

Improving Spirit Of Learning Through Lesson Study

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ABSTRACT

The spirit of learning plays an important role in the success of learning. For educators, Spirit of Learning means developing courage and character to educate with innovation, inspiration and integrity and involves a facilitating or guiding approach rather than the teacher as expert. For students and other members of the community, it means breaking through limiting beliefs and attitudes around our own potential and developing motivation, creativity and enthusiasm for learning in general. This paper discusses the process of improving spirit of learning through lesson study.

Keywords: *Improving, Spirit of Learning, Lesson Study*

1 INTRODUCTION

Learning is a process of education, where the success or failure of education goals depends on how the taxonomy of educational attainment experienced by students which includes aspects cognitive, affective and psychomotor. Learning is a mental activity that takes place in an active interaction with the environment, which resulted in changes, knowledge, understanding, skills and value attitudes, as well as the change is relatively constant and fixed (Winkle, 1996). A person who is aware of his potential sector, he will constantly strive to develop it into a major capability. The student achievement is the result of efforts to develop their talent continuously (Dahlan, 2008). Successful learning in school will be realized from the success of student learning. Student success in learning can be affected by factors of the individual as well as from outside the individual. Learning achievement is the result of various interaction factors that influence both within internal factors and external factors. One example of an internal factor is the spirit of student learning.

The Spirit of Learning provides a solid foundation in the core competencies required for effective learning, while exploring the dynamic relationship among student in an embodied learning environment. The spirit of learning embraces and integrates the cognitive, emotional, physical aspects of the educational process. Someone who is passionate about certain activities tend to

pay greater attention. For teachers, spirit of learning means developing courage and character to educate with innovation, inspiration and integrity and involves a facilitating or guiding approach rather than the teacher as expert. For students and other members of the community, it means breaking through limiting beliefs and attitudes around our own potential and developing motivation, creativity and enthusiasm for learning in general. The role of the teacher as an artist who facilitates the development of the child as artist (Dewey, 1938). According (Dimiyati & Mudjiono, 2006), the elements that affect the spirit of learning are: ideals or aspirations of the student, the student's ability, the condition of students, students of environmental conditions, dynamic elements in learning and learners, and the efforts of teachers in teaching students. A teacher as facilitator should be able to excite student learning. Establish an atmosphere of fun and interactive learning is way to excite student learning by teachers is through the lesson study.

Lesson Study is one of professional guidance pattern for educators through collaborative learning based on the principle of collegiality, mutual learning and learning community. Ngang & Sam (2015) states that lesson study is a professional development process that Japanese teachers engage in to scientifically inspect their practice, with the objective of becoming more effective. The main principle of Lesson study is in every learning process; teachers and students are always working and learning together (Baba, 2007). Lesson study provides an opportunity for students to engage directly through collaborative learning among student.

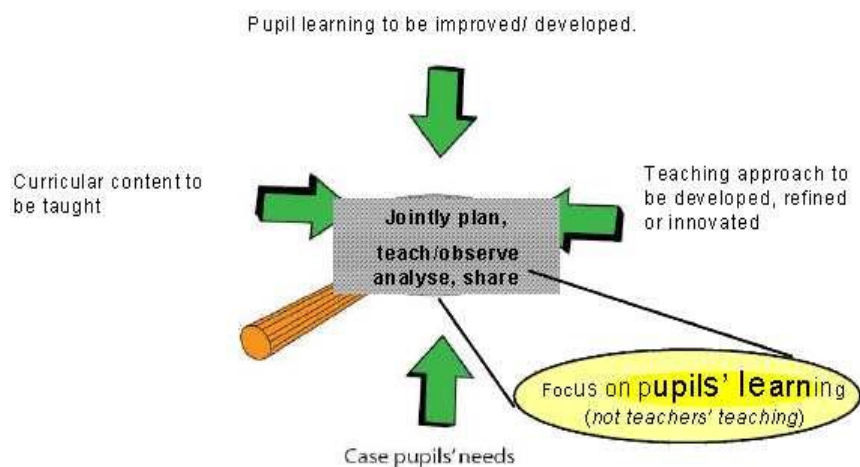


Figure 1. Lesson study Focus on student learning (Dudley, 2011) Implementation of lesson study includes several steps. According to some experts;

Lewis et al (2006) suggests that there are four steps; Dudley (2013) suggest four step of lesson study consists of a cycle of at least three 'research lessons' that are jointly planned, taught/observed and analysed by a Lesson Study group; Fernandez & Yoshida (2012) specifically states six steps, while Stigler & Hiebert (1999) suggests eight steps. The number of phases or stages of lesson study is different but have the same goal of working together (Kanauan & Inprasitha,

2014). It can be said that teachers in Japan do the simple steps include collaboration in planning the management of learning, collaborative use of the results of the planning for learning in the classroom and making observations together, and collaboration in reflection together after observation in the classroom (Isoda, 2010).

