

The Implementation Of Lesson Study Method In Teaching Procedure Text By Utilizing Real Object Recycled In The Tenth Grade Of Ma Ummul Quro At-Tarbawiyah Pamekasan

Oleh:

Ach. Aldi Rofiqi, Jaftiyatur Rohaniyah

Universitas Islam Madura (UIM) Pamekasan, Indonesia

Email: aldyrofiqi33@gmail.com javetien@gmail.com

Abstract

This research is motivated by the fact that students' learning activities in english lesson are less enthusiastic and more silent, resulting in a lack of active atmosphere in the learning process. This research aims to determine the implementation of lesson study in learning text procedures using recycled media data in class X MA Ummul Quro At-Tarbawiyah, which consists of 15 students. Apart from that, the lesson study method is applied at this school by 3 English teachers and researcher. 1 person as a model teacher, and 3 people as observers. The researcher used descriptive qualitative method in this research. The data obtained is in the form of documentation such as photos and the results of researchers' observations at each step of the lesson study process. The research results showed that the implementation of lesson study to identify students' learning activeness was carried out in two cycles with the stages plan, do, see. The indicators of activeness identified are the teacher's ability to apply each stage of lesson study, and the student's ability to study the material provided. This research has been said to be going well, marked by the achievement of the indicators needed by researchers. With lesson study, you can identify students' activeness in learning. Based on the results of this research, it is recommended that this research only discuss how to implement lesson study in the process of learning text procedures using recycled media and what are thew benefits of lesson study method. Therefore, similar research regarding the implementation of lesson study can examine other learning processes.

Keywords: Lesson Study, Procedure Text, Real Object, Recycled.

A. Intruduction

Madrasah sebagai intstitusi pendidikan di bawah Kementerian Agama tentunya berperan penting dalam pembentukan karakter dan kecerdasan generasi Islam. Efektivitas kepemimpinan kepala madrasah menentukan keberhasilan tujuan madrasah. Inovasi dan strategi manajemen yang diimplementasikan membawa perubahan terhadap kualitas Pendidikan. Apalagi dalam menghadapi tantangan 4.0 yang semakin kompleks dan beragam diperlukan kemampuan kepala madrasah

untuk melakukan sensing, seizing, dan tranformasi menuju struktur organisasi yang serba digital.¹

As long as education continues to accompany people's daily lives, of course educational problems will arise. As a result, education stakeholders will always discuss education issues starting from the basics to the operational technical level. The main issue of education which is the main topic of discussion is focused on how efforts must be made by schools to achieve quality education, which will ultimately produce quality graduates. As explained by Anugrah, quality education is of course expected for the progress of a nation, "Education is not just a means of being an agent of change for the young generation who will become the nation's successors, but also must be an agent of producer in order to create a transformation that real."²

The system of learning and teaching activities in the classroom of course greatly influences students' enthusiasm for learning. If learning activities are stiff or monotonous, then students will feel bored quickly, and if the students are less active when following lessons in class, