

Integration of Lesson Study in Teaching Practice of Social Study Student Teachers to Improve the Quality of Learning and Promote a Sustainable Lesson Study

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Abstract

Teaching Practice is a required course for all students in education programs, divided into two sections. The first, is intended as the process of creating Syllabus, teaching plans, instructional medias and supporting material for *peer teaching* practice. The second, is intended to assign students to do classroom teaching. *Lesson Study*(LS) has been integrated in the State University Of Malang for a while. It was decided to integrate it in teaching practice of all students after the benefit of Lesson Study was recognized. This study tries to describe the integration of LS in teaching practice for student teachers; the implementation of Lesson Study in the teaching practice of the Social Studies student teachers; the benefits of the implementation of LS in the teaching practice; and the constraints and the supporting factors in integrating teaching practice for Social Studies student teachers. In this qualitative study, the researcher analyzes documents, conducts observations, gives open ended questions interviews and leads focus group discussions. Lesson Study has strengthened the process of teaching practice and promoted the competency of Social Studies student teachers. Classroom teachers and Social studies student teachers recognize the importance of continuing teaching-learning improvement that can be done by applying Lesson Study.

Key words: Integration, Lesson Study, Social Studies, Learning, Sustainable.

Field Experience Practice (*PPL*), which is now called Field Experience Activity (*KPL* or abbreviated henceforth in English as FEA), is academically divided into two areas; the first one is a Field Experience Practice for student teachers and second is a Field Experience Practice for non-student teachers. This study examines Field Experience Activity (FEA), which is essentially aimed at introducing students to the real activity in the classroom. The learning activities include lesson planning, implementation of learning plan and assessment of learning. The status of Activity Field Experience/FEA is an intracurricular course mandatory for students worth 4 credit hours (FEA Development Center, 2013/2014:3). This course integrates the learning experience of students in a variety of courses at the campus with the real teaching practice at schools.

The implementation of teaching practice activities is divided into two stages. FEA I held on campus and aims to equip students with the competencies necessary for students to implement teaching activities in the partner schools. In the process of the FEA I students are expected to create: 1) The syllabus and description of Competency Standards (SK) and the Basic Competency (KD) or a Core Competence (KI) and the Basic Competency (KD) in the 2013 Curriculum. 2) Learning Tools and materials to be used for Peer learning and teaching in FEA II. 3) Practice peer learning peer teaching and applying Lesson Study/LS; students will carry out real teaching at schools.

In the history, Lesson Study (LS) was first introduced at the State University of Malang (UM) around 1997. After several years of running in the Science Faculty of UM, some benefits were perceived. LS addresses learning problems and becomes a tool to improve the quality of teaching and learning. In 2009, there was a concrete action for sustainability of LS by integrating LS in the Activity Field Experience (FEA) of UM. FEA Unit shared a document of LS to supervisor-lecturers and asked them to learn about it. Before the use of LS in the FEA, the processes of supervision in schools did not have clear procedures. Before the use of LS, lecturers were required to come to schools four times with a letter to be acknowledged and signed by the school personnel. In practice, not all lecturers implemented it, some of them came to school just once to obtain the acknowledgement and signature of the school personnel. Many supervisor-lecturers had no time to do observation to see students practice teaching. Sometimes, supervisor-lecturers came to schools to meet the students and talk with them in the school office, and discuss if there were problems faced by student teachers, and meet with school teachers who supervised the student teachers..

Although LS was introduced as Guide of FEA in 2009, LS could not immediately be applied in the process of supervision of teaching practice at Schools. In the early stage of LS introduction, lecturers already understood concepts and mastered the technique of LS but the School teachers were not ready. There was no communication about LS among teachers who were involved as supervisors for student-teachers. Sometimes lecturer-supervisors make a copy of the LS made by FEA unit to be given to the teachers, or to students because

it was still a document separated from the Directory of FEA. Finally, the students with the teachers jointly learned to implement LS in the process of FEA at schools. It was very important for the teachers, lecturers, and student teachers to integrate LS concept, procedures and instruments in the Implementation Guidelines of FEA as they are today. Learning, according to the Curriculum 2013, is expected to build the character, intelligence, creativity and critical thinking the students. Implementing of practice teaching, student teachers are also expected to be responsive to the demands of the curriculum. Using the LS in FEA in the State University of Malang will promote the Mastery of teaching skills of teaching and management of student teachers.

