



Lesson Study as Professional Development of Early Childhood Educators

Farida Samad*, Mohamad Syarif Sumantri, Nurbiana Dhieni

Early Childhood Education Doctoral Study Program, Universitas Negeri Jakarta

*Corresponding Author. Email: faridasamad_9920921006@mhs.unj.ac.id

Abstract: This study aims to examine lesson study activities to improve early childhood educators' professionalism. This is qualitative research study. The lesson study, conceived as a professional development approach focused on collaboration and reflection, took place in the 5th semester of the 2020/2021 academic year and involved 25 participants. The instrument of the study consisted of lesson design, field notes, and interviews with the observers, as well as the transcription of the audio recording. To analyze the data, the technique is a qualitative data analysis developed by Miles and Huberman consisting of three stages performed sequentially those are: 1) data reduction, 2) presents data, 3) draw conclusion. The research results can be used as a basis in improving and strengthening a lesson study activities dealing with make up- and beauty activities. It made a significant positive contribution to the professional development of educators in various aspects such as lesson design, methods and course evaluation.

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Introduction

Teacher professional development is driven by the need to both extend and renew teacher practice, skills and beliefs. Stimuli for such needs may be curriculum change, new classroom technology, advanced in pedagogy, or all of these. However, the underlying endeavor is to improve outcome for students, whether they be focused on understandings, skills, attitudes or engagement (Doig & Groves, 2011). Improving the quality of education will be achieved when there is good cooperation between pre-service education, in-service education, and working groups of in-service teachers. Such kind of professionalism might be achieved only through a teacher training institute or LPTK. LPTK can produce qualified teacher candidates after receiving input from schools to intervene with students so that students become active in learning. The teachers' cluster working groups or KKG is a forum for disseminating the results of learning innovations and together with the LPTK, it is hoped that it can improve the professionalism of teachers. Learning activities in piloting schools that have been initiated in the IMSTEP phase continue to be developed in the follow-up phase of the IMSTEP program through lesson study activities (Darimana, n.d.; Halimatussakdiah, Nurmayani, 2019) (Wardani, 2013).

Lesson study (LS) is a model for fostering the teaching profession through collaborative and continuous learning assessments based on the principles of collegiality and mutual learning to build a learning community. Lesson study can produce professional and innovative teachers. Lesson Study has been recognized as part of the teaching culture system and shares teaching and learning professionals to develop learning methods, enrich classroom activities, and as a school environment improvement (Richit et al., 2021; Samad et al., 2020). It consists of three phases, collectively referred to as plan-do-see (Suilleabhain, 2015). The planning phase begins with selection the topic, and it encompasses the study of teaching



materials and mapping out lesson plans. The process of lesson study initiate by setting a goal. The teachers will work collaboratively on ways to achieve the particular aim. The study of teaching materials believed to help teachers clarify unclear points and to confirm and strengthen the content knowledge necessary to teach the topic effectively (Building, 2013; Yiemkuntitavorn & Thammaprteep, 2020). Development of Lesson Study is based on the didactic situation theory which has the hypothesis that teachers' professional knowledge is developed through action, interaction, formulation, validation and didactic institutionalization in their learning environment (Budyanto et al., 2021; Building, 2013; Darimana, n.d.; Zunaidah, 2016).

Thus, LS is a major form of improving the quality of learning and developing the competence of educators. In carrying out lesson study, educators collaboratively 1) studying the curriculum, and formulate learning objectives and student life skills development goals, 2) design learning to achieve these goals, 3) implement and observe a research lesson ("learning studied") and 4) conduct reflection to discuss the studied learning and refine it, and plan the next lesson (Kuno, 2012; Taylor et al., 2005; Yiemkuntitavorn & Thammaprteep, 2020). The implementation activities are carried out by lecturers who are aware that the learning process that has been carried out so far must be reviewed from time to time to improve student learning outcomes. Early childhood lecturers need to try to change their traditional way of learning into innovative teaching by carrying out lesson study-based activities. The observation shows that the 'beauty and fashion' subject seems monotonous and less effective in which they have not used innovations so that students participate actively in learning, of course, this is due to the attitude of professionalism that is still not improved by early childhood teachers.

