

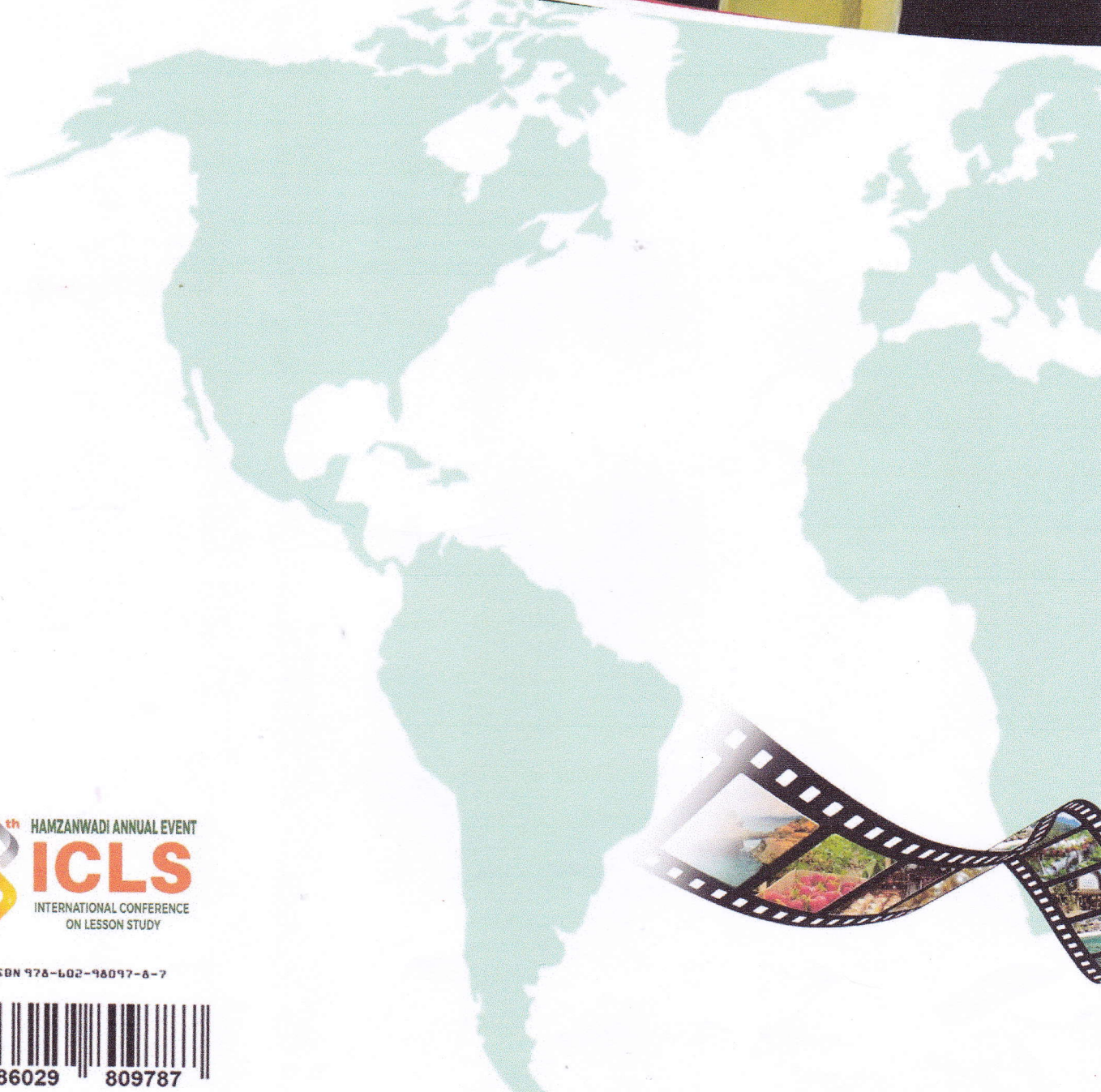


Proceeding International Conference on Lesson Study

5th ICLS
HAMZANWADI ANNUAL EVENT
INTERNATIONAL CONFERENCE
ON LESSON STUDY



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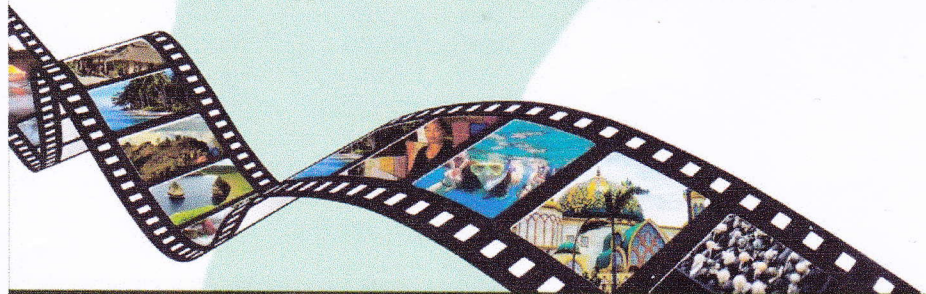
INTERNATIONAL CONFERENCE
ON LESSON STUDY

Proceeding

International Conference on Lesson Study

“Professional Learning Community through
Lesson Study for Promoting Student Learning”

14th. 16th September 2017
Lombok, West Nusa Tenggara, Indonesia



PROCEEDING

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“Professional Learning Community Trough Lesson Study for Promoting Student Learning”

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PROCEEDING 8th ICLS

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“Professional Learning Community Trough Lesson Study for Promoting Student Learning”

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INTRODUCTION

September 11, 2017

The theme of the 8th ICLS is “Professional Learning Community through Lesson Study for promoting student learning” is appropriate to respond the current issues in education, especially the issue related to the quality improvement through teaching and learning process.

