Lesson Study is implemented either in basic education or secondary level. However, in this study the writer attempts to apply LS in higher education or university. Because university has the strategic roles preparing the students to be society members who have the academic ability and professionals who can implement, develop, and enrich the science, technology, and arts in order to improve people's live and enrich national culture. Besides, government requires educators in higher education to graduate at least from graduate school level since lecturers obligate to transform their knowledge based on their education background. So, it is obviously seen that the educators in higher education have onerous responsibilities to embody the national education objectives.

Meanwhile, as the fact that the knowledge base of teaching constantly changed, educators in higher education need in service training which can renew their knowledge and reflect their teaching experiences in order to develop their professional skills. The needs of in service training are crucial in the long-term development of educators as well as in the long-term of successful program they work. Thus, in this paper the writer intends to apply Lesson Study as one of the teachers professional development activity in English Education Department FKIP

Swadaya Gunung Jati University Cirebon which took a study case in speaking class.

Based on the rationale above, the writer intends to conduct a pilot project, a preliminary study. The questions in this study are *first*, How is the implementation of Lesson Study in Speaking Class in English Education Department FKIP Unswagati?; *second*, What are some challenges in implementing Lesson Study in Higher Education?The purpose of the research is to answer the question which will explain more about Lesson Study, its principles and cycles, reporting the implementation of Lesson Study in higher education, and revealing some challenges in implementing it.

In this study, the researcher limits the area implementation of Lesson Study, speaking class will be the object and the topic is about social problem using Jigsaw technique.

Finally, the writer expects that this study will give some contribution in improving the quality of teaching, especially in preparing and designing the materials, and in the development of learning community among the faculty members.

LITERATURE REVIEW

A. Teachers' Professional Development

1. The Concept of Teachers' Professional Development

The main reason why teacher professional development is urgently needed is because it can change behaviors of teachers in ways that lead to improve the students' performance. Students' performance should improve as the result of education reform. However, to reach the improvement of students' performance, it requires the good quality of teachers' skill. It is in line with Ferguson, 1991; Armour-

Thomas, et al, 1998 as cited in Harwell (2003, p.7), they say that while the end of result of all education reform should be students improvement, every reform initiative, if it is to succeed, must begin with recognition of the importance of teachers in raising performance of students. In other words, Joyce and Showers (2002, p.3) emphasize that student achievement is the product of formal study by educators. Those are such obvious facts that teachers' competencies are the gist factors assigning the students' performance. Though, there are other factors which might be influenced it. We cannot expect students to change what they do if we, as teachers, keep doing what they have always done. As an old adage put it, "If you do what you have always done, you will get the results you have always gotten."

The other point that must have been realized is that knowledge is changing constantly time by time. It is possibly happened when lecturers who graduated from graduate school seven years ago, they frequently held the teaching learning process in failure. That occurs since they never renew their knowledge and information of teaching. They are too busy with a bunch of activities they have. It reflects that educators demands to set aside their time updating their knowledge in order to maintain their skills, such as joining as a member of TEFL society; attending conference sessions, reading newsletters and journals, keeping reflective journal, or others (Richard and Farrell, 2003: 2). In short, it calls teachers professional development.

However, Nagel (2013) reveals some requirements to conduct teachers professional development: (1) It needs to be ongoing and carried of time, rather than

presented on one-day workshop. It means that teacher professional development should be as habits of educators. It is not an instant reform where teachers only spend a few time to do those activities; (2) It should be delivered in the context of the teacher's subject era. It should be in line with the teacher's background knowledge and interests; (3) Peer coaches and mentors, as the activities of teachers professional development, are found to be highly effective in helping teachers implement a new skill and should be employed when possible. Conducting peer coaches or observation considers as the appropriate way to help teachers in updating their skill. In addition, Harwell (2003, p. 5) reveals that the qualified of teachers professional development can be succeed only in settings or contexts that support it. The primarily supports is coming from the administrators. The administrators should consider that it is important to enhance the quality of teaching learning process. Other characteristic of context that supports professional development is the urgency of changing. Teachers may share what they need to change and they have their own belief that it crucially requires reformations. The activities may occur when teachers take time to interact, study together, discuss teaching, and help one another put into practice new skills and strategies, they grow and their students' behaviors improve accordingly. In addition, Joyce and Showers (2002) reminds that professional development cannot succeed without strong content. To be effective, the content of the professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning—and, just as important, students' ability to