In WALIS (World Association of Lesson Studies) International Conference 2014 in Bandung Indonesia on November 24-28, sponsored by JICA International LS, dozens of activists and hundreds of teachers, lecturers, researchers presented the results of their research in the use of LS in the classroom in a variety of subjects and various levels of education. Selected as the previous research findings for this study are related to teacher preparation program or pre-service (for prospective teachers) as well as in service (practicing teachers) teacher education. These research findings are relevant because this study focuses on the use of LS in the FEA of students in Social Studies Education.

A study by Hong & Pin (2014), *Nurturing Reflective Practitioners through lesson Study, a Case Study of Teachers' Professional Development in Singapore*, is part of the Program of the Department of Education of Singapore which focuses on creating LS teamwork, making a plan about how they do reflection before, during, and after teaching. The result shows that the reflection process creates and promotes teacher awareness, and changes their mind set about the importance of new and better teaching and learning. Another Study by Ko & Tsang, (2014), a platform for the Hongkong in-Service Teachers to become Reflective Practitioners, focuses on the training followed by teachers from many schools involved in the planning, implementing, observing and doing reflection about the effectivity of teaching-learning process in the elementary and junior-high schools. The results show that cooperation among teachers from different schools in planning, implementing and observing the class, makes them share professional experience in the conference/reflection after teaching-learning.

A study by Primandiri (2014), *the Experiences on Lesson Study Implementation on the First Teaching Practice Program*, was done on Biology students in doing teaching practice for the first time. Sithamparam (2014) studies *Teacher Collaboration to achieve 21st Century Learning Outcomes in History Lessons in Lower Secondary Classrooms*. This multi-discipline study on professional development project aims to include development of the twenty first century competence in Brunei Darussalam schools. Hidayah (2014) studies *the Relationship Between Lesson Study and Novice Teachers Professionalism, a case study of mentoring program in Secondary Education in Indonesia* which gives benefits to new teachers. The Indonesian Government has launched a mentoring program as professional development program about the use of LS in Pilot Project Activities; and LS was identified as a clinical supervision in mentoring.

A study by Cajkler & Wood (2014), *toward A Culture of Professional Growth in School Based Teacher Education, a critical analysis of the impact of new teachers' Lesson Study Project*, did an evaluation on 30 projects of LS done by student teachers in England and North America as the program of initial Teacher Education (ITE). The data analysis is still on the way when this presentation is done. However, the temporary results show that most student teachers find LS valuable. They face many challenges in the implementation because of many assignments given to the students applying LS. Research about using LS in Social Studies Education is very rare. An analysis on research topics presented in WALIS international Conference in 2014 shows no topic of using LS in Social Studies Education. Positive results always come up in using LS and many challenges follow. Many observers state that LS needs longer time, and is difficult to make participants agree on the open lesson schedule. The present study focuses on how LS is integrated in UM FEA Unit, how LS is used in FEA, the role of LS in developing professional competences of Social Studies student teachers, and the constraints and supporting factors of Social Studies student teachers in implementing LS to promote the quality of teaching-learning process.

METHOD

This qualitative study was a case study trying to illustrate and summarize the various conditions and situations of social reality as the focus. It was conducted at a Field Practical Activities/FEA unit of UM, the student teachers practicing schools in the SMP 6, SMP UM Laboratory, and SMP Brawijaya Smart School. The location was already to the researcher because he visited them when she served as a supervisor lecturer in FEA.

A Qualitative research has a certain tradition in social science that is fundamentally dependent on human observation in its own territory and in touch with these people in their terminologies (Sugiyono, 2011:222). The researcher was present at the site based on the needs of study.

The data in this study includes: (1) learning devices, such as syllabus of social studies, lesson plans, instructional materials, media, evaluation instruments, (2) the implementation of teaching-learning processes, (3) the ability of student teachers to implement teaching-learning processes which include the methods used, the instructional media and evaluation of learning, and (4) the condition of students during the teaching-learning processes, students' interaction, cooperation in the discussion, ability in the communication, and their perception and involvement in the social studies learning. Another data source is a wide range of documents about the location, facilities and infrastructure of teaching-learning processes and its uses, teaching-learning activities in the classroom, what teachers and students do; and all data associated with the research focus: the principals, teachers, and student teachers.

