

Lesson Study-Based Learning of English Teachers' Pedagogic Competence

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Abstract

Pedagogic competence is one of the four competencies that needs to be developed on an ongoing basis by a teacher, especially in educational developments that demand strengthening the profile of Pancasila learners who are able to think critically and have character. To deal with this, the demands of 21st century teacher competence can be handled through Lesson Study (LS). LS is teacher development assistance which is considered quite effective as a forum for collaboration between fellow study teachers to develop learning tools with the stages of plan, do and see. The purpose of this research is to find out how Lesson Study implementation of the pedagogic competence of English teachers at SMPN 23 Makassar. This study used descriptive qualitative method. The research was carried out at UPT SPF SMPN 23 Makassar in semester I (one) of the 2022/2023 academic year. Before the research was carried out, researchers and teachers discussed in advance about the process of implementing learning with the Lesson Study platform, the timeline of activities and agreed subject matter topics. The research subject was English teachers at SMPN 23 Makassar who acted as model teacher. The research instrument used was in the form of teacher observation sheets, namely: English teacher pedagogical competency observation sheets and observation sheets for the implementation of Lesson Study. The teacher's pedagogical competence increased from good to very good criteria after going through the Lesson Study stages, especially in the aspects of mastering student characteristics, mastery of learning theories and principles, and communication/interaction in class. In order for the teacher's pedagogical competence to remain of high quality and controlled, the Lesson Study for Learning Community needs to be organized by the school leadership as a forum for continuing teacher competency development.

Keywords: *pedagogic competence, lesson study*

Introduction

Pedagogic competence is one of the four competencies that a teacher needs to develop on an ongoing basis. Pedagogic competence is the teacher's ability to manage learning and play a role in determining the decisions that will be applied in carrying out teaching assignments according to the respective teacher's field of study. This is based on the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning Standards for Educators and Education Personnel which states that pedagogic competence is the ability to manage student learning which includes understanding students, designing,

and implementing learning, evaluating learning outcomes, and developing students to actualize its various potentials.

The ability of teachers in managing learning is contained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Competency Standards and Teacher Competency which includes pedagogical competencies are (1) mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectuals, (2) master learning theory and educational learning principles, (3) develop curricula related to the subjects taught, (4) organize educational learning, (5) utilize information and communication technology for the benefit of learning, (6) facilitating the development of the potential of students to actualize their various potentials, (7) communicating effectively, empathetically and politely with students, (8) conducting assessment and evaluation of learning processes and outcomes, (9) utilizing the results of assessment and evaluation for the benefit of learning, and (10) taking reflective action to improve the quality of learning.

However, regarding the teaching and learning process in class, especially in English subjects, there are still old paradigms that are reflected in actual learning in class. In general, learning is still ongoing with the 'conventional' climate of teacher-student interaction in the form of one-way communication, the teacher lectures and students listen. The teacher thinks that his job is only to transfer the knowledge he has to students with the target of conveying all the information in the textbook and the sequence of activities contained in the lesson plans that have been prepared. Teachers do not provide opportunities for students to perform, think creatively and analytically and the activities in lesson design are still not challenging enough. Therefore, to rediscover the real teaching track, the management of learning in the classroom needs to be developed, one of which is through teacher pedagogic competence. Classroom management development can be done through Lesson Study. Lesson Study is teacher development assistance which is considered quite effective as a forum for collaboration between fellow study teachers to develop learning tools with the stages of plan, do and see.

Method

This study uses a qualitative descriptive method that focuses on product development in the form of Learning Implementation Plans (RPP).

The research was carried out at UPT SPF SMPN 23 Makassar in semester I (one) of the 2022/2023 academic year. Before the research was carried out, the researcher and the teacher discussed the Lesson Study process, the timeline of activities and the agreed subject matter topics. The research subjects were English teachers at SMPN 23 Makassar who acted as model teachers.

The research instrument used was in the form of teacher observation sheets, namely: Observation sheets for English teacher pedagogical competence in the implementation of learning.