learn. To sum up, professional development should (1) deepen teachers' knowledge of the subjects being taught; (2) sharpen teaching skills in the classroom; (3) keep up with developments in the individual fields, and in education generally; (4) generate and contribute new knowledge to the profession; and (5) increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching (The National Commission on Mathematics and Science Teaching for the 21st Century, 2000).

2. How to Implement a Teachers' Professional Development

Teachers are generally interested in adding their professional development knowledge and keeping up to date with theory and practice in field, in improving their teaching skills so that they feel more confident about what they teach and achieve better results with their students. They may also be interested in clarifying and understanding their principles, beliefs, and values, as well as the nature and values underlying the schools in which they work, so that they can be empowered. Richard and Farrell (2003, p. 5) say that those can all be considered as samples of teacher development from the perspective of the individual teacher. Furthermore, the urgency of teachers professional development should also considered by the institution. The institution should prepare the appropriate curriculum and syllabus to reach the learning objectives, and it should be fit to the students' needs, society needs, and environment needs. Therefore, the instrument of teaching learning process should be updated, including the skills and knowledge of teachers. For instance, a senior teacher who has been teaching for

about 10 years will need an opportunity to update their knowledge, otherwise their knowledge and skills become outdate or there may be lack of fit between the knowledge and skills the teacher possesses and what the school needs.

Furthermore, another challenge is mostly teachers do not realize, or even do not know, how to develop their professionalism. They prefer to consider that attending the classroom every day has fulfilled their duty, instead of considering that they should reflect what they have done in the classroom and how to plan what will be given for their students. There are some guidelines proposed by Richard and Farrell (2003, p. 7) which must be considered before starting professional development activities: (1) decide what you would like to learn about your teaching and about the field; (2) identify a strategy to explore the topic you are interested in; (3) talk to people who have taken part in a professional development activities; (4) decide what kind of support you will need; (5) select a colleague or colleagues to work with; (6) set realistic goals and establish a time frame; (7) evaluate what you have learned and share results with others. Those guidelines can obviously help teachers who want to develop their professionalism. There are some clusters of activities for teacher professional development: individual, teachers can do it individually as a reflections of their teaching; one-to-one, they conduct the activity in pairs, so that they can share what they have been experienced; group-based, a larger community where teachers can share and sharpen their knowledge and skills; institution, the activity is usually hold by the institution in which it facilitate teachers to develop their skills.

B. Lesson Study

1. The Concepts of Lesson Study

Lesson Study is a collaboration-based teacher professional development approach that originated in Japan (Fernandez and Yoshida 2004; Lewis and Tsuchida 1998; Stigler and Hiebert 1999). The term of Lesson Study is derived from Japanese word '*jogyokenkyu*', which is derived from two words: *Jugyo* means lesson or learning, and *Kenkyu* means study or research or assessment. Thus, Lesson Study is a study or research or assessment of learning.

In the nineties, Lesson Study (LS) has been applied in Japan. This activity is made for planning and assessing learning through observation. Its aim is to motivate students to actively learn independently (Juwairiyah, 2010: 3). It attracted the attention of an international audience in the past decade. Lesson Study subsequently spread to many countries and more than a dozen international conferences and workshops were held around the world in which people shared their experiences and progress with lesson study as they adopted this new form of professional development.