Data collection techniques in general involve the four kinds, namely observation, interviews, documentation and triangulation or a combination of those four (Sugiyono, 2011:225). Data analysis involves the process of organizing and sorting data into patterns, categories, and units to find the theme to be formulated as working hypotheses suggested by the data (Moleong, 2010:280). The data analysis consists of: (1) data reduction, (2) data presentation and (3) inference/verification as suggested by Miles and Huberman (2009).

RESULT AND DISCUSSION

The integration of LS in the Field Experience Activities Unit

The routine tasks of FEA Unit are to: handle online registration of students; dropping off/picking up student teachers; monitoring activities; socialization and workshops with partner schools of UM. Basically, these activities include: managing the activities ranging from registration; managing the activities of the FEA; promoting partnership with the school/institution partners; recruiting teacher training tutors and lecturers to conduct coaching of FEA. The tasks carried out by FEA Unit, the University of Malang are good and coordinated since online registration; assessment and determining of school/institution were implemented. Supervisor teachers were assigned by the school principals; Supervisor-lecturers were assigned by the Head of the Department/Study Program. The implementation of FEA 1 was managed by Social Sciences Faculty and the Department/Study program in 2 schools to prepare student teachers in the debriefing of FEA 1 and FEA 2, to do monitoring and evaluation, and make contracts with the partner schools.

Before LS was used, the Guideline procedure in the Teaching Practice of students are lecturers and Student teachers met to discuss lesson plans approved by the supervisor and teacher tutors using the format supervision only. LS is used as the guidance of students, the procedure begins with LS socialization to lecturers and Supervisor teachers of the school officials in 2009 (Document Dissemination, 2009). But during the year, teachers in schools are not ready to implement LS. Then the socialization of LS strengthened in 2010 and since 2012 LS could actually be implemented by lecturers, student teachers of FEA, officials in the schools. Into consideration that LS as a reason for using the procedure in the student teachers guidance is that the procedure is more open and the learning activities of student teachers are more coordinated. The LS procedure is also train students teachers worked in teams They share with colleagues since the preparation of the devices up to the implementation of learning; LS train students to be open to oneself and others; they got lesson learned, it is suitable for students who are learning.

The socialization process by FEA Unit to the student teachers was conducted periodically before the execution of the FEA in debriefing of FEA 1 and 2. The material presented in LS socialization covered: the LS concept and procedures within the FEA; the Plan Stage includes the practice of making lesson plans; the Do Stage applies Lesson Study; the stage of See and Reflection includes the practice of observation and reflection in the LS. In one period of the FEA, there are 2 times of student involvement in LS. The Socialization process by FEA Unit to the FEA supervisor lecturers was done via the 2.5 hour workshop once a year, sharing documents of LS assigned to each supervisor lecturer; another training for beginners of supervisor-teachers. Materials presented in LS training cover the understanding of the concepts and procedures of LS as well as how to put the core LS activities into practice: the so-called Plan, do, See and Reflection in an integrated manner. The lecturers have responded to LS positively, stating that as good procedures for supervising student teachers in the FEA. However, there is also a lecturer who holds negative comments like "why they should bother doing or using LS". Monitoring the performance and the use of LS in FEA was done directly in the schools by interviewing student teachers and supervisor teachers; and monitoring the presence and activities of supervisor lecturers in schools. Monitoring student teachers through the evaluation reports can be done from the LS attendance list, LS

observation results, and the results of LS discussions. The main tasks related to the implementation of FEA in the schools involved supervisor teachers, monitoring the implementation of FEA in the classrooms and making an assessment. Targets to be achieved by the student teachers in the FEA at school are: being able to teach according to the standard and finish materials in accordance with Standard of competence, implement the learning activities in the classrooms at least 5 times, and implement LS at least 2 times.

The LS procedure is very good for student teachers when they need to know the progress of the learners. LS as supervising procedure for student teachers in the FEA is very good and supportive so that students can practice teaching in accordance with procedures and even more detailed. The LS is a procedure more related to the behavior of students in the learning process, observing the difficulties of student learning and less in observing the behavior of student teachers in teaching. Many teachers think that LS main function is to observe the students, identify students' learning difficulties and find solutions; and discuss the behavior of teachers in carrying out the assessment of the FEA; LS also emphasizes observations of how teachers manage the class and deliver lessons and teachers behavior from the beginning until the end.