Unlike previous research this study was focused on beauty class activities based on lesson study in early childhood education. This study specifically aimed to describe the lesson study implementation that supported by various parties including lecturers, teachers, and also the students so that it can improve the professionalism educators.

Research Method

This is a qualitative research study to examine the process of implementing lesson study-based learning activities as an effort to increase the professionalism of early childhood lecturers. The respondents are lecturers, teachers, and students in 2020/2021 academic year and involved 25 participants, while the data were gathered from lesson study implementation (Fujie, 2019) (Samad et al., 2020). The data required for the analysis included documentation data obtained from observation data on students' activities during the online learning process and documentation. The lesson study process included preparing, observing, and reflecting on lessons on the subject 'beauty and fashion' activities.

The instruments used observation sheet, sound recording, and documentation. To analyze the data, the technique is a qualitative data analysis developed by Miles and Huberman (Huberman & Miles, 2012; Miles et al., 2014) consisting of three stages performed sequentially those are: 1) data reduction, 2) presents data, 3) draw conclusions.

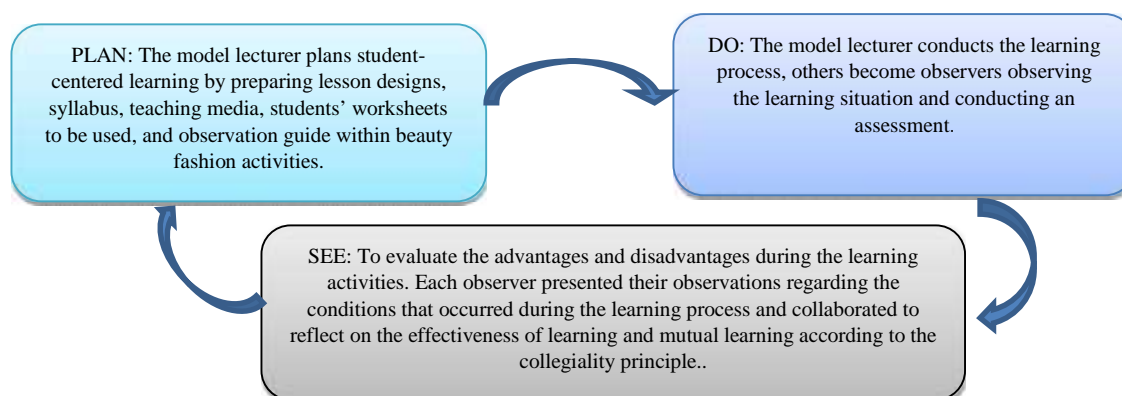


Figure 1. A cycle of Lesson Study (Samad & Wondal, 2022)

Results and Discussion

The results of lesson study activity on subject 'beauty and fashion' involve four activities those are interaction between students, interaction between students and model lecturer, interaction with teaching media and understanding learning material (Building, 2013; Doig & Groves, 2011; Richit et al., 2021). Collaborative learning occurs that the interactions of each student during the learning process have been going on smoothly and as expected (Gayatri et al., 2015). Appreciation made by the model lecturer during the opening activity was enough to make students enthusiastic about learning and begin to focus on the message conveyed by her. The reinforcement of the material provided by the model lecturer was able to attract students's attention to subjects contents conveyed by the model lecturer in the ongoing learning process related to the experience of using cosmetics.