Furthermore, Lesson Study was introduced in Indonesia through Indonesian Mathematics and Science Teacher Education Project (IMSTEP) in cooperation with the Japan International Cooperation Agency (JICA), and implemented at three universities, namely UPI Bandung, Yogyakarta State University (UNY), and the State University of Malang (UM). The goal is to improve the quality of math and science education in Indonesia.

Though, LS is firstly designed for the purpose of teaching Mathematics and Science, but nowadays educators and researchers are adapting the use of LS on other subjects, such as English language teaching in secondary schools (Zahroh & Ward, 2010), the teaching of religious subjects in Madrasah (Supriyati, 2008), teaching physical education and health (Safari, 2011), and much more researches in various fields of teaching that have applied LS. In this study the authors will focus on the use of LS in teaching Speaking at the University.

2. Procedures of Lesson Study

In principle, the LS is a model of teacher professional development through collaborative learning assessment and sustainable based on the principles of collegiality and mutual learning to improve the quality of education and the ability of learners. Teachers take place at the center of the professional activity with their interests and a desire to better understand student learning based on their own teaching experiences. The idea is simple: teachers organically come together with a shared question regarding their students' learning, plan a lesson to make student learning visible, and examine and discuss what they observe. Through multiple recurrence of the process, teachers will have many opportunities to discuss about how student learning and how their teaching affects it. However, LS does not consider as a method or technique of teaching. In the application of LS, teachers can apply various methods in conformity with the needs and characteristics of learners (Zahroh & Ward, 2010: 459).

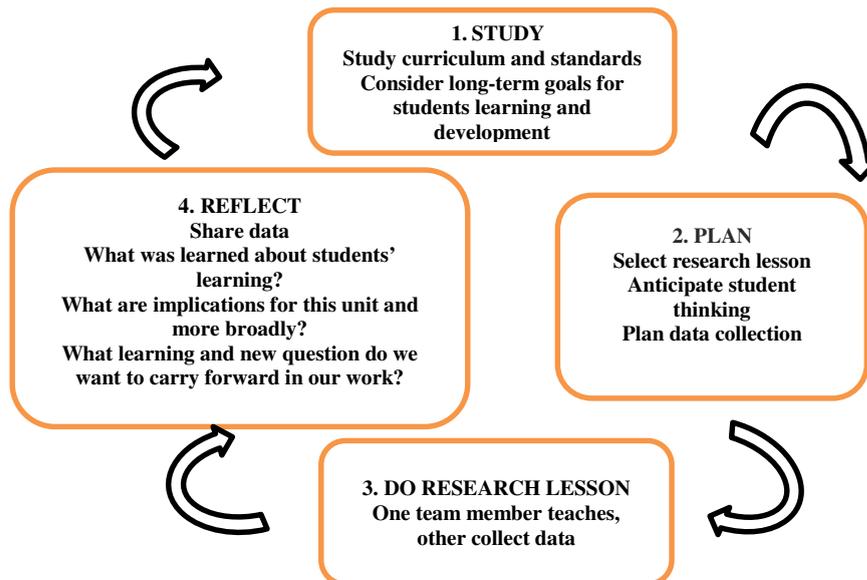


Figure 2.1: Lesson Study Cycle

3. The Benefits of Lesson Study

The next question comes up in educators mind is why should Lesson Study?, as we know there are several activities to develop teachers professionalism. According to Supriyati (2012, p. 2), there are some reasons why Lesson Study is urgently required to be implemented in institution. They are (1) the lesson study is an effective way which can improve the quality of learning that teachers and student learning activities; (2) a lesson study which is designed properly will make the teacher professional and innovative. On the other hand, Wang-Iverson and Yoshida (2005) says that the lesson study has several benefits; (1) Reducing teacher alienation (from the community). (2) Assisteacher to observe and criticize learning. (3) To deepen understanding teachers of the subject matter, scope and sequence of the curriculum materials. (4) Assist the teacherfocusing its assistance on all students' learning activities. (5) Creating theexchange of knowledge about students'

understanding of thinking and learning. (6) Increasing collaboration on a fellow teacher. In short, Lesson Study can help teachers to increase and maintain their professional teaching quality in order to achieve the better teaching learning process.