In *Plan stage* of LS, the student teachers prepare lesson plans, then discuss it with colleagues and consult with supervisor teachers, get feedback; and revise the lesson plans. In the stage *Do* of LS, one student acts as a model teacher and the other students act as observers; a supervisor teacher and a supervisor lecturer join the observation to observe the students during the teaching-learning process. The student teacher who becomes a model teacher teaches in the classroom, interacts with students, conveys the subject matter and solves the problem. When the stage of *See* and *Reflection* of the LS is done, the model teacher and the observers do reflection together. In the discussion they share inputs, evaluation, and reflection. The reflection process is led by a moderator, the model teacher presents his/her thoughts and impression about his/her own teaching, the observers present their thoughts of observations, and together they formulate solutions to problems which arise.

There are two different activities in FEA, namely LS in its original procedures to prevent LS activity out of its concept and supervision of student teachers. Without the LS in FEA and the supervision, student teachers gain less experience in their interaction with students and teaching in the classroom. The principal states that the use of LS in the FEA is building a Learning Community. Many school teachers start conducting a regular LS and also an organization of a group of teachers in the same subjects applies LS, too. A reciprocal relationship occurs between the supervisor teacher and student teachers who participate in the FEA, they inform each other and share their experience of teaching and how to use media. With the use of LS in the process of FEA, the schools get more experience and provide easily an assessment to the student teachers in FEA. The process of LS promotes not only student learning but also student teachers' competences (Sutaji et al., 2013).

The main task of school teachers or during the implementation of FEA is monitoring the implementation of FEA in the classroom and making an assessment. In the implementation there is no problem because the FEA can be coordinated well, and runs according to the standard procedures designed by FEA Unit. Supervisor teachers supervise student teachers and provide guidance. Problematic situations sometimes happen in the FEA implementation at schools: the FEA should be completed in very short time and students are having midterm tests. Student teachers in FEA need some time for adaptation processes. Solutions have been done by the supervisor teacher such as: student teachers were given extra hour after the FEA in order to do LS twice, when student teachers have problem to discipline the class, the supervisor teacher helps escort the children/students in the classroom during the transition time from the supervisor teacher to FEA student teachers. In the FEA activities of odd semester of 2015/2016, FEA Unit appointed 297 lecturers from various courses and they were distributed to 52 partner schools. In Social Studies Education Program, an individual lecturer was assigned to supervise 18 students in three partner schools; 6 students at SMPN 6 Malang, 6 students at SMPN Lab. School, and 6 students at SMP Brawijaya Smart School. Observations were made to all the students who were FEA in 3 schools.

The discussion stage plan was done in order to divide the tasks between the FEA student teachers and Master Tutors. The lesson plan already contains educational unit, subject, class, semester, themes, sub-themes, meetings, and allocation of time. The four basic competencies, the sub-competencies corresponding to the basic competence and indicator consist of four items adjusted to basic competencies, all arranged according to themes. The learning objectives are clearly stated into seven items. The media was planned according to the learning objectives and can help the understanding of the material by the students. The scenario of the learning activities was clearly and coherently described in each stage of the achievement of the basic competence with its allocation of time. Stages of learning give students the opportunity to interact with friends, teaching materials, teacher, or the environment. The closing activity gives students the chance to make a conclusion or reflection; write a follow-up plan in the form of learning task to study the material for the next meeting. The research instrument

was made in accordance with the basic competence covering all materials discussed. The key the answers were written in detail, but without a scoring standard.

The *Do* stage is the implementation of learning. The student teacher as the model started the activities with greeting and checking the attendance to attract the attention of students. Furthermore the student teacher activated schemata of the students by asking them questions about the material. The student teacher as a model also delivered the learning objectives and expressed his gratitude to the Lord Almighty as an application of the Character Education core-competence. The method used in the form of quizzes can make students actively involved in learning. The use of the method allowed students to work together as students formed small groups for discussion. The materials presented were supporting the achievement of basic competence, the learning media was also utilized effectively and efficiently involving the students. In the concluding part of the teaching practice students and teacher made conclusions together about the new learning. Students were given a post-test as an evaluation in accordance with materials studied and as a teacher assessment to measure the achievement of basic competence. The teacher model looked confident to get around the class and were close to the students. The voice of teacher model could reach all area of the classroom. The language used by teacher as the model to educate students could be understood easily by students. He or she was also dressed in polite manner; able to manage the teaching time very well as planned; the learning scenario was conducted properly and smoothly.

