



**Proceeding International Conference on Lesson Study**



**8<sup>th</sup> HAMZANWADI ANNUAL EVENT**  
**ICLS**  
INTERNATIONAL CONFERENCE  
ON LESSON STUDY

ISBN 978-602-98097-8-7



9 786029 809787

**Publiser: stkiphamzanwadi.press**

**<http://icls8.hamzanwadi.ac.id>**



ISBN 978-602-98097-8-7



ISBN:  
978-602-98097-8-7



14<sup>th</sup> HAMZANWADI ANNUAL EVENT

**ICLS**

INTERNATIONAL CONFERENCE  
ON LESSON STUDY

# Proceeding

## International Conference on Lesson Study

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

**14<sup>th</sup> - 16<sup>th</sup> September 2017**  
**Lombok, West Nusa Tenggara, Indonesia**



Supported by



## PROCEEDING

# INTERNATIONAL CONFERENCE ON LESSON STUDY

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

---

Hak Cipta: Tim ICLS Universitas Hamzanwadi  
Hak Terbit: STKIP Hamzanwadi Press

---

Penerbit: Universitas Hamzanwadi  
Jalan TGKH. M. Zainuddin Abdul Majid No.132 Pancor-Selong  
Lombok Timur  
Telepon: (0376) 21394, 22359  
Fax: (0376) 22954  
Email: universitas@hamzanwadi.ac.id

---

Cetakan Pertama, September 2017

---

**ISBN: 978-602-98097-8-7**

---

Editor: Junaidi Marzuki, M.Ed.  
Desain Cover & Lay Out: M. Marzuki, M.Pd.

---

Hak cipta dilindungi undang-undang.  
Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara  
apapun tanpa izin tertulis dari penerbit

**PROCEEDING 8<sup>th</sup> ICLS**  
**INTERNATIONAL CONFERENCE ON LESSON STUDY**

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

**Directors:**

Sumar Hendayana, Ph.D.

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

**Reviewers:**

Prof. Dra. Herawati Susilo, M.Sc., Ph.D.

Dr. Ibrahim, M.Si.

Dr. Asep Supriatna

Dr. Iwa Kuntadi, M.Pd.

Moedjito, Ph.D.

Dr. Sri Wahyuni, M.Pd.

**Editors:**

Junaidi Marzuki, M.Ed.

Laelawati, M.Pd.

Hamzani Wathoni, M.Ed.

Maman Asrobi, M.Pd.

Baiq Shofa Ilhami, M.A.

**Lay Out:**

M. Marzuki, M.Pd.

Pahrudin, M.Pd.

**Published By:**



Universitas Hamzanwadi

Jln. TGKH M.Zainuddin Abdul Madjid No.132 Pancor-Selong, East Lombok, West NusaTenggara

E-mail: [icls8@hamzanwadi.ac.id](mailto:icls8@hamzanwadi.ac.id), website: <http://icls8.hamzanwadi.ac.id>

## 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, curriculum 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 WALISDI UK), 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

## TABLE OF CONTENT

COVER .....	i
INTRODUCTION .....	v

## TABLE OF CONTENTS

No	Name	Title	Page
1	<b>Sitti Rohmi Djalilah</b>	The Implementation of Lesson Study at Hamzanwadi University	1
2	<b>Agung Pramujiono<sup>1</sup>, Tri Indrayanti<sup>2</sup></b>	The Implementation of Discovery Learning Model for Word Formation in Morphology Subject of Morphophonemics Material Throughopen Lesson	12
3	<b>DanangPrastyo<sup>1</sup>, Wahyu Susiloningsih<sup>2</sup>, &amp; ArifMahya Fanny<sup>3</sup></b>	Cooperative Learning of Stad Type in Basic Socialsciences Course as an Effort to Improve Student Learning Activities in LSLC Program	19
4	<b>Farida Nur Kumala<sup>1</sup>, Nury Yuniasih<sup>2</sup>, Muhammad Nur Hudha<sup>3</sup></b>	Is Difficult to Apply PBL Based on Lesson Study?	27
5	<b>Erwina Oktaviany</b>	Improving Quality of Earth and Space Science Lecturer Through Lesson Study	33
6	<b>Muhfahroyin<sup>1</sup>, Anak Agung Oka<sup>2</sup></b>	Profiles of Contextual Teaching Material for Forest Prototype-BasedCollaborative Learning	40
7	<b>I Made Citra Wibawa<sup>1</sup>, I Komang Sujendra Diputra<sup>2</sup>, I Nyoman Laba Jayanta<sup>3</sup></b>	Improving Teacher's Professionalism Through School-Based Lesson Study at SD Laboratorium Undiksha Singaraja	46
8	<b>Juliasih<sup>1</sup>, Wullan Novianasari<sup>2</sup>, Fransiska Dwi Setiyahandayani<sup>3</sup></b>	Developing quality of learning and teaching English as a Foreign Language Through Lesson Study at Gagas Ceria Primary School, Bandung Indonesia	51

No	Name	Title	Page
9	<b>Suwito</b>	Developing Students Learning Attributes through Collaborative Learning Based on Flipped Classroom	60
10	<b>Intan Indiati<sup>1</sup>, Eko Retno Mulyaningrum<sup>2</sup>, Ernawati Saptaningrum<sup>3</sup>, and Azizul Ghofar Candra Wicaksono<sup>4</sup></b>	The Development of Lesson Study trough Learning Community in Mathematics, Science and Information Technology Education Faculty of Universitas PGRI Semarang	70
11	<b>Hafsah, H M. Yunan<sup>1</sup>, Zedi Mttaqin<sup>2</sup>, Sawaluddin<sup>3</sup>, Devi Mayasari<sup>4</sup>, Rima Rahmania<sup>5</sup></b>	Increasing Students Ability in Analysis Learning Curriculum 2013 Through Sustainable Discussion Methode	85
12	<b>Dedy Juliandri Panjaitan</b>	Domino Games To Improve Learning Outcomes	94
13	<b>Agus Salim<sup>1</sup>, Sudirman<sup>2</sup></b>	Developing Interview and Joke Learning Model in Speaking Class at IKIP Mataram	104
14	<b>Fathurrahman Imran<sup>1</sup>, Heri Hidayatullah<sup>2</sup>, Edi Firman<sup>3</sup></b>	Developing EFL Critical Reading Syllabus and Materials for Student of the English Department – IKIP Mataram	116
15	<b>Habiburrahman<sup>1</sup>, Rahmat Sulah Hardi<sup>2</sup>, Baiq Desi Milandari<sup>3</sup>, Sri Maryani<sup>4</sup></b>	Implementing Collaborative Learning Strategy By Using Mind Mapping To Increase Student'S Activeness And Understanding In Syntax	128
16	<b>Fatimatul Khikmiyah</b>	Teaching Perspective of Pre-Service Mathematics Teachers	138
17	<b>Eko Andy Purnomo<sup>1</sup>, Hascaryo Pramudibyanto<sup>2</sup>, Enny Dwi Lestariningsih<sup>3</sup></b>	The Implementation of Lesson Study Towards Students' Spatial Thinking Ability on Multivariable Calculus Subjects	147
18	<b>Nanang Rahman, Nurmiwati, Hidayati</b>	The Effectiveness of Lesson Study on The Improvement Of Learning Quality	155