This theme is expected to assist/contribute towards the quality improvement through the inclusivity of teaching and learning process that can be gained from many studies of researchers, practioners, workers in education professional learning, school improvement, curriiculum development and other fields that can help to promote its goals.

The ICLS is the annual meeting at Hamzanwadi University in East Lombok West Nusa Tenggara from september 13-16, 2017. This conference is organised by Hamzanwadi University in cooperation with Indonesian Association of Lesson Study (ICLS) and the Ministry of Research, Technology and Higher Education.

We proudly announce that we have invited some experts: Prof. Manabu Sato, Gakushuin Uni, Japa, prof. Petter Duddly (President of WALISUK), Prof. Cristin Lee (NU), Prof. Siriripaane Swanmonka - Chulalongkorn University Thailand., Carly Klein, Windesheim University of Nedherland and Prof. Sumar Hendayana, Ph.D (President of ICLS Indonesia).

We would like to say thank you to all invited speakers and participants who share their ideas to complete the agendas in this conderence, we also provide you to visit some schools as our partners in this Lesson Study.

It is a great honor for us and all commitee to be the host at the 8th ICLS 2017. Welcome to Lombok, have a nice conference and get ready to be inspired and challenged. Thank you.

Khirjan Nahdi

The vice Rector of Academic Division
Hamzanwady University

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**Cooperative Learning Based on Ethnic Collaboration
on General Biology, Subject Cellonfor the First Semester of
FKIP UNIPA Manokwari**

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Abstract

Papua Island has 235 ethnic groups or 42.7% of the total ethnic groups documented in Indonesia. In addition, Papua has 240 languages spoken all over the Island. In UNIPA, the ratio between Papuan students and non-Papuan students is 40% and 60%. The diversity in ethnicity and language in Papua is a treasure that need to be taken care well, especially the local wisdoms that can be adopted to improve the quality of teaching. During the regular class, it could be seen that the Papuan students seemed to group themselves apart from the non-Papuan students. This made the class see appeared to be uncomtable as the Papuan students tended to be less motivated. Therefore, the Lesson Study was designed to impove the learning quality especially for those Papuan students in General Biology course. Learning activities are designed and implemented using a cooperative model. The students were blended in groups; every group had Papuan and non-Papuan students members. The teacher taught the history of cell invention and types of cells. Pictures were included in the class to help the students visualized the material being taught. Student activity in learning is known by counting the number of students from Papua who do the activity of asking and answering questions. Results of data analysis showed that there are improvement in Papuan students' activeness; some of them can actively asked question and helped explaining the subjects to their classmates.

Key words: *Papuan, Cooperative, Lesson study*

A. Introduction

Education is a process of changing the behavior of learners into adult human beings who are able to live independently and as members of society in the social environment. Through education the learners can develop capabilities optimally and can be realized function itself in accordance with personal needs and society. For that, the most efficient step in improving the nature and morality of a learner is through improving education.

Learning is a interaction process of learners with lecturers and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed and supervised to be implemented effectively and efficiently (Rusman, 2014: 3). In the learning process at college must be interactive, inspirational, fun, challenging and motivate learners to participate actively, and provide enough space for initiative, creativity and independence according to talent, interest and physical development and psychological learners.

The geographical condition of Papua is very influential to the character of the people of Papua, where the customary territory of Papua is divided into 7 custom areas: Mamta, saireri, Doberai, Bomberai, Ah-anim, Me-pago and La-pago, where the ethnic 235 or 42.7 % of the total ethnicity in Indonesia and has a language of 240 languages (Ap and Prioyulianto, 1995).

Since the University of Papua was established on 2 November 2000 as the 2nd State University in Papua land with the purpose of the existence of this campus is to educate the life of the nation, especially the field of education prioritized to the original Papua, so in the percentage of student acceptance quota is based on percentage for people Papua 60% and non Papua 40%. This policy until now is still enacted to provide greater opportunities for people of Papua to study in college. However, in reality the level of drop out of each evaluation of student success percentage of the most failure is the people of Papua.

Failure to succeed in lectures due to cultural factors and education systems that occur in Papua today. According to Mentansan (2014) this failure is caused by the cultural values of people of Papua who are oriented to the future with impetuous and impetuous future impetus and planning. Instead there is a culture oriented that rely on others is not a good thing. The failure of the education system that occurred in Papua by building a poor foundation of basic and secondary education where the research results of UNICEF in 2015 showed that teachers absent or teachers who did not attend school at school hours amounted to 37.1%.