In the *Obsevation stage*; the model teacher started by saying hello, did apperception and delivered learning objectives. However, the teaching material might have no linkage with the reality of life. The material is still largely theoretical and corresponding to the planned scenario. The learning process was conducted by using Microsoft Power Point to show impressions about the people in the prehistoric life and a quiz Who Wants to be a Millionere. The instructional media was used and manipulated appropriately. The students were interested in learning resources and learning media. The learning process was carried out with appropriate strategies and took place smoothly. Almost all the students participated in the learning activities well and tried to think critically. Teachers provide guidance to encourage students to ask questions and think critically by exposing pictures of social and cultural life of prehistoric people. Some students were not active at the beginning and were not paying attention when the teacher gave an explanation of their duties. The closing process was done by concluding the learning collaboratively by students and teachers. The model teacher gave no homework for students. The model teacher provided evaluation questions to determine the mastery of the students in learning the new materials. Learning materials were conveyed properly according to the purpose of learning.

In the *Reflection* stage, almost all students have learned about the learning topics. Students responded to the assignment of teachers with enthusiasm, but some students could not follow the activities well. The students could not actively learn because they were not accustomed to learning with agility in answering questions. Learning to use a quiz made students interested in learning. Coupled with the questions as competition between groups foster an attitude of getting points. Students also actively asked the images displayed on the power point slide show; the majority of students seemed to learn well about the topics. *Lesson Learned*: Some students could not follow the learning well probably due to their sleepiness and lack of motivation. Besides, sharing in a group with a free membership as desired by students makes noisy atmosphere, and students were difficult to be conditioned as at the beginning. Besides, the quiz consisted of 15 questions to be answered but only 10 questions were answered because the teacher displayed too many images in the early learning stage, so there was a problem of time management. A valuable lesson is that giving freedom to students is not always good. When students make groups according to what they want, the class becomes noisy and difficult to manage (Hidayah, 2014).

The Benefit of Using Lesson Study

The prime benefit of using Lesson Study for the implementation of FEA is that it creates chances of professional development of faculty, supervisor teachers, and student teachers. The process of supervision by lecturers is done with more concrete procedures; lecturers with teacher tutors and other student teachers should attend the class to observe the stages of the Open Lesson. The process of LS improves the competence of student teachers pedagogically, personally, and socially. There is a reciprocal relationship between lecturers with teacher tutors and other student teachers in the process of LS. There is a mutual exchange of knowledge and experience of UM students and teachers; they get new things in education. Students and teachers gain new experiences, share learning media. Before LS was used, the procedures of FEA included: observing student teachers teach in the classroom and student teachers in the classroom did team teaching and individual teaching. In addition, the use of LS in FEA has also fostered a culture sharing in learning among teachers. They have formed study groups between the teacher tutors and student teachers or between teachers at school. The results show that cooperation

among teachers from different schools in planning, implementing and observing the class, makes them share professional experience in the conference/reflection after teaching-learning. Some teachers voluntarily conduct LS at school regularly, and the organization of a group of teachers with the same subject applies LS, too; the use of LS in FEA has established a learning community on campus and at schools (Ko, Po Yuk & Tsang, Ching Han Jannie, 2014).

Another benefit of using LS in FEA obtained by School is that the principle and teachers experience more about LS, they could provide an assessment to FEA more easily. Supervisor teachers are in the classroom and record every activity from the start to the end of learning. Monitoring the performance of student teachers in the implementation of LS in FEA can be done by reviewing the observation sheet and observing the teaching process in the classroom. During reflection stage they conduct activities after opening the lesson, unfortunately the discussion is much more about supervision. The reflection of teachers should note the problems faced by students and find solutions together. Targets to be achieved by the students teachers in the FEA is to improve the knowledge and experience of the learners; this target has been reached with an indication that students understand and be able to explain the material being taught by a teacher about 75%. However, there were student teachers who declared that they could not achieve it yet because the intensity of the classroom learning is low, and they were less familiar with the characteristics of the learners. Student teachers involvement in FEA eases the burden of teachers and the school administration staff, provides innovations as a model, media, and learning methods. Before learning in the classroom, student teachers consult the teaching-learning instrument with supervisor teachers.