No	Name	Title	Page
19	<b>Rahmawati Upa'</b>	Formative Assessment Used By Pre-Service Teachers in Classroom Teaching Practice Through Lesson Study	163
20	<b>Abdul Karim<sup>1</sup></b>	Implementation of Leasson Study in Spatial Analysis Course	172
21	<b>(<sup>1</sup>)Abdul Sakban, (<sup>2</sup>)Maemunah, (<sup>3</sup>)WayanResmini, (<sup>4</sup>)ZainiBidaya &amp; (<sup>5</sup>)AchmadDjunaidi</b>	Improving Multicultural Learning Through Brainstorming Method by Students Group Discussions in Civic Education and Pancasila Program	178
22	<b>Aprianoto and M. Asrul Hasby</b>	Developing A Model of Intercultural-Based Language Learning for Teaching English Speaking Skill	189
23	<b>Ika Oktavianti, Yuni Ratnasari</b>	Implementation of Lesson Study on Tematics Learning Based Local Wisdom of Paticulture	197
24	<b>Nur Fauziyah</b>	Reconstruction of Mathematical Concept through Guided Discovery Learning	205
25	<b>Fhela Vhantoria Ningrum</b>	Improving Lecturer's Professionalism Using Lesson Study Based on Computer-Supported Collaborative Learning With Moddle	215
26	<b>BenidiktusTanujaya, Jeinne Mumu, Purwati, and Freddy N. Lohi</b>	Development Instruction Quality of Statistics with Think Pair Share through Lesson Study for Learning Community on FKIP UNIP	229
27	<b>Iwan, Jan H. Nunaki, and Aksamina M. Yohanita</b>	Learning Quality Development of Microbiology with Cooperative Model of TSTS	236



No	Name	Title	Page
		through Lesson Study Activity in Biology Education Study Program of University of Papua	
28	<b>Jan H.Nunaki, Aksamina M. Yohanita, and Silvia H. K. Sirait</b>	Cooperative Learning Based on Ethnic Collaboration on General Biology, Subject Cellonfor the First Semester of FKIP UNIPA Manokwari	243
29	<b>Jeinne Mumu, Purwati, Nurhasanah, andBenidiktus Tanujaya</b>	Developing Vector Space Construction Capability through Analogical, Abstraction and Generalization Process in Lesson Study Activity Based on Papuan Wisdom, Satu Tungku Tiga Batu	247
30	<b>I Wayan Karmana dan Taufik Samsuri</b>	Teaching Student Critical Thinking Skills and Conceptual Problem Based Learning Model	255
31	<b>Ratih Christiana</b>	Session Study Model's (Study of Lesson Study in Guidance and Counseling)	262
32	<b>Sri Suryanti</b>	Students Involvement In Learning Process	266
33	<b>I Ketut Sukarma<sup>1</sup>, Muhammad Asy'ari<sup>2</sup>, danIwanDody Dharmawibawa<sup>3</sup></b>	Teaching Analytical Decision Making Ability And Mathematical Problem Solving with Conflict Cognitive Strategy Learning Model	276
34	<b>Hobri<sup>1</sup>, Dafik<sup>1</sup>, Susanto<sup>1</sup>, Sunardi<sup>1</sup>, &amp; Suratno<sup>2</sup></b>	The Development Of Research-Based Curriculum Through Research-Based Learning And Lesson Study For Learning Community	282
35	<b>Rohmy Husniah<sup>1</sup>&amp; Slamet Asari<sup>2</sup></b>	Using Poetry To Enhance Students' Enthusiasm And Activity For Basic Reading Class	291

No	Name	Title	Page
36	<b>M. Yusuf Fajar<sup>1</sup>, Erwin Harahap<sup>2</sup>, Ichi Sukarsih<sup>3</sup>, Onoy Rohaeni<sup>4</sup>, and Didi Suhaedi<sup>5</sup></b>	Implementation of Lesson Study on Integral Calculus Course	230
37	<b>Sri Setyaningsih<sup>1</sup>, Tri Saptari Haryani<sup>2</sup>, Prihastuti Harsani<sup>3</sup></b>	Development of Lesson Study for Learning Community to Increase Empowerment of Teachers and Quality of Learning Innovation in the Faculty of Mathematic And Natural Sciences Of Pakuan University	231
38	<b>Padlurrahman</b>	The Effects Of Instructional Methods and Attitude on Student's Learning Outcomes in Writing Scholarly Work (Experimental Study on Study Program of Indonesian and Art Language Education STKIP Hamzanwadi Selong)	315
38	<b>Sri Wahyuni</b>	Improving Students' Writing Skill On Expository Text Through Web Blog	327
40	<b>Marhamah</b>	The Implementation Of Lesson Study In Natural Science Learning At Mts. Muallimat NW Pancor: To Train Students' Science Process Skill	339
41	<b>Dukha Yunitasari</b>	Students' Learning Achievement of Civic Education of Early Childhood Education Program Hamzanwadi University, 2016-2017 (Trend Analysis Based on Evaluation Components)	345
42	<b>Muhammad Rapii<sup>1</sup>, Zalia Muspita<sup>2</sup></b>	Learning Eyes Under Entrepreneurship, Practice of Production Unit And Motivation to Readiness Entrepreneurs Students	351