RESEARCH METHODOLOGY

In this study, the writer used descriptive qualitative method. According to Sugiyono (2012: 35), descriptive research method is a method of research conducted to determine the value or more independent variables (independent) without making comparisons between variable or merge with one another. Descriptive method can be summarized as a method that aims to describe or depict the situation in the field systematically with the facts to the proper interpretation and related data, and not just to find the absolute truth but to find out fact in the field of study. In this case, the writer will report the facts from the implementation of Lesson Study in Speaking Class.

This study was conducted approximately for 6 months (one semester), starting from February 2014 until July 2014. And the place where the study held is English Education Department, Faculty of Education and Teacher Training, in this case was be applied in Speaking 2 classes. The object of the study in this research is four lecturers of speaking subject and the instrument will be used include observation sheets, interview guidelines, and guidelines to analyze recordings of learning outcomes.

Data were taken from the recording process of learning, interviews, and evaluations. The learning process will be recorded using a video recorder and will be analyzed in a vivid way. After carrying out learning activities, researchers and faculty collaborators will conduct a multi-way discussion. The purpose of this activity is to analyze the difficulties experienced by lecturers' models and provides opportunities for faculty to reflect the model.

Interviews will also be conducted by the researchers to the faculty models and collaborators. At the time of the interview, the video recording will be replayed so that the lecturer can see the way they teach and know the shortcomings that exist in the classroom. Interviews were also directed at faculty perceptions related collaborators idea or view of directing them to implement learning as he or she has done and how to improve learning.

RESEARCH FINDINGS

A. Starting Lesson Study Activities

The researcher started the study by giving a workshop to English Education Department lecturers. There are 15 lecturers who attended the meeting. The workshop introduced Lesson Study and its impacts to teachers' professional development. Furthermore, the procedures of conducting Lesson Study were also explained by the speaker. When the workshop took place, the audiences, the lecturers of English Education

Department, looked very vivacious. They were curious how to conduct Lesson Study. Several questions which were in line with the steps of conducting Lesson Study were addressed to the speaker. However, due to the limited doer and time the research could not involve all the lectures from every subject to conduct the research. The study only focused on speaking II subject. In consequence, just four lecturers could join this study, including the writer.

B. Implementation of Lesson Study and Its Challenges

1. Plan

Plan activity, firstly, was held on March 2014. There were four lecturers who were invited to discuss teaching plan. Unfortunately, just one person came since the others had another activity. In this meeting, we collaboratively analyzed the students' needs in speaking 2 subject. Besides, some difficulties and challenges that the students have also became our concerns. It took several times to review the basic factors of students' needs in this subject, for they have already got speaking 1 subject in the previous semester. The collaborator revealed that the materials in speaking 1 were talking about introduction and describing personal identity. As we know that actually those materials are very familiar for the students because they got it already in senior or junior high school. The writer and the first collaborator considered the materials were too easy and simple for the students of university. Otherwise, the fact, the observation in speaking 1 class, revealed that some students tended to be passive and did not have sufficient confidence to speak up in front of the class. They were lack of awareness of practicing their speaking. That phenomenon becomes the main base for creating the materials, deciding the teaching technique(s), and designing lesson plan for speaking two.

Designing materials of teaching ideally should be one level higher than the knowledge that the students have. It was also being applied for creating materials in speaking two. The first collaborator and the writer determined that conversation in public places would be the focus for our materials. Role play was chosen as the appropriate technique to motivate the passive students to speak. On the other opinion, role play was also considered as a fun strategy to bring the context of speaking. Students would play someone roles in daily life; playing a role as mother, father, waiter, stewardess, cook, guess, bellboy, etc. They would play lively like they did in their childhood. Those were the result for the first meeting.