A. The Implementation of Lesson Study Activity on Subject 'Beauty and Fashion'

▪ Interaction between Students during Online Learning

The interactions between students during the online learning process have been going well and varied. The opens lessons activity done by the lecturer can make students learn even though it is carried out online. Reinforcement of the material content has been well considered. There are some incorrectly spelled and pronounced vocabulary words about cosmetics tools such as blush, concealer, eyebrow, ombre, and so on and were corrected by the model lecturer. A model lecturer gives assignments in groups to complete two learning activities and provides opportunities to discuss together in a 'breakout room', although, at the beginning of learning before being divided into groups, students seem to pay less attention to a lecturer when conveying apperceptions related to the subject matter. When allowed to discuss some of the pictures of the cosmetics displayed by some famous women, students talk to each other and work together to determine answers. In addition, students were very enthusiastic about completing the demonstration of lip makeup application, but some students in the group were less sensitive to active students. They seem to need help to be able to join the study. Realizing this, the lecturer then divided the class into four groups. The number of students is 15 students. There seems to be a group with 4 and 3 members. The lecturer distributes student worksheets in the form of two learning activities for each group. They work together and seem happy to learn in a breakout room. However, there are still some students who have not shown good participation and enthusiasm for learning in groups. They are also shy and seem unfocused or thinking a lot. This student needs the help of a lecturer. The lesson design is as follows:

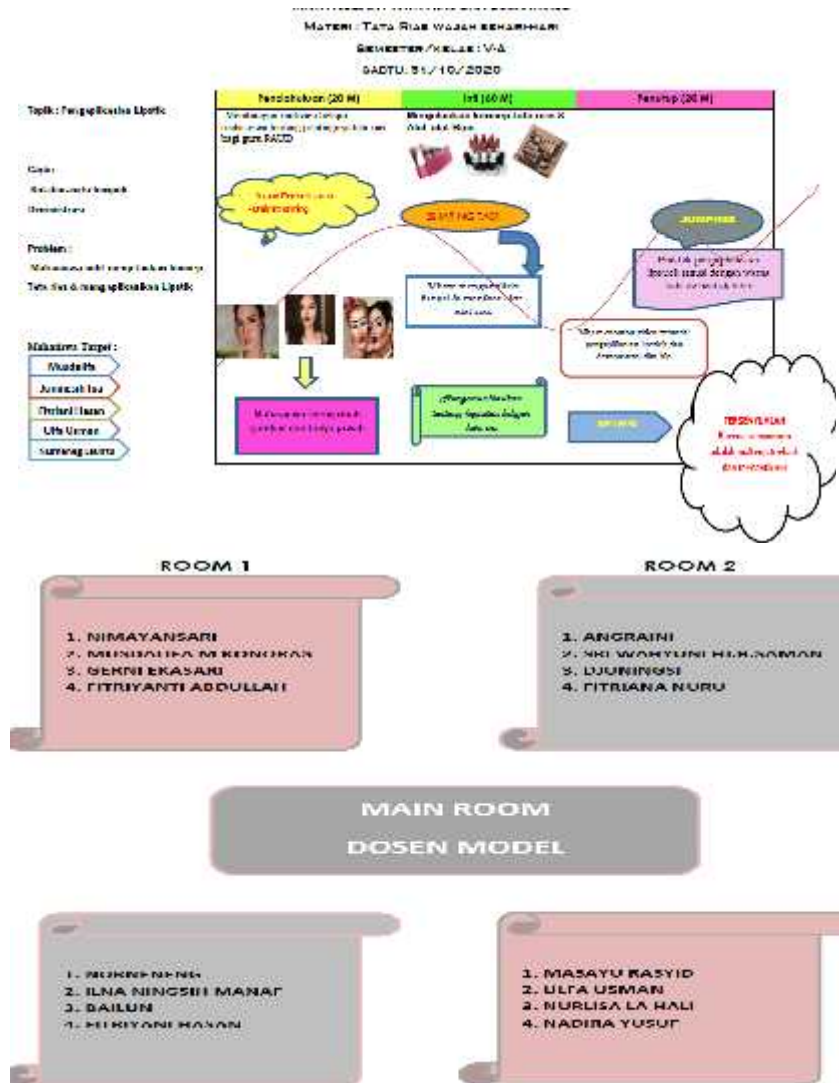


Figure 2. The Lesson Design and Room Plan of Students Activities

According to Gayatri et al., (2015) and Richit et al., (2021), the principles of collegiality and mutual learning are applied in collaborating when implementing the Lesson Study Cycle. This collaboration is needed because it is hoped that there will be more input for improvement which will indirectly improve the quality of learning. From this statement it can be concluded that the principles of collaboration and collegiality that help each other in learning are of course to build a learning community.

▪ **Interactions between Students and Model Lecturer during Online Learning**

Students are guided by the lecturer when completing the group task 'make-up technique'. The lecturer approaches each group and gives attention to the group that asks questions or finds difficulties. Students have shown good interaction with the lecturer. They were willing and voluntarily answered questions as representatives of the group, namely Ger, Djun, Nur, and Mas. This group discusses actively and they are successful in explaining the results of the group work very well. According to the observer, 'Beauty and fashion ' subject learning activities in class V/A that students dared to appear calm, not nervous, self-controlled, and confident. A model lecturer is active to improve their abilities in group articpation to make it more varied.



Figure 3. A Model Lecturer Opens the On-line Class

- **Student Interaction with Teaching Media and Students Worksheet**

Student interaction with teaching media is also very good. A model lecturer uses some media such as powerpoints presentation and video tutorials about cosmetics during group discussion activities to strengthen material and learning activities. Students use worksheets during group discussion activities. A worksheet is a sheet of paper that directs students to solve problems related to cosmetics tools and their functions. Another thing that supports students during demonstrations is to apply lip makeup to each group in that they are asked to make color compositions and draw lip shapes and then report their work. Observers said that the worksheet was divided among every group member-run very well because each would study the material and discuss it together in groups, there was even a student who was very agile in applying makeup. This encourages good collaboration between students with the help of the media. Students use cosmetics tools in the form of lipstick and brushes to complete the demonstration of lip makeup. Although some students seem shy because this is the first time they dress up or apply makeup in front of their friends. The observer in this case only found 2 groups with very high learning enthusiasm.



Figure 4. Students Demonstate the Lip Makeup

- **Students are Passive or Cheerful**

In addition, there are still a few students who still seem shy with group activities. The observer reveals that the model lecturer had approached several groups, especially students who seemed unenthusiastic and shy to blend in with their online groups. Besides that, some participants seemed indifferent, some students were silent as if they did not contribute but joined the discussion carefully. Students like this should get more attention for increased

participation in groups. There is even one student who is active but not maximized by his friends to help his friends in the group. Mustadi (2018)(Gunawan et al., 2015) stated every phenomenon or fact of children in their learning activities in detail, including how the face looks and what is behind it. From here, the character values of collegiality, togetherness, mutual help, and care for each other are built to move forward together, both among teachers and fellow students.



Figure 4. Students Activities in Group

- Understanding of Learning Materials

Students can understand the learning material for the concept of beauty, which is indicated by the lecturer's statement in the class that most of the students can complete assignments using the remaining time. Based on the results of observations in online classes that student errors are not misconceptions and application of concepts in understanding teaching materials, but because students' internet networks are unstable. Thus, lecturers must strive to motivate so that all students are more motivated to learn even with the limitations of the data package.