No	Name	Title	Page
		Vocational High School	
43	<b>Baiq Fatmawati</b>	Inquiry Learning to Train Creative Thinking Student	357
44	<b>Suhartiwi<sup>1</sup>, Muhammad Rokyan<sup>2</sup></b>	The Effectiveness of Group Counseling Service With Trait and Factor Approach to Reduce The Problems in Selecting Students' Career	364
45	<b>Sapiruddin<sup>1</sup>, Tsamarul Hizbi<sup>2</sup></b>	The Implementation of Discovery Learning to Improve the Students' Critical Thinking Ability through Lesson Study in Quantum Physics Class	372
46	<b>Muhammad Zamroni Uska<sup>1</sup>, Rasyid Hardi Wirasasmita<sup>2</sup></b>	The Application of Guided Exercise Methods through Lesson Study to Improve Early Childhood Teachers' Skills in Creating LKA Media	379
47	<b>Nunung Ariandani</b>	The Implementation of Problem Based Learning in Science of Nutrition Subject to Increase Critical Thinking Capability Through Lesson Study	386
48	<b>Sarwati</b>	The Influence of Group Investigation (GI) Model Towards Analyzing Capability Through Lesson Study on Grade X Students of MA Mu'allimat NW Pancor in 2016/2017 Academic Year	397
49	<b>Muhammad Halqi<sup>1</sup>, Aprilia Andriana<sup>2</sup></b>	Implementation of Learning Realistic Mathematic Education (RME) Through Lesson Study Activity to Increase Student Critical Thinking Ability (Case Study of the eight grade of SMP Lab. Hamzanwadi Pancor Academic Year 2014/2015)	404

No	Name	Title	Page
50	<b>Hajriana Arfah<sup>1</sup>, Ahmad Zamzam<sup>2</sup></b>	The Contribution of Exposure Frequency to English to Speaking and Writing Performance of EFL Learners at Junior High School in Indonesia	420
51	<b>Muhamad Juaini</b>	Cooperative Strategy in Developing Sharia Products (Case Study on Cooperation Sharia in Lombok Timur)	435
52	<b>Muhamad Ali</b>	The Effect of Probing-Prompting Methods on Student Learning Achievement in Economy Subject year X Senior High School (Sman) 01 Sakra Timur in East Lombok Regency School Year 2016/2017	442
53	<b>Nuraini</b>	The Effects of Instructional Strategies and Science Process Skill on Biology Toward Students Achievement in Ts Mu'Allimat NW Pancor	449
54	<b>Nurul Fajri</b>	The Effect of Problem Based Learning (PBL) Toward Student's Critical Thinking Ability for The Tenth Graders of MA. Mt. Mamben Lauk in The School Year 2016/ 2017 by Lesson Study Form	463
55	<b>Husnayati Hartini</b>	Increasing Science Process Skills on Plant Physiology Through The Lesson Study	472
56	<b>Edy Waluyo</b>	The Implementation of Learning Constructivism Mathematics Investigation Model in Improving Activities and Students' Learning Result	478
57	<b>Khirjan Nahdi<sup>1</sup>, Zainul Yasni<sup>2</sup></b>	Education and Social Responsibility	489

No	Name	Title	Page
		Critical Awareness, Continuous Responsibility and Participation	
58	<b>Baiq Desi Dwi Arianti</b>	The Implementation of Project Based Learning on Database Practicum Class to Improve The Students' Motivation and Achievement in The Informatics Education Program Of Hamzanwadi University	496
59	<b>Hasrul Hadi<sup>1</sup> dan Sri Agustina<sup>2</sup></b>	Quality of Lesson Study Program on The Learning Outcomes in Evaluation of Geography Subject	504
60	<b>Muhammad Zainul Majdi<sup>1</sup>, Farhana Muhammad<sup>2</sup>, Herlina Martini<sup>3</sup></b>	Developing Illustration Drawing-Based Economic Market Lesson For Class X of MA Mu'allimin NW Kelayu	515
61	<b>Moedjito</b>	Improving University Students' Pronunciation of English Vowels /i/ and /e/ through Quiz-Demonstration-Practice-Revision (QDPR)	523
62	<b>Mulianah Khaironi</b>	The Implementation of Scientific Approach in The Early Childhood Learning	534
63	<b>Yuyun Febriani<sup>1</sup>, Rohini<sup>2</sup></b>	Enhancing Student Activeness of Primary Students on Science Learning Process Through Lesson Study	543
64	<b>Nurul Mu'minin MZ<sup>1</sup>, Atiaturrahmaniah<sup>2</sup></b>	Literate Generation Through Collaborative Learning	551
65	<b>Baiq Aryani Novianti<sup>1</sup>, Ayu Rosalina<sup>2</sup></b>	Effectiveness of Inquiry Learning Through Lesson Study to The Students' Ability Analysis	554
66	<b>Kholida Ismatulloh</b>	The Influence of Peer Tutoring and Group Discussion on The Students' Physics Achievement and Motivation	559

No	Name	Title	Page
67	<b>Muhammad Ripli<sup>1</sup>, Teni Olivia Hartanti<sup>2</sup></b>	The Effectiveness of Group Consolidated Services With A Transactional Analysis Approach to Improve Students' Communication Skills	566
68	<b>Wawan Muliawan<sup>1</sup>, Danang Prio Utomo<sup>2</sup></b>	Learning Cooperative Talking Stick Through Lesson Study  To Improve Critical Student Capabilities About At The Vertebrata Zoology Eyes  (Lesson Study In Vertebrate Zoology Courses)	578
69	<b>Nila Hayati</b>	Improving The Students' Learning Activities on Methods of Assessment Class By Applying Group Discussions Through Lesson Study	591
70	<b>Ristu Haiban Hirzi<sup>1</sup>, Nusuki<sup>2</sup></b>	Developing PBL-Based Instructional Kit on Open Ended Problem Oriented to The Students' Achievement and Belief	599
71	<b>Marfuatun<sup>1</sup>, Azizurrahman<sup>2</sup></b>	Students' Improvement Through Time Management Module of MA NW Ketangga Suela in The Academic Year 2016-2017	606
72	<b>Yosi Nur Kholisho<sup>1</sup>, Marfuatun<sup>2</sup></b>	Developing Adobe Flash-Based Educational Game as A Learning Media for Elementary School/Madrasah Ibtidaiyah Students in Selong	614
73	<b>Zahratul Fikni</b>	Choosing And Developing Learning Materials	623
74	<b>Tarpin Juandi<sup>1</sup>, Mijahamuddin Alwi<sup>2</sup></b>	Improving Students' Critical Thinking Ability to Introduction	633