Benefits of using worksheets for the learners is that the student teacher and the supervisor teacher can exchange ideas, solve problems that arise in the classroom during the learning process, know the advantages and disadvantages of current teaching in the classroom. It could be said that the LS is a procedure in FEA which is more concerned with the behavior of students in the learning process and noting the difficulties of student learning. It was appropriate because the teachers can cover all the materials with the most sophisticated media; but if students still have difficulty in learning, the learning process is not successful. In the implementation of LS, indeed teachers can learn from the observations, so that the learning process can be implemented better later. But in the FEA, it should be noted that the model teachers who do not have sufficient skills in teaching can get input from another observer; she or he could increase the skills in teaching. Each individual teacher has his own strength and weaknesses; each teacher also has different teaching style. The implementation of LS in FEA has added the reference for teachers in addressing students who have learning problems; it is very helpful in developing student teachers performance. LS will continue to be used for the implementation of the FEA in UM before a new regulation or more innovative procedures are used in developing the ability to teach and assess student teachers performance.

Problems and Supporting factors of Lesson Study

Students who are late to register can still be served. In other cases, students may not register in the current semester and be recommended to register in the next semester. The monitoring and evaluation process by the partner school are not too complicated. The targets can be achieved by student teachers in FEA because this program is executed well. It is constructive and adaptive with the needs of the school. Student teachers do the real teaching practice in the classroom, reflecting the success of the learning undertaken and the targets achieved by students. The adoption process of LS by partner schools have not been evenly distributed. There are still barriers; many supervisor teachers of the partner schools have not received training about LS. Teacher tutors who do not understand LS tend to learn from the students or lecturers. Sometimes the teacher tutors and lecturers are not present when students perform LS as they have other tasks; but at least one could be present, the supervisor teacher or lecturer. It is expected that both of them could be present to maximize the reflection stage. For supervisor teachers who have not attended training or socialization of LS, FEA Unit copes with it by holding periodical workshops. The student teachers are recommended to file problems in LS activities to be discussed with the supervisor, even after the opening of the lesson.

Some obstacles were faced by schools and principals in adopting LS. The FEA was conducted in short time and the preparation for FEA LS was minimum in time; But FEA with LS ran smoothly according to the procedure. The problem was overcome by discussing with student teachers or the coordinator about the schedule of LS. Some other problems occur such as: classrooms are not adequate; limited time; a lot of time spent for school activities, there is no room for reflection; students have mid-semester exam at school. To overcome these obstacles, the principals authorize the implementation of reflections in the living room or in the principal's office. After the learning is done, the model teacher/student teachers directly do reflection on learning. Another

difficulty occurred related to the field of study of Social studies Education or Natural Sciences Education. Student teachers say that the the material in module 3 is redundant with history; the teacher model finds it still difficult to prevent the social studies Education materials from being fragmented. Another difficulty was associated with the use of Scientific Approach which should cover 5 steps: observing, asking questions, reasoning/associating, experimenting and networking. The student teachers integrated social studies materials in somewhat complicated manner because they were not familiar with it yet.

The student teachers said that the problem in implementing FEA was related to the unexpected activities of students at schools. The process of FEA has coincided with some non-academic activities of the school. School time was cut short resulting in condensing the materials so that LS could not be implemented as planned in terms of the allocated time for FEA. Misbehavior of the students was sometimes a problem: a lack of respect from students to student teachers, making noise and being disruptive in the class. To overcome the problems, student teachers need personal approach to the students and provide a model of learning and interesting media. There was discrepancy between what was studied on campus with what happened with the students at schools. Sometimes, student teachers need longer time to revise the instructional materials. Student teachers must quickly adjust to the realities in the field; They have to learn from the supervisor teachers in applying scientific approach and developing instructional materials. Sometimes, the schools develop their own models of instructional materials.

The spirit of student teachers in applying LS in FEAs is fostered by the fact that the instrument for LS is relatively well established. Supervisor teachers also have practiced LS, have more experience and willingness to provide input to help the students during the implementation of the LS (plan-do-see). Some students are outstanding, active and creative and supportive to what is done by student teachers in the class. The use LS in the FEA is also supported by adequate infrastructure, a variety of tools and adequate learning media and technology. A week of preparation to implement LS is a crucial factor in successful use of LS in FEA. Most teachers already know the activities of LS. The supervisor teachers are willing to guide. The lecturers as supervisors attend and provide input in the implementation of LS; the involvement of all personnel leads to a good atmosphere for successful Lesson Study.