Basically lesson study has been widely used by teachers. Lesson Study helps experienced as well as inexperienced teachers to learn. Because, through the processes of joint planning, joint observation, joint analysis teacher have to imagine learning together, to see aspects of pupil learning through the eyes of others as well as their own and compare actual learning observed in the research lesson. Lesson study also can promote student participation in classroom learning by emphasizing the principle that all of students are entitled to learn. But rarely examine the students' spirit for learning through lesson study. Though the learning spirit of students holding very important role in the success of learning. McCombs & Reynolds (2002) believed that: "Another key to make student more spirit to learn is helping students see ways they can change negative thinking and make learning fun by relation to the personal interest, working with other in meeting learning goals and being able to make choices—have a voice—in their own learning process". This paper will discussed the teacher and student learning spirit through lesson study in the learning classroom.

2 METHODS

This research is a qualitative study which aimed to assess the teacher and students' spirit learning through lesson study. The subjects of this research are civic education teacher community (MGMP) and eight grade students at one of junior high school in Surakarta. The step of the implementation of lesson study refers to research results Kanauan.

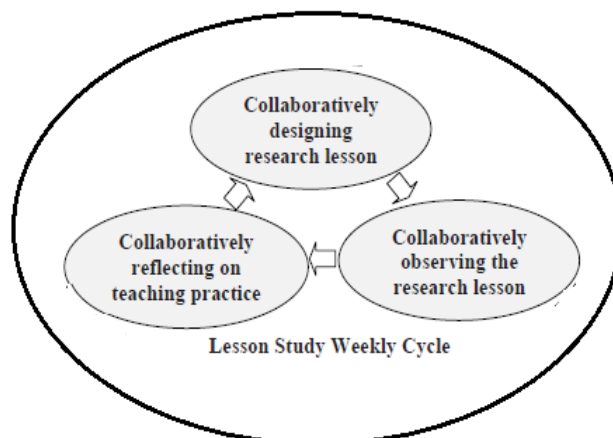


Figure 2. The Lesson Study process (Kanauan & Inprasitha, 2014)

Indicators spirit of learning of students include: seriousness of students in

participating subjects, willingness students provide learning resources are needed, involvement of students in group discussions, active participation by students in the task of individuals and groups, discipline of students in participating lesson. Meanwhile spirit of learning of teacher indicator is implementing of lesson study stages according the lesson study process cycles.

There were two instruments used in this study, checklist/ observation note, and interview. Checklist was used to examine whether the learning activities were relevant with the learning indicators or not. In addition, semi-structured interview was used to ensure the validity of the data and to reach the research purpose. The data collected was analyzed as follows: the first stage were managing and organizing the data. Next, the data classified into more specific one. Finally, the data presented by describing and providing examples to support them.

3 DISCUSSION

Lesson study is not only to give the rights of students in learning, but also the rights of teachers to continue learning how to make students learn and learn from the students. The spirit possessed by teachers and students to continue to learn and develop their potential is very important in the learning process.

Lesson study facilitate and encourage teachers continue to develop their potential. In the planning and designing stages in lesson study, teachers must make lesson plan by identifying the implementation and problems in the classroom together with colleagues. In the planning stage of teachers consider: objectives for student learning, teaching and learning activities, strategies to check student understanding. Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished. . It shows that teachers passionate and caring to make improvements and increase the quality of learning.

The second stage of lesson is collaboratively observing the research lesson. Based on the results of the planning, then there will be teacher model who will implement lesson plan in the classroom. Another teacher will observe the students' learning. At this stage teachers will learn about student learning and extract meaning about what is good and what needs to be emphasized by observing. In the observation process, the observing teacher did not observe teacher model but focus on the students learning process. Through collaborative observation then that happen during the learning process is not observed by the teacher models will be visible. The observing teachers observe all student activities very carefully through the recording and observation sheet. This suggests that teachers are very eager to learn and improve learning. Research from Retelsdorf et al (2010) showed a good relationship between the objectives and spirit of the teacher with the performance of teachers in the teaching and learning process in the classroom.

After implementing the collaborative lesson plan, the teacher will do the collaborative reflection to discuss what has been achieved during the process of

observation. Learn from what is already a teacher get when observing in the classroom as long as student learning. Teacher observation results will then be used as the basic for teachers to carry out repairs and improvements the future learning. The spirit of the teacher to keep an eye on the progress and improvement of learning that is able to make teachers reflect the student will continue learned about and competence in learning can be achieved. Teachers will continue to make improvements to always give the rights of students in learning.

The implementation of lesson study also had an impact on students. Students through lesson study, student is earnest to achieve the learning objectives that have been determined. Based on the observation, it appears that students eager to learn, except the readiness of the students in the learning resources. In this indicator student spirit are still low. Student still depends on the teacher note or teacher worksheet. Limitations of books the library has also become one of the low enthusiasm the students. Another reason is take the book is troublesome and heavy. For the other indicators that best describes the spirit of student learning is good. Participation of students' learning during the learning process through discussion or implement the task independently groups is good. It could be caused by a number of observers who are in the classroom, so that students feel compelled to provide the best in learning. it is also because students see teachers who are excited that the students become excited and motivated in participating in classroom. The interesting thing about the spirit of student learning is the student's attitude during the learning process. Students become more active in asking with friends in one group. Question language used by student is more positive by using low intonation and a good tone.

4 CONCLUSION

The implementation of lesson study in the learning process greatly helps enhancing the students to learn. Teachers become more vibrant and spirit in conducting remedial efforts to make students learn. The same thing happens to the students, by seeing the spirit of learning of teacher give positive impact, where students more active in the classroom and behaved better attitude in learning process.

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