No	Name	Title	Page
		Course of The Main Physics Through Lesson Study	
75	<b>Suhirman, Mulianah Khaironi, Zuhut Ramdani</b>	Problemsidentification Of The Implementation Curriculum 2013 in PAUD Islahul Ummah	638
76	<b>Burhanuddin, Yuniar Lestarini</b>	The Effect of Cooperative Learning Model Type Role Playing on IPS Learning Result of fourth graders SDN 3 Suralaga	647
77	<b>Fitri Aulia, M. Pd. I, Arina Mufrihah, M.Pd.I</b>	Increasing Undergraduate Students' Understanding of Child Development Through Reading and Analysing Novel "Totto Chan"	653
78	<b>Herman Wijaya</b>	The Principle of Civility in the Speech-Act in Trading in Weekly Market In Tebaban—Suralaga	663
79	<b>M. Deni Siregar</b>	Islamic Ethic-Based Educational Profession Material toward the Students' Profession Responsibility Improvement of the Early-Child Education Study Program of Hamzanwadi University	674
80	<b>Siti Maysuroh<sup>1</sup>, Hairi Abdillah<sup>2</sup></b>	A Study On Teaching Speaking Using Video Exchange Project	684
81	<b>Musifuddin</b>	Providing Information and Individual Counseling Services To Increase Student Cylics in MA NW Wanasaba	693
82	<b>Nur Adiyah Yuliastri, Moh. Alwi Ashari</b>	An Effort to Develop Naturalist Intellengence by Using Field Trip Method	700

No	Name	Title	Page
		(Classroom Action Research in Kindergarten B TK PGRI 30 Pringgasela, 2017/2018)	
83	<b>Selamet Riadi Jaelani, M.Pd.</b>	The Implementation of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve University Students' Knowledge of English Pronunciation and Their Ability to Pronounce English Back Vowels /u:/-/o/	707
84	<b>Mimi Alpian</b>	Statistics Learning In Language Education Studies Program (Study on Arabic and Indonesian Language Education Program)	717
85	<b>Hartini Haritani<sup>1</sup>, Qudsiatun Hasanah<sup>2</sup></b>	The Influence of Problem Based Learning (PBL) Model Towards Student's Analysis Capability Through The Activity of Lesson Study in Seventh Grade Student of MTs. Mu'allimat NW Pancor in 2016/2017 Academic Year	725
86	<b>Baiq Shofa Ilhami, <sup>1</sup>, Muhammad Husni, <sup>2</sup></b>	Optimizing The Role of Parenting on Early Childhood Education Trough Lesson Study for Learning Community	732
87	<b>Arif Rahman Hakim<sup>1</sup>, Saprudin Jauhari<sup>2</sup>, Yul Alfian Hadi<sup>3</sup></b>	The Development of Series Pictu Media on Indonesian Language Subject of Writing Free Poetry Material	738
88	<b>Baiq Suprapti Handini</b>	Challenges of Teacher Collaboration to Improve Language Teaching: a Constructivist Perspective	744
89	<b>Indra Himayatul Asri</b>	Influence of Use of Project Based Learning (PJBL) Learning Models to Ability	754



No	Name	Title	Page
		Think Creative Students of Ecosystem Materials Class X Sma Al-Hamzar Tembeng Putik Lesson Year 2016/2017	
90	<b>Laxmi Zahara<sup>1</sup>, Norma Yunita<sup>2</sup></b>	The Effcet Of Problem Based Learning (PBL) Model Through Lesson Study On Students' Critical Ability	760
91	<b>Maman Asrobi</b>	Trait Based Assessment on Teaching Writing Skill For EFL Learners	770
92	<b>Muhammad Gazali</b>	The Effectiveness of Team Pair Solo Method on Students' Creative Thinking Ability through Lesson Study	779
93	<b>Muh. Irfan</b>	Benefaction Values in Sesenggak Sasak of Dasan Lekong	789
94	<b>Susilawati<sup>1</sup>, Muh. Fahrurrozi<sup>2</sup>,Jalaluddin Akbar<sup>3</sup></b>	Economic Development Based on Life Skill in Management Material in Improving Student Learning Interest of MA NW Gereneng	800
95	<b>Titin Ernawati</b>	Literature Learning Based On Gender Perspective	811
96	<b>Ari Prasetyaningrum</b>	The Use of Puppets In Teaching Speaking For Junior High School Students	817
97	<b>Usuluddin</b>	Approaches To Teaching English Composition Writing At Senior High Schools in East Lombok Regency	826
98	<b>Yus Setriarini</b>	Enhancement of Learning Outcome And Student'S Response on Biology Class Through Implementation of Stad Model in Smp Negeri I Sukorejo-Pasuruan	843

No	Name	Title	Page
99	<sup>1</sup> Neny Endriana, <sup>2</sup> Abdul Aziz	Experimentation Math Education Realistik Indonesia And The Problem Based Learning ( PBL ) To Problems Solving In Terms Of AQ Student On Lecture Mathematics High School Grade III Academic Year 2016 / 2017	852
100	<b>M. Junaidi Marzuki, Hamzani Wathoni</b>	Bullying in English Language: Case study of Student of Pre-service Education Program, Lombok, Indonesia	861
101	<b>Nyoto Suseno<sup>1</sup> &amp; Riswanto<sup>2</sup></b>	Developing Collaborative Habits of Prospective Teachers	869
102	<b>Fahrurrozi<sup>1</sup> dan Raudi Mardiana<sup>2</sup></b>	The Effect of Discovery Learning Method Through Lesson Study in Terms of Problem Solving Skills, Motivation, and Social Skills	877
103	<b>Baiq Yuliana Rizkiwati<sup>1</sup> Muhammad Zainul Majdi<sup>2</sup></b>	Development Of Teaching Materials With Authentic Assessment Based On Paikem In Learning And Learning Process Subject	888
104	<b>Fathurrahman Imran, Heri Hidayatullah dan Edi Firman</b>	Developing EFL Critical Reading Syllabus and Materials for Students of the English Department-IKIP Mataram	896
105	<b>Wahyudi<sup>1</sup>, Ni Nyoman Sri Putu Verawati<sup>2</sup>, Syahril Ayub<sup>3</sup></b>	Validity of the Inquiry-Creative-Process Learning Model to Promote Critical Thinking Skills	909
106	<b>Muh. Fahrurrozi<sup>1</sup>, Khaerani<sup>2</sup></b>	Effects of Thinking Empowerment Strategy Through Questioning on Students' Thinking Activity and Ability in Economic Subject X Class in Islamic Senior High School (MA Al-	921