CONCLUSIONS

In 2009, LS was integrated in the implementation of FEA. It was a new policy in managing the FEA; It took 3 years to implement LS in partner schools. Socialization of LS to FEA supervisors has been conducted since 2009 in the form 2,5 hour-workshop; as the process of sharing concepts, procedures and instruments of LS. The supervisors have had the ideology of LS since 2009, but it was not applied at schools at the same time because the socialization LS for supervisor teachers have not been evenly distributed. Only in the year 2013 the implementation of FEA at schools and the LS procedure were evenly accepted by teachers in the partner schools. For the Social Studies Education Program, the FEA was conducted in odd semester of the year 2015, followed by 90 students as the first 2012 cohort of Social Studies Education. The Implementation of LS in Social Studies Education Program was conducted through student debriefing about LS given at the FEA on campus; but in fact the students had learned LS in certain subjects such as Introduction to Educational Learning Strategy or Introduction to Education. In debriefing students practicing LS, the lecturers supervise them in peer teaching activities. The lesson plan was made by student teachers to exercise their skills in writing lesson plans for LS. But the stage of observation and reflection was not done in real situations; especially related to the identification of students' learning difficulties. Supervision was done to examine student teachers whether the teaching skills were done adequately. Many Social Studies FEA participants were nervous. They made many mistakes, away from their lesson plan, and their time management skill was still weak. However, it should be appreciated also that social studies students had dared to implement a variety of innovative learning model which encouraged student participation. The observation showed that integrated learning implementation was still weak.

The benefits of the implementation of LS in Social Studies FEAs were giving opportunities of UM faculty, students, teachers, and FEA officials to develop teaching skills, personal, social competences and to increase students participation in the FEA activities. A reciprocal relationship occurred between teachers and supervisor students and FEA in sharing about the experience of teaching-learning and media usage. LS has attracted the attention of education practitioners. The use of LS for the implementation of FEA encouraged the formation of learning community both at campus and partner schools. The process of supervision was intended for developing professional skills of prospective teachers, while LS helped teachers examine learning difficulties experienced by students and find solutions in the joint discussions.

Some constraints within the use of LS in FEA were identified such as: lacks of focus of FEA, partner schools varied, limited human resources; late registration of students; the number of students in the odd semester reaching 3700 student teachers difficult to find partner schools for FEA. The schedule of FEA was often not appropriate to the school calendar so that 6 weeks time was not effective; financial support was often too late. The LS adoption by partner schools was slow; many teachers have not received training as LS supervisor teachers. The UM FEA Unitsolved these problems by holding workshops for lecturers and teachers regularly. The supporting factors were: the instruments for LS were well established. Most supervisor teachers already had known the activities of LS, were willing to guide, had sufficient experience in doing LS; they provided feedback to the students teachers during the implementation of the LS (plan-do-see). The supervisor could attend and provide input in the implementation of LS. In some partner schools, there were sufficient facilities, infrastructure, media; technology; outstanding students who were active and creative, and supportive in the use LS during the process of FEA at schools.

PPL student debriefing process was quite nice for the provision of theory and practical application of LS on FEA I, but in terms of time it needs to be compacted because the lecturers also had many other tasks; 3 days a week time was enough for peer teaching and practicing LS together with the supervisors. In FEA, the activities of supervision and LS needed to put proportionally to the FEA. The process of supervision was the main task of the FEA in developing the professional skills of prospective teachers, while LS helped student teachers examine learning difficulties experienced by the students and find solutions in the joint discussions. Simple instruments should be created for lecturers to perform the task of supervision and examine student teachers' professional skills in FEA.

In order to implement of the FEA more effectively and productively in the future, it is recommended to make use of the time more efficiently and productively. The use of LS in FEA needs to be accompanied by ongoing supervision for the FEA as a process of building teaching skills of prospective teachers, and paying attention to students' learning difficulties. LS implementation should be done at the end of the implementation of FEA so that the model teacher or student teacher in the FEA can identify the characteristics of students and are also able to recognize the characteristics of teachers in the implementation of the LS models. The use of LS in the FEA should build a learning community between teachers and students of the FEA. At the moment, LS learning community for supervisor teachers and student teachers has not been established yet because supervisor teachers tend to dominate in the planning stage so that student teachers does not have the opportunity to develop skills acquired in FEA. With the existence of a learning community, the LS will be sustained, not only theoretically but also practically implemented in order to promote students competences and improve the quality of education.

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