Cooperative learning model is a model of learning that can be used in Papua. This is because Papuan students will feel greatly appreciated when given the opportunity to express their opinions on what is known according to the question. This learning can grow the self-confidence of every person Papua. With this learning system, Papua people who cannot talk the concept alone, must be supported by the pictures of the material taught as a supporting medium because Papua students cannot think that the abstract must be concrete.

The purpose of this learning is the collaborative learning of ethnic Papua which is divided into groups with non-Papua students so that heterogeneous ethnic. This is because the student community of Papua always make its own groups and do not like to adapt to other ethnic in academic activity and social campus. Only a few people who have socialized with other non-Papua students. Thus this learning tends to shift from individual and competitive to collaborative learning.

B. Method

The lesson study activity in the open class was held on August 28, 2017 in the Hall of FMIPA University of Papua in General Biology subject of cell material (History of cell and cell type). Participants of the lecture are students of Mathematics Education and Physics Education Department with 78 students. While the number of observer 10 people and 1 resource person.

Learning method used in this learning is collaborative learning, where there are 7 students from high school outside of Papua serve as group center and

heterogeneous student of Papua and Non Papua are distributed to the group. With cooperative learning model.

Indicator of success of collaborative learning is the level of activity by students in Papua in asking and answering questions discussed using the snow ball model.

C. Findings and Discussion

Learning activities undertaken in the majors of mathematics education and physics education. Lesson learning is the first lecture for new students because it is the beginning of the 2017/2018 academic year semester. The condition of the new students to adapt the learning system in the college is very influential to the model lecturer in applying the knowledge. For that model lecturers do some pattern approach so that the learning process can be successful.

Students

In accordance with the objectives of this study, the results of lesson study in the open class showed that student of Papua have been distributed in seven (7) groups. The number of this group with regard to the origin majors of students, majoring in mathematics education and physics education, also based on the tribe of students, students of Papua and Non Papua. The process of group division takes a lot of time \pm 15 minutes. This is because changing the group of togetherness that is outside the room and the nature of the tribe is something difficult, because this is a process of adaptation that will be done impromptu in the classroom and will affect the results of group work is not the maximum that will dominate the idea of individuals.

The result of cooperative learning based on ethnic collaboration appears in the increasing quality of learning, especially for students with indicators who ask by answering. During the learning process there are questions that come from model lecturers and from the students themselves who are returned to the group discussed and answered. There are 8 questions discussed and 13 answers that learners. From the results of questions and answers it can be seen that the number of Papua students who make questions by 37.5% and who answered the question of 38.5%. The quality of questions and answers is not the measure used to accommodate the number of questions and answers, but the size is the activity of giving questions and answers.

Model Lecturer

Model lecturers are facilitators and provocateurs in managing the learning process. For an active learning process should look at the social, cultural and personality background of the student. Especially for the learning done in the land of Papua pattern of regional and humorous approach must be done by an educator then there will be progress of success.

Open class results show that many opportunities are given by lecturer's model to learners but not used well to respond to these opportunities. This is because learners are not familiar with the cooperative pattern that is done even though the material that has been provided with the support of the drawings. Model lecturers recognize that the background of Papua's special learners from a variety of lowland to highlands, from mountains to valleys, from islands to coastal areas with high absenteeism (teacher

absenteeism) is 37.1% research UNICEF 2015 then that raw material Papua that must be accepted.

As a college educator, model lecturers must be ready to accept prospective students with poor quality, because the task of educators is to make who cannot be able, from who do not know to be tau. For that end any lecture activities should always give preliminary tasks and material information to be taught at the next meeting.

Reflection

After the open class activities done reflection as part of the evaluation of learning activities that have been done both to students and lecturers model to improve the following learning process:

- The division of the group still does not function effectively better peer teaching.
- Students do not seem to focus on following lectures.
- Heterogeneous group division is quite effective.
- Questions like what I am with you like animals can evoke their motivations in answering.
- Lecturers appreciate students' opinions.
- The model lecturer appoints abruptly to the student to answer the question so that the sleepy student can focus.
- Chapter design and plan design should be prepared by lecturer model before teaching.

D. Conclusions and Suggestions

Based on lesson study activities for open class there are some things that can be concluded:

- Open class activities should be prepared completeness starting from the number of participants, Chapter design and plan design and the student plan so efficient time in learning.
- Group sharing should be peer teaching.
- The teaching process should be interspersed with humor.
- Many model lecturers provide opportunities for learners to ask questions and answer especially the children of Papua.

There are several suggestions from this learning activity:

- Lesson study activities should be tailored to academic activities at each university.
- There should be an assessment sheet of the learner against the model lecturer.

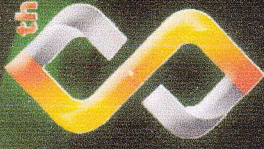
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“Professional Learning Community through Lesson Study
for Promoting Student Learning”

held at Hamzanwadi University - Indonesia, from 14 - 16 September 2017



Sumar Hendayana, Ph.D



Dr. Jr. Hj. Sitti Rohmi Djalilah, M.Pd