No	Name	Title	Page
		Ijtihad Danger Masbagik Sub District)	
107	<b>Muhammad Djamaluddin<sup>1)</sup>, Yupi Kuspani Putra<sup>2)</sup></b>	Developing Teaching Media of Interactive Video CD Tutorial Using Camtasia Studio Application and Macromedia Flash	932
108	<b>Huzani Jailani<sup>1)</sup>, Isfi sholihah<sup>2)</sup>,Lutfi Muktar<sup>3)</sup></b>	Development of Economic Materials Based on Android Applications on Koperasi Lesson Section For Senior High School Year of Learning 2017-2018	946
109	<b>Doni Septu Marsa Ibrahim</b>	Innovative Learning : E material	958
110	<b>Iwan Jazadi<sup>1)</sup>, IGA Widari<sup>2)</sup></b>	Interaction and Negotiation of Meaning in Two Different Contexts of English Lessons	963
111	<b>Sri Utaminingsih<sup>1)</sup>, Muh. Syafei<sup>2)</sup>, Slamet Utomo<sup>3)</sup>,Edris Zamroni<sup>4)</sup>, Ika Ari Pratiwi<sup>5)</sup></b>	Development Management of Lesson Study Learning Community (Case Study at Muria Kudus University)	971
112	<b>M. Marzuki</b>	The Effect of Local Excellence-Based Cooperative Script through Lesson Study Activities in Increasing the X Graders' Cognitive Learning Achievement	980
113	<b>Sukuryadi<sup>1)</sup>, Agus Herianto,<sup>2)</sup>Ibrahim Ali<sup>3)</sup></b>	Improvement of Student Learning Outcomes Through The Application of Student Facilitator and Explaining (SFAE) Learning Model on Digital Map Making Material (Action Research on Semester Vi Students of Geography Education Studies Program FKIP UM Mataram 2016/2017)	986

No	Name	Title	Page
114	<b>Udin Supriadi &amp; Munawar Rahmat</b>	The Lesson Study Approach to Increase the Teaching Quality of Student of Islamic Religious Education	995
115	<b>M. Mugni Assapari</b>	Implementation of Lesson Study in Higher Education as a Strategy in English Instruction Lecture at Dakwah Faculty of Islamic State University Mataram,	1006
116	<b>Herman Afrian</b>	The Influence of use of Video in Increasing Learning Achievement in Cultural Speech Basis of Sport Physiology	1014
117	<b>Didik Daniyantara. M.Or</b>	Effort To Increase Dribble Basketball Learning Outcomes Through Approach To Playing Student Class X Ma Nw Abbul Baroqat Village Bunkate Lesson 2016/2017	1020
118	<b>Lalu Erpan Suryadi</b>	Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Gameat SME Penjaskesrek Hamzanwadi University. The Goal to be Achieved in this Research is to Determine Whether or not the Relationship of Explosive Muscle Limb Power with Smash Ability in Volleyball Game on SME Penjaskesrek Hamzanwadi University in 2017	1034
119	<b>Suryansah</b>	Improving Basic Stability Of Students Locomotors In Physical Education Learning, Health And Recreation (Penjaskesrek) Through Traditional Games (Study on grade V students SDN Bogak Praya, Central Lombok 2016/2017)	1040

No	Name	Title	Page
120	<b>Siti Lamusiah <sup>1)</sup>, Titin Untari <sup>2)</sup>, Arpan Islami Bilal <sup>3)</sup></b>	Application Of Talking Stick Method In Course Writing Semester Iv Education In Indonesia And Sastra Indonesia Fkip University Muhammadiyah Mataram	1049
121	<b>Eva Nurmayani</b>	The effectiveness of local folktales in teaching reading at tenth grade of SMA Negeri 1 labuhan haji in the school year 2016/2017	1059
122	<b>Eka Zuliana<sup>1</sup> and Henry Suryo Bintoro<sup>2</sup></b>	Learning Trajectory On Thematics Learning Process Of Elementary School Students By Using Marionette Tangram	1066
123	<b>Eko Susetyarini *<sup>1)</sup>, Ainur Rofieq* dan Roimil Latifa*</b>	The Implementation Of Lesson Study-Learning Community At Sma Negeri I Sumberpucung For Biology Subject	1075
124	<b>Aini Haziah Amirullah<sup>1</sup> Zanaton H. Iksan<sup>2</sup></b>	The Role of Peers in Mathematics Learning Process for Students Who are not Proficient in Malay Language through Lesson Study	1084
125	<b>Sri Damayanti</b>	The Teachers' Response toward the Pre-Service Students Activities	1093
126	<b>Hidayah Ansori<sup>1</sup>, Agni Danaryanti<sup>2</sup>, Elli Kusumawati<sup>2</sup></b>	Lesson study as media for smp teacher To increase the pattern of mind and quality of learning mathematics in smp negeri 14 banjarmasin	1103
127	<b>Eny Winaryati, Andari Puji Astuti</b>	“4c’s Characters” On The Implementation Of Learning “ Basic Concept Of Assessment”Through Lesson Study	1113
130	<b>Muhammad Sururuddin</b>	Application Of Learning Innovation Through Innovative Learning For Sharing Student Character In Learning Science Social Knowledge (IPS) Basic School	1124





## The Implementation of Lesson Study at Hamzanwadi University

*Sitti Rohmi Djalilah*

*Hamzanwadi University*

[sittirohmidjalilah@yahoo.com](mailto:sittirohmidjalilah@yahoo.com)