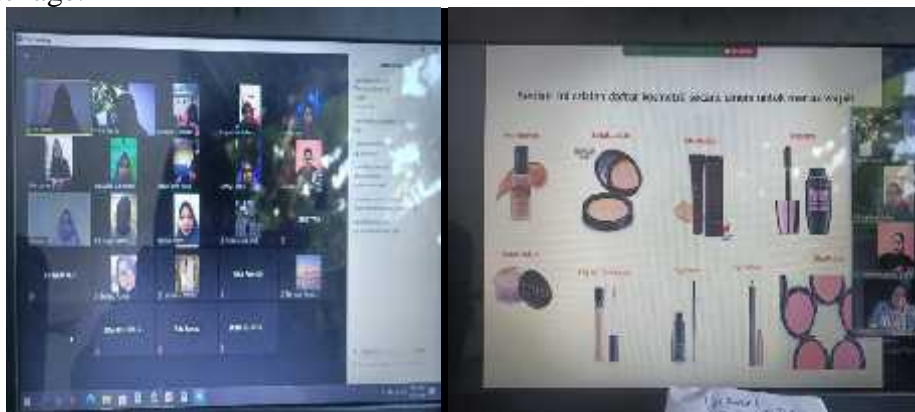


Figure 5. Reflection Activities after the Class

- Students Who Do Not Understand the Learning Topic

When referring to the results of group assignments all students have mastered the topic being taught. Minor errors in student work submitted by the lecturer did not affect the observer's assessment. However, lecturers need to check with students who can complete long group assignments and seem less serious. The observer had observed some student movements/gestures that some were confused and played alone, and did not know what to do. However, another thing that made the observers believe that the students had understood the topic was that the observer saw the faces of the students when they finished, there was satisfaction and joy. They do not have feelings of being forced to study or struggling because they do not master the skills of applying lip makeup well. According to the observer, so that



the class continues to be 'alive' and happiness surrounds all class members, model lecturers can use ice-breaking/games/songs that can keep students motivated to learn and keep them going until learning is complete. Observers also believe that lecturers are highly trusted by students, this is evidenced by they often call lecturers to approach their groups and there is an impression that students are very familiar with a model lecturer.

B. Reflection

The implementation lesson study in the learning process is a good step to achieve the educational goals as stated in law number 20 of 2003 concerning the national education system (Sisdiknas, 2003) . The benefits of lesson study in the learning process basically have the advantage of improving the quality of learning through collaborative and sustainable learning assessments based on the principles of collegiality and mutual learning to build a learning community (Budiyanto et al., 2021; Gayatri et al., 2015; Prihantoro, 2011; Suilleabhain, 2015; Susianna et al., 2021; Zunaidah, 2016). The improvements in the quality of learning are carried out before, during and after the implementation of learning which is illustrated in the implementation of the plan, do and see, so that it is possible to get a more optimal learning process in accordance with the planning carried out (Rahmi et al., 2020; Yiemkuntitavorn et al., 2013). Some reflection notes in learning activities include:

- a) Students don't seem bothered by the presence of observers because the lecturer's model has explained the presence of observers in the online class. The most important reason is that the lecturer has succeeded in making students continue to concentrate on learning so that it seems as if they are not aware of the existence of observers exciting activities.
- b) Games/songs/Icebreaking has been used in learning activities to activate and maintain student motivation so that the brave class can be comfortable to learn and the learning objectives are achieved.
- c) Collaborative learning designs are owned by lecturers, such as lecturer-student question and answer dialogues, group work in breakout rooms, and presentations.

Conclusion

This study concluded that the results of collaborative activities with implementing initiatives that ideally come from the leaders together with lecturers and teachers. The lesson study that is carried out is a lesson study based on subject beauty activities. The implementation process is going well and is supported by various parties including lecturers, teachers, and students. Each stage of lesson study starting from a plan, do, and see can provide meaning that can improve the professionalism of educators. In the learning model, a model lecturer is more innovative with more varied learning methods and more relevant to students' ability levels.

Recommendation

Further research can be carried out by researchers and educators to implement the lesson study in other subjects because it can also provide experience for prospective early childhood teacher and students in improving their competence in various aspects of teaching, so that later they can be used as useful provisions for participating in class activities and make a good contribution to the school and have an impact on improving the quality of early childhood teachers.

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