The second meeting for plan stage was attended by collaborator 2 and collaborator 3. They proposed jigsaw technique to teach "social problems" materials as one of the materials in speaking two syllabuses. Collaborators argued that we need to give challenging material to students of university which can lead them to think critically. In this case, the researcher and collaborators set some social problems which related with the updated news at that time. There were 5 topics that we used in our plan, namely: (1) The Missing MH 370; (2) Party Coalition for President Election; (3) Sexual Harassment in JIS; (4) HadiPurnomo Case in KPK (Corruption Eradication Commission); and (5) World Cup 2014 in Brazil.

Finally, the writer and collaborators set the materials of social problems as one of the materials taught in the mid-term. In this meeting, collaborators and the researcher also designed the purposes of

teaching, made lesson plans, and prepared the text for teaching material.

2. Do

Teaching learning activity for this study was held on 30 of April 2014 at 1 to 2.40 P.M., continued by reflection activity. It was implemented in speaking class. As the result of discussion in the previous step, Social Problems was the materials used which consisted of five topics. They are (1) The Missing MH 370; (2) Party Coalition for President Election; (3) Sexual Harassment in JIS; (4) HadiPurnomo Case in KPK (Corruption Eradication Commission); and (5) World Cup 2014 in Brazil.

In this occasion, the teacher's model is the writer, RoghibatulLuthfiyyah, S.Pd.,M.Pd., as the lecturer for speaking two class. There were 35 students in the class, 3 collaborators, and 1 technician.

As it was stated in Lesson Plan, social problems material would be taught by using Jigsaw techniques in which the students would learn collaboratively in small group discussion. Basically, Jigsaw techniques aimed at developing students' knowledge by sharing the information the students have to their friends. The students were divided by original group and expert group. In expert group, the students had different topics which later on they had to share the topics to their original group. It reflected that each student would have their own responsibility to understand the topic and share it to their friends. The role of teacher was as the facilitator who monitored the teaching learning activity and helped some problems faced by the students.

The first step that the teacher model did in the class was brainstorming the students' schemata about the updated news recently. Teacher (T) mentioned the topics; (1) The Missing MH 370; (2) Party Coalition for President Election; (3) Sexual Harassment in JIS; (4) HadiPurnomo Case in KPK (Corruption Eradication Commission); and (5) World Cup 2014 in Brazil, and asked the students (Ss) that they know about those topics. Many students are familiar with the first and the third topics, while the rests of the topics seemed unfamiliar for them. Then the T divided students into 5 groups where each group consisted of 6 students. We called it as original group. Students should count a number in their original group. Later, the teacher instructed the Ss to make a new group based on their numbers; we called it as expert group. In the expert group, T distributed some different texts taken from English newspaper to each group. They could use those texts as their references to build their understanding. In other word, each team had different topics to be understood.

While the Ss tried to comprehend the texts, T walked around the class, monitored the students' activity, and assisted some problems that the students have. Furthermore, the collaborator teachers focused on analyzing the teaching and learning process by observing the situation. After 20 minutes passed, T invited the students to back to their original group, then shared the information that the students got from expert group. In this situation, each Ss in original group would have different topics to be shared. T required the Ss to understand all of the topics, because T would invite one of the volunteer from each team to present in

front of their friend what they got from their discussion. In the end of this meeting, teacher closed the class by giving some correction towards some students' pronunciation and vocabulary mistakes.

3. See

The last step is reflection where the researcher and collaborators see what was done and analyze it weaknesses and strength. It started by the statements from teacher's model what she did and felt in the classroom. Then, it continued by some comments from collaborator teachers. Finally, collaborator lecturers and researcher designed new plan for the next meeting.

Some points which arose in the discussion are (1) the overall teaching learning process run smoothly and well. Teacher could implement the activity as the plan and students involved in the teaching learning process. Students tended to be more active and enjoyed the process. Though, in the beginning of their discussion there were some problems of students' understanding towards some topics due to unfamiliar topics and lack of references. But it could be solved by the learning assistance from teacher; (2) Teacher should be more active in participating in students discussion; she should not focus on some teams only. In addition, teacher should manage the time more effectively, so the class could end in the time allocated; (3) the materials or the texts should be more variegated and rich. It could really help the students to build their understanding and comprehension; (4) giving the materials which were related to the updated news is a good idea. It could motivate them to speak and lead them to think critically.