### Abstract

*The challenge for lecturers in the 21st century is more complex. Lecturers are not only preparing themselves to master the development of sophisticated technology and information, but the lecturers must also be able to prepare themselves to meet with the students who have a faster development compared to the lecturersthemselves. Considering the needs to make effortsfor gaining the expected achievement in learning, Hamzanwadi University that has responsibility to promote a good teacher candidates need to make efforts by working collaboratively with all managements to solve the existing problem. The mostcommon problem in university is that lecturers still take a more dominant position in the planning, implementing and evaluating the activity. As a result, the communication between colleagues, between lecturers and students seems unequal, and lecturers seem exclusive in designing, implementing and evaluating the learning process. Therefore, Hamzanwadi University is looking for a pattern to solve the problem mentioned and it is believed that the way to solve the problem is by implementing Lesson Study activities within the teaching and learning process.*

**Keywords:** *Lesson Study, Learning Community*

### A. Introduction

A rapid development of information and communication technology has changed human's lifestyle in a work, community, play and study. In the early 21st century, technological development has widely played an important role in all aspects of life, not least in the field of education. At the college level, lecturers and students are required to have an ability to solve the problems and challenges through a good learning process.

The 21st century is technology and knowledge era, where all information circulates in fast system through a sophisticated technology. It is also marked by some characteristics such as; (1) information is available anywhere and accessible anytime; (2) a fast computing system; (3) automation replaces routine jobs; and (4) communication can be linked widely (R & D, *Kemdikbud*, 2013). The 21<sup>st</sup> century National Education is aimed at promoting the ideals of nation, which is promoting a prosperity and happy life for Indonesian people, with an honor and equal position to other nations in the world, through the establishment of a society consisting a qualified human resources, independent, willing and able to realize the ideals of their nation (BSNP, 2010)





## Development Instruction Quality of Statistics with Think Pair Share through Lesson Study for Learning Community on FKIP UNIPA

---

---

Benidiktus Tanujaya, Jeinne Mumu, Purwati, and Freddy N. Lohi  
*Mathematics Education, University of Papua Manokwari, Indonesia*  
*b.tanujaya@unipa.ac.id*

### **Abstract**

*This Lesson Study activity aims to improve the quality of statistics instruction by focusing on students' ability to present data in graphics. This study occupied Think-Pair-Share, a cooperative model in designing the instruction. Students were paired in groups of two before they were randomly grouped in bigger groups; groups of three then groups of six. Bigger groups were formed after the smaller groups finish discussing and doing the assignments given by the teacher. The discussion was regarding graphics components, graphics procedures, and graphics selection in terms types and forms. The instruction process was done in two cycles in two pararell classes. From the first reflection, the teacher was suggested to pay attention the best time to use the graphics during the class as well as to evaluate students' responses of the class. This study showed that students were more active during the class. It can be seen from the more relaxed learning atmosphere where students were more assertive and involved in classroom discussion. It can also be seen from their improved concepts of graphic mastery; students were able to choose the proper graphics according to the data. They were also able to make right conclusion about the presented graphics.*

**Key words:** *Think-Pair-Share; lesson study; statistics*

### **A. Introduction**

The University of Papua, the only state university in West Papua Province, was established on November 2, 2000. It consists of 13 faculties, one of which is the Faculty of Teacher Training and Education (FKIP UNIPA). As one of faculties in University of Papua, FKIP has the responsible for education implementation, and should always improve the quality of instruction. Some efforts to improve the quality of instruction in FKIP UNIPA are continuously conducted by developing and implementing innovative and creative instruction methods and strategies based on the Student Center Learning (SCL) approach.

There are various methods and instruction strategies used to apply the SCL approach in FKIP UNIPA, among others are problem-based learning, project-based learning, inquiry-based learning, and research-based learning. However, in its practice, many lecturers have difficulties to apply the various methods and strategies of instruction, so they tend to implement instruction by using lecture method. Lecture method is a teacher-centered learning (TCL) method which tends not to improve students' thinking ability. In TCL, students put all of their focus on the teacher. When the teacher talks, the students listen exclusively. During activities, students work individually, and collaboration is discouraged.

Alipio (2014), stated that TCL is a traditional approach in instruction that explains learning in terms of behaviourism theories. Behaviourists consider learning as sequential and hierarchical – a process that takes place when bits of separated knowledge are accumulated. The theory believe that transfer of learning can only occur in a situation where there is a high degree of similarity. On the contrary, SCL is an instruction approach based on a constructivist learning theory. The learning theory is based on the assumption that knowledge and understanding are constructed within a social context and learning occurs when deep understanding and support is observed.

In addition, FKIP UNIPA students have heterogeneous characteristics but generally have low reading interest, and tend to be lazy to do the task given by the lecturers. They prefer cheating on the tasks that have been done by their friends, rather than doing the task independently. The students who belong to this group, have a low learning interest. This situation is caused by many factors, including the lack of internal motivation of students. Various problems also occur in basic statistics lectures. Basic statistics is a compulsory subject for all students in six study program of FKIP UNIPA.

In order to overcome these problems, a new instruction system for lecturers and students of FKIP UNIPA is crucial to be implemented. SCL is one of the alternatives that can be applied in FKIP UNIPA. The lecturers of FKIP UNIPA need to be well prepared in order to be able to perform various innovative and creative learning, so as to increase student's motivation to learn. One of the activities instruction that can be used is lesson study for learning community.

Lesson study, according Isoda and Katagiri (2012), is a system of planning and delivering teaching and learning that is designed to challenge teachers to innovate their teaching approaches, and to recognize the possibilities of intellectual and responsible growth of learners while fostering self confidence in all concerned. Whereas according to Harvolsen and Lund (2013), the aim of lesson study is to improve instruction and advance student learning. Lesson study focuses on collaborative planning, teaching, observing, and debriefing of live lessons. Thus, it can be stated that lesson study is a collaborative process, which helps teachers to develop lessons and innovate new practices in order to solve instruction problems and improve the quality of instruction. Successful implementation of lesson studies has been reported in various countries at several levels of education such as the Japanese elementary school (Yoshida, 1999), in the United States (Fernandez, 2002), some universities in Indonesia (Saito, Hawe, Hadiprawiroc, and Empedhe, 2008), in Hong Kong (Lo and Marton, 2012), and Sweden (Carlgren, 2012), and several other countries including Singapore (Tan, Fang, andAng,2013).