The collection of research data is: First: Implementation of lesson study, Implementation of management of teacher learning in class is carried out by participatory observation by following the stages of lesson study namely planning (plan), implementation (do), and reflection (see). Second: teacher pedagogic competence, teacher pedagogic competence is observed through participatory observation. After the data was collected, the Pedagogic Competency data observed through observation was analyzed referring to the pedagogic competency assessment instrument Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 Teacher pedagogic competency questionnaire was analyzed using a multilevel measurement scale model in the form of a check list. Data analysis uses the percentage formula (Sugiyono, 2014),

Table 1. Descriptive Criteria for the Percentage of Lesson Study Implementation

Intervals	Activity Implementation Criteria Learning
81% - 100%	Very good
61% - 80%	Well
41% - 60%	Enough
21% - 40%	Not enough
≤ 20%	Very less

Results

The research was carried out at UPT SPF SMPN 23 Makassar in the Odd semester of 2022/2023 involving an English subject teacher, namely SY, who is an English subject teacher in class IX-1. The research was carried out using the Lesson Study (LS) platform which consisted of three stages, namely, plan (planning), do/open class (implementation), and see (reflection).

Implementation of Learning Stages through Lesson Study Session 1

The SY model teacher teaches English subject to class IX-1. The plan activity begins with examining the material presented by the SY Model Teacher. The material is congratulation Hope and Wish. Mrs. SY wrote the lesson design chart for teacher and student activities on the whiteboard. The learning objective is that students can use expressions (congratulations, hope and wish) in spoken and written form. The learning strategy that will be applied is to combine communicative approaches such as presenting conversational dialogue, directing students to dialogue and asking questions. Then, discuss the initial, core and closing activities according to the material. In the initial plan of learning activities, the model teacher conveys apperception to students in the form of presenting five different images related to the material. Then, showing a video that contains a conversation of expressions of congratulation Hope and Wish. In this activity, the model teacher plans to divide students into five groups consisting of three people. These groups will later be directed to work together to arrange random conversations, comment on each other's results of group work,

and present the results of the discussions. Furthermore, in the closing activity, the writing model teacher will invite students to conclude today's learning activities.