Those points became very useful inputs for teacher and collaborators to design the next plan and teaching learning process. Actually, in this study the researchers attempted to conduct the second cycle of teaching. The results from the first cycle were considered as the important base to make the teaching learning process much better than the previous one. Unfortunately, the result from the second cycle was out of prediction. It was not as good as the first cycle, even worse. There are some factors which fall under suspicion as the causes of the failure. One of them is the students' level. The second cycle was held in different class and different students. Based on the placement test score, they have average score lower than the students in the first cycle. As many experts said that teaching technique should be fit to the condition and level of the students. Otherwise, the researcher cannot convey that this is as the only cause. It needs further and deeper study to come in conclusion. The writer intends to concern on the study related to this case in the next opportunity.

DISCUSSION

The urgency of teachers' professional development should be supported by all elements of education, including institution. As Richard and Farrell (2013, p. 7) states that institution should prepare the appropriate curriculum and syllabus to achieve the learning objectives. Students' needs, society needs, and environment needs are factors have to be considered in designing appropriate curriculum and syllabus. Lesson Study as one of the activity to develop teacher professionalism provides the opportunities for teachers to learn, to analyze, and to work collaboratively about their teaching

quality. Hence, the support from institution is urgently needed to conduct true implementation of Lesson Study and consider Lesson Study as the regular habits for achieving the better quality of teaching. Lesson Study is not a product where teachers do it once, then stop. But it is kind of continuity process in which teachers conduct it regularly (Lewis and Hude).

Furthermore, True implementation of lesson study is not easy – for this process to be effective. It is essential that all the elements of teaching learning process are really committed in this activity, including the instructors feel comfortable devoting sufficient time to the process, sharing their ideas, spending class time on open student investigations, and observing and reflecting on their teaching. Based on the experience from this study, some teachers are still hesitating to spend their time in conducting this work. Teachers tend to be very busy with their schedule in or out of the classroom. Besides that, fear of being observed by others is a big common problem for teachers. They do not want to be observed, because they are afraid if other teachers know their weaknesses. Lack of awareness of being open minded, accepting critics or suggestions become the other factors of teachers' hesitation in conducting lesson study.

However, our experience indicates that Lesson Study principles can be implemented successfully in higher education, speaking class. Despite our inexperience and imperfect implementation, all involved found the application of lesson study principles to be valuable and worthwhile, an experience which has had a lasting impact on our teaching beyond the single lesson on which we collaborated.

CONCLUSION AND SUGGESTION**A. Conclusion**

Teacher requires developing their professional development in order to make better the quality of their teaching. Therefore, educators are urgently required to hold such a professional development effort, as Lesson Study. However, a true implementation of Lesson Study is not a piece of cake. There are some elements that should be involved to conduct an effective Lesson Study. Not only teachers and students, but also institution should have a high commitment to implement Lesson Study. Institution, besides teachers, has a vital role to determine the successful of Lesson Study implementation.

Although, the implementation of Lesson Study in this study is still on the surface, at least it proves that Lesson Study can be implemented in Higher Education. The procedures have been implemented; plan, do see. Though, we cannot ignore that there are several challenges faced by the researcher. Finally, something to ponder from the result is Lesson Study is not a product, but it is a process. So, we cannot implement it once, but we should implement it regularly with high commitments among the doers.

B. Suggestion

From the research result, it is obviously seen that Lesson Study has many benefits for teachers' professional development and the quality of teaching. It is suggested to all of educators, not only in secondary school, but also in higher education, that they require to conduct this activity as a part of their effort to maintain and improve their professional development. Lesson Study can trigger the educators to achieve the national education aims.

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