Can lesson study be applied in the study at the FKIP UNIPA, especially in instruction of basic statistics? How to implement lesson studies on the learning so that the quality of basic statistics instruction can be improved? The statistics, especially the basic statistics course is one of the compulsory subjects for students in FKIP UNIPA. Therefore, this Lesson Study activity is aimed at improving the quality of basic statistics instruction by focusing on students' ability to present data in graphics.

## **B. Method**

The instruction of basic statistics in FKIP UNIPA is implemented in several parallel classes. In the implementation of this lesson study, the basic statistics class is divided into two classes. The first class is a class consisting of Mathematics Education students, while other classes consist of Physics Education, Chemist Education and Biology Education students. There are 145 students involved in this lesson study. The first class consists of 35 students, while the second class consists of 110 students.

This lesson is designed by using lesson study for learning community. The implementation of lesson study includes preparation (plan), implementation of learning (do), and reflection (see). In preparation, the model teacher with a lecturer team consisting of 4 lecturers, planning in order to arrange chapter design and lesson design. The faculty team also serves as an observer that performs observations during the learning process. There are 5 lecturers from other study programs who serve as observers. Observers also serve to convey criticism and suggestions at the time of reflection activities.

Preparation of lesson studies is done by making chapter design and lesson design. Chapter design and lesson design based on the results of lecturer team discussions, are presented in appendix 1 and 2. In chapter design there are several things that need to be done by model lecturer in learning. Learning is implemented using the think pair share approach, a type of cooperative learning model. According to Pressel (1992) students in the cooperative learning environment have opportunities to help each other to improve their achievement and retention, increase self-esteem and intrinsic motivation and develop more positive attitudes toward learning skills and social skills. Cooperative learning helps students to learn academic knowledge under the guidance of a teacher and at the same time they can develop communication skills and values through cooperative interaction.

Once the implementation of cooperative learning is done, students were paired in groups of two before they were randomly grouped in bigger groups; groups of three then groups of six. Bigger groups were formed after the smaller groups finish discussing and doing the assignments given by the teacher. The discussion was regarding graphics components, graphics procedures, and graphics selection in terms of types and forms. The teaching process was conducted in two cycles in two parallel classes.

Data collection is conducted by using observation guidance and evaluation of learning outcomes. Observation guides are used by observers, while evaluating student learning outcomes at several evaluation phases using assessment as learning (AaL) methods. AaL according to Tanujaya (2017), is a method of learning evaluation conducted by lecturers and / or students themselves to know what is known and what they do not know. In this learning activity, students conduct an evaluation by conveying the knowledge and skills acquired to their friends in groups of two. His/ her friend corrected by adding or reducing what was said before, so there was a discussion to increase both their knowledge and skills. Discussions continued on groups of three and six students.

After the open class, reflection is done to address the various deficiencies in the learning process. The results of this reflection are used to improve the next learning process (in parallel classes). Reflection was first performed by model teachers, then continued by lecturers by delivering their observations. The results of the first reflection are used by the model teacher to rearrange the learning plan together with the other lecturers.

### **C. Findings and Discussion**

This Lesson Study activity aims at improving the quality of basic statistics instruction by focusing on students' ability to present data in graphics. This lesson study is carried out in three stages, namely plan, do, and see. According to Isoda and Katagiri (2012), the lesson study operates when teachers develop a sequence of lessons together: to plan, by preparing the lesson in advance, including a prediction of the possible learning, to do, by presenting the class to children observed by other teachers, and to reflect on the learning with the observers through discussion. Further, according to Lewis (2002) the ideas contained in the lesson study are actually short and simple, i.e. if a teacher wants to improve learning, one of the most obvious means is to collaborate with other teachers to design, observe and reflect on the learning.

As presented further description, namely the increasing of instruction, the important result obtained from the lesson study is formed learning community. Many things are gained with the learning community, namely the exchange of opinions among lecturers to overcome the problem of learning. This is in accordance with the opinion of Lewis, Perry, and Hurd (2009) which states that lesson study makes various types of knowledge more visible, such as colleagues' ideas about pedagogy and students' mathematical thinking, thereby enabling teachers to encounter new or different ideas, and to refine their knowledge, as cognitive theories propose. Second, the lesson study enables teachers to strengthen professional community, and to build the norms and tools needed for instructional improvement, as situated theories of learning propose.

#### ***Plan***

Lecturer model activity begins by doing learning planning. There are two things to do in learning planning, namely: determining learning problems, and preparation of lesson plan and chapter plan. Unlike the preparation of learning that has been implemented, this learning planning is done together in the group of lecturers of the study program. Although model lecturer is more dominant in the preparation of lesson plans, suggestions from other lecturers are important in this planning stage of learning.

After studying the lecture issues while teaching the students enrolled in the basic statistics class, the discussion was conducted to establish learning problems. Based on the learning problems, the model lecturer arranges lesson design and chapter design. Model lecturers then arrange the learning media used in the implementation of learning. Learning media used is a slide of power point presentation.

#### ***Do***

At this stage, there are two important activities: teaching and observation. The teaching of basic statistics is carried out by model lecturer using cooperative model of

think pair share type, while observation is done by nine lecturers. Model lecturers carry out learning by presenting a powerpoint slides for discussion by students. The presentation slides are bar charts, line charts, pie charts, histograms, steam and leaf diagrams, and boxplot diagrams. Various diagrams are presented in pairs so that students can observe the similarities and differences of the two graphs shown.

The lecturer then asked the students to find the elements of each diagram, the procedure of creating a diagram, and the level of data on each graph. Students are personally asked to convey what is known by observing the slide presentation presented by the lecturer. The lecturer then asked some students to express their opinions. The lecture then continued with the formation of students in groups. The discussion was conducted by students in groups of two, followed by three and finally in group of six.

*See*

The see activity is done through discussion between model lecturer and observer. This study showed that students were more active during the class. It can be seen from the more relaxed learning atmosphere where students were more assertive and involved in classroom discussion. It can also be seen from their improving concepts of graphic mastery; students were able to choose the proper graphics according to the data. They were also able to give right conclusion about the presented graphics.

Students are able to communicate in conveying opinions, criticisms and suggestions. Communication is done in groups as well as in the class as a whole. This situation is very rarely seen in previous learning. The ability of students to understand the material is also very good. Most students are able to think to solve the problems conveyed by model lecturers. This improvement cannot be separated from the presentation of lecture material in the form of slide presentation.

From the first reflection, the teacher were suggested to pay attention the best time to use the graphics during the class as well as to evaluate students' responses of the class. These suggestions were then improved on the next lesson. While from the second reflection, the observer generally highlights the difficulty of teaching the class with a large number of students.

#### **D. Conclusions and Suggestions**

Based on the results of the implementation of lesson study and discussion conducted, several things can be concluded as follows:

1. The procedures for implementing lesson study are: (1) determining lesson problem, (2) planning the lesson, (3) teaching and observing the lesson, (4) evaluating the lesson by reflecting, and (5) revising the lesson.
2. Lesson study can improve the quality of basic statistical learning in the FKIP UNIPA, by improving the quality of instruction conducted by lecturers and students. Students were more active during the class. Learning atmosphere was more relaxed where students were more assertive and involved in classroom discussion.

As a suggestions, lecturers of FKIP UNIPA need to improve the quality of learning through the application of lesson study more. Improving the understanding and

skill of Lecturer of FKIP UNIPA about lesson study needs to be done through various scientific activities such as, workshops, seminars and scientific articles writing.

## References

- Alipio, J. D.C. (2014), Learner-centered approach in the teaching of mathematics aconsideration of teachers' perceptions, *Dissertation*. University of Zululand.
- Carlgren, I. (2012), The learning study as an approach for 'clinical' subject matter didactic research, *International Journal of Lesson and Learning Studies*, Vol. 1 No. 2, pp. 126-139
- Fernandez, C. (2002), Learning from Japanese approaches to professional development, *Journal of Teacher Education*, Vol. 53 No. 5, pp. 393-405.
- Halvorsen, A. L., and Lund, A. K. (2013), Lesson Study and History Education, *The Social Studies*, 104:3, pp. 123-129.
- Isoda, M., and Katagiri, S. (2012), Mathematical thinking, how to develop it in classroom, In Stacey, Tall, Isoda, and Inprashita (Ed), *Monographs on lesson study for teaching mathematics and sciences – Vol. 1*. World Scientific, Singapore.
- Lewis, C. C., (2002), Lesson Study, A Handbook for Teacher-Led Improvement of Instruction, Philadelphia: Research for Better Schools.
- Lewis, C. C., Perry, R. R., and Hurd, J. (2009). Improving mathematics instruction through lesson study: a theoretical model and North American case, *J Math Teacher Educ.* 12:285–304.
- Lo, M. and Marton, F. (2012), Towards a science of the art of teaching: using variation theory as a guiding principle of pedagogical design, *International Journal of Lesson and Learning Studies*, Vol. 1 No. 1, pp. 7-22.
- Pressel, B.E. (1992), A perspective on the evolution of cooperative thinking, In Davidson and Worksham (Ed), *Enhancing thinking through cooperative learning*. College Teachers Press, NY.
- Saito, E., Hawe, P., Hadiprawiroc, S. and Empedhe, S. (2008), Initiating education reform through lesson study at a university in Indonesia, *Educational Action Research*, Vol. 16 No. 3, pp. 391-406.
- Tan-Chia, L., Fang, Y, and Ang, P. C. (2013), Innovating the Singapore English Language curriculum through lesson study, *International Journal for Lesson and Learning Studies*, Vol. 2 Issue 3 pp. 256 – 280.
- Tanujaya, B. (2017), Application of assessment as learning in mathematics instruction, *Proceedings of the 5<sup>th</sup> South East Asia Development International Conference 2017*, pp. 140-143. Atlantis Press.
- Yoshida, M. (1999), Lesson study (Jugyokenkyu) in elementary school mathematics in Japan: a case study, *paper presented at On the Threshold of the 21st Century:*

Challenges and Opportunities, The Annual Meeting of the American Educational Research Association, American Educational Research Association, Montreal, April 19-23.

### Appendix

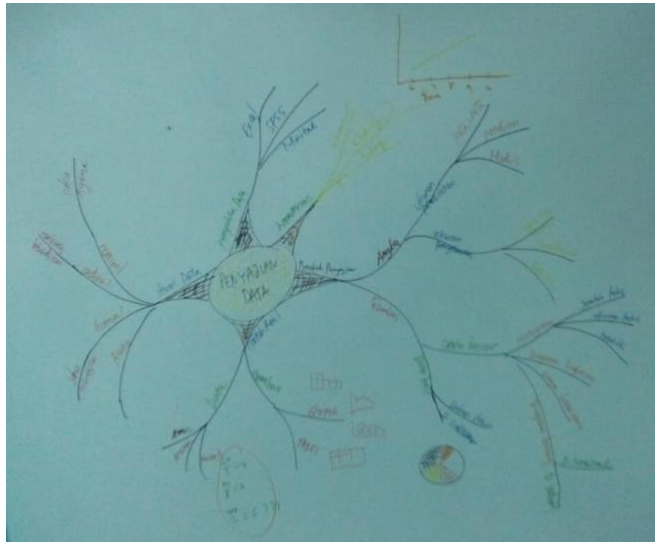


Figure 1. Lesson Design

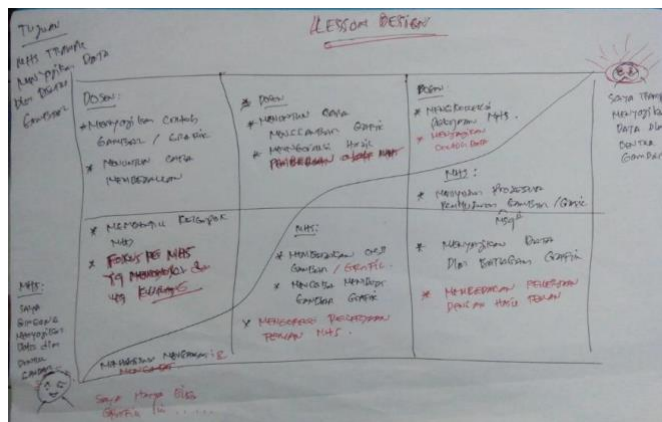


Figure 2. Chapter Design