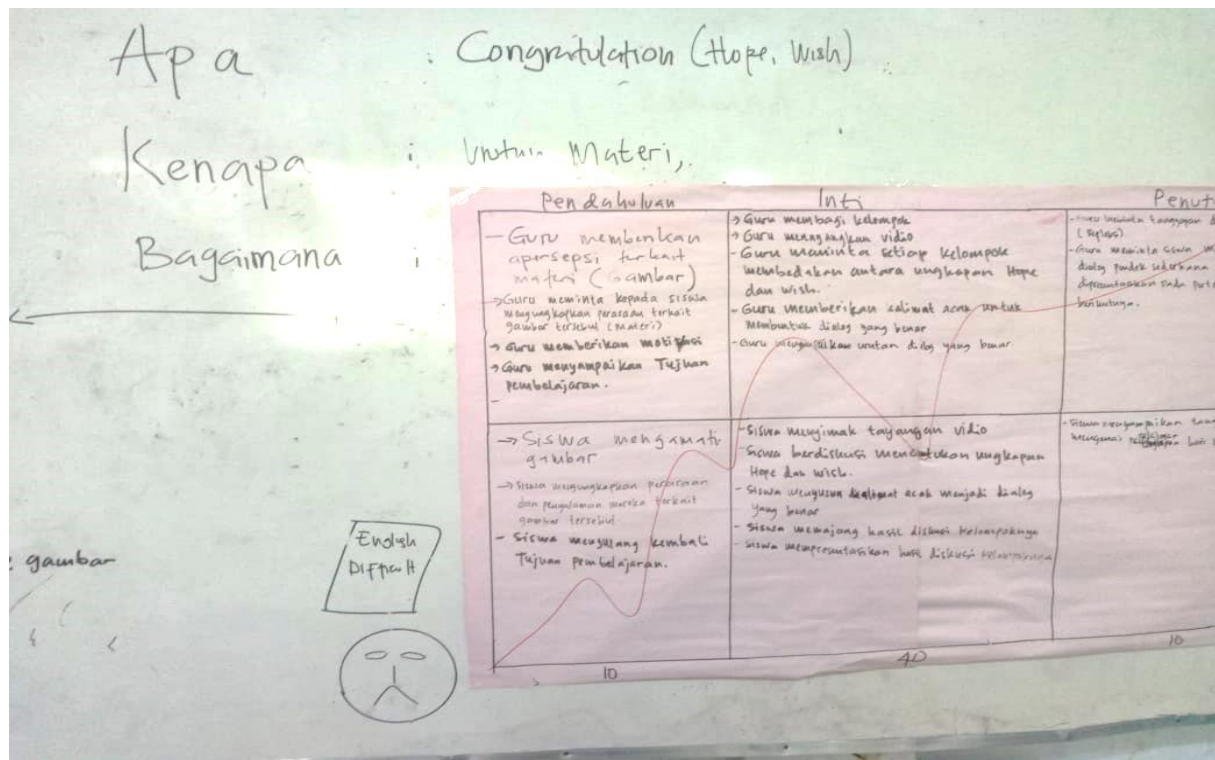


Figure 1. Lesson Material Design for Session 1

Next is the Open Class with the SY model teacher, Congratulation Hope and Wish material for class IX-1 with the following steps:

- Before the open class begins, the model teacher prepares learning tools and arranges positions that are appropriate;
- The research team distributed observation sheets to observers consisting of three students from the UMI English Education Study Program, three English subject teachers and three assessment teams;
- Open Class activities are held at 09.15 – 10.30;
- The open class implementation as a whole went well but there were some obstacles, such as some students being late for class, some going back and forth to class, and so on.
- The following is a record of observations and reflections by observers:

- | | |
|----------|---|
| SY | <ul style="list-style-type: none"> - As a model teacher, Mrs. SY felt that today's lesson was going well. However, they felt dissatisfied because at the beginning of the activity, most were not present in class; - Learning using picture and video media is sufficient to attract students' interest in participating in learning compared to previous learning models; - at the beginning it was still very difficult to direct, the students were less responsive - group work is still chaotic - students' centered hard to achieve - which worked on 23 students out of 30 students present - Some students can respond to media |
| SH | <ul style="list-style-type: none"> - Only three students were active in the initial activities, namely Fakhar Muhtaram, Dzaky Azis, Nahdia Hamzah; but in the core activity, namely practicing dialogue, some students have started to be active; - Teachers have tried to direct students to actively participate in learning; |
| HM | <ul style="list-style-type: none"> - In this lesson, there are some students who really participate in learning and there are also students who are late for learning; - Iqrama and Mario are among the students who often go in and out of class leaving learning; - The teacher has given motivation to students to take part in learning and also encourages students by giving words of encouragement to students - The valuable lesson in this lesson is that the teacher is an encouragement and a driving force for learning and requires a lot of patience |
| MR | <ul style="list-style-type: none"> - Muhammad Kadir was late in the learning process so he didn't understand the material; - The teacher's effort in encouraging active students is to motivate students to remain enthusiastic about participating in the learning process; and understand the state of students related to the learning process - Teachers find it difficult to control student activities in groups; - Students are less active in talking about learning; - Teachers find it difficult to know what students want in learning |
| HOSPITAL | <ul style="list-style-type: none"> - In the early learning sessions, only a few students were actively involved: Nahdia Hamza, Fakhar, Dzakiy, Anasyah, Assyfa, Faakhirah, Priya - Students have difficulty working in groups; - The teacher has tried to encourage students to be active by asking questions, rewarding them with applause |

Implementation of Learning Stages through Lesson Study Session 2

In session 2 with the SY model teacher the Lesson Study stage activities were carried out with a plan, do, and see. The steps of teaching and learning activities are as follows:

Introduction	Core activities	Closing
• The teacher opens by greeting and greeting, then prays to start learning • The teacher checks the attendance of students • The teacher gives apperception related to the material. • The teacher conveys the learning objectives	• The teacher divides students into groups of 6 people. • The teacher presents learning material • With the teacher's guidance, students analyze information related to the label given to each group regarding the name of the product, content/amount, description, ingredients, direction to use, direction to store, expiration date, nutrition facts on the label. • The teacher gives time to each group to write and post the results of the group's work • The teacher asks each group to make a working visit on the results of other groups. • The teacher asks each group to present the results of visiting the work of other groups and the group intended to provide feedback.	• Teacher and students conclude the material just learned • The teacher asks students to submit their responses regarding today's activities. • The teacher gives the assignment to each student to find examples of different labels and bring them to the next meeting.
• Students answer the teacher's greetings and greetings, then one of them leads the prayer together • Students respond to checking attendance	• Students join the group • Students listen carefully to the teacher's explanation. • Students write information from labels into tables • Students carry out work visits in predetermined groups. • Each group presented the results of the visit to other groups and the group gave their responses.	• Students convey the conclusions of the material just learned • Students convey their responses about today's learning activities. • Students will bring examples of labels at the next meeting • One of the students led the prayer

Table 2. Model SY Teacher Pedagogical Competence through Lesson Study Sessions 1 and 2 stages

No	Observed Indicators/Aspects	Mark Session Average 1	Mark Session Average 5
1	Mastering the characteristics of students	88.88	92.88
2	Planning educational lessons	80.22	85.55
3	Develop curriculum according to subjects	80.55	88.88
4	Mastering learning theory and educational learning principles	79.36	87.30
5	Develop the potential of students	73.01	76.19
6	Communicate effectively, politely, and empathetically with students	81.48	92.59
7	Carry out assessment and evaluation of learning processes and outcomes	75.55	89.77
8	Utilizing information and communication technology for the benefit of learning	80	77.77
9	Reflective take action to improve the quality of learning	88.88	93.33
Total		721.93	784.26
Indicator total/total value		80.21	87.14
Competency value		4	5
Teacher pedagogical competence		Well	Very good

From table 2 it is obtained that the SY model teacher's pedagogic competence increased from the good category (80.21) to very good (87.14). Most of the indicators of pedagogical competence have increased.

Table 3. Percentage of Teacher Lesson Study Implementation Model SY Sessions 1 and 2

No	Observed Indicators/Aspects	Mark Session Average 1	Mark Session Average 5
1	Form Lesson Study groups	5	5
2	Focusing Lesson Study	4.6	4.6
3	Planning Research Lessons	5	5
4	Study and observe Research Lesson	5	5
5	Discuss and analyze Research Lesson	5	5
6	Reflecting on Lesson Study	5	5
Total value		29.6	29.6
Indicator total/total value		4.9	4.9
Criteria		Very good	Very good

For the implementation of the Lesson Study stages for SY model teachers in sessions 1 and 2 it was carried out very well and fulfilled almost all the sub-indicators for the Lesson Study stages.

Discussion

Teacher pedagogical competence is one of the competencies needed to support the teaching and learning process in accordance with the learning objectives and interactions in class run well. In this study, the SY teacher acted as a model teacher in sessions 1 and 2 by following the Lesson Study stages together with the research team, three other English subject teachers and three students from UMI's English education study program. Most of the indicators/aspects of Lesson Study implementation were carried out with very good criteria. However, the aspect of implementing Lesson Study did not reach the maximum criteria (5) because in indicator 2, namely focusing on Lesson Study with sub-indicators determining the research theme and sub-research has not been carried out because the purpose of this research has not yet reached the joint research stage.

Descriptively, the SY model teacher's pedagogic competence showed an increase from good to very good criteria in the implementation of learning through the Lesson Study stages from session 1 to session 2. This shows that through the Lesson Study stages, teachers were able to improve their pedagogical competence, especially on indicators of mastery of the participants' character students, lesson planning, mastery of learning theory and principles, and communicate/interact effectively with students. This is in line with the results of research from Rozak, A., & Fauziah, E (2013), Setyaningsih, L (2018), Elke, M & Fetri, Y. (2019), Junaid, R & Baharuddin, MR (2020), Amin, T (2021). Through the plan, do and see process several micro things were obtained such as session 1 of the SY Model Teacher, at the plan and open class stages, the teacher uses photo and video but some students are still not actively involved and engaged in the learning process. This becomes a lesson learned for teachers for the next session meeting to use other media, namely authentic media in the form of packaged snack products to present label material. In addition, the lesson learned from session 1 is that students lack discipline during the learning process, so that in the next session, the model teacher reformulates the rules and reads them clearly at the beginning of the first meeting of session 2.

Conclusion

The teacher's pedagogical competence increased from good to very good after going through the Lesson Study stages, especially in the aspects of mastering student characteristics, mastery of learning theories and principles, and communication/interaction in class. In order for the teacher's pedagogical competence to remain of high quality and controlled, the Lesson Study for Learning Community needs to be organized by the school leadership as a forum for continuing teacher competency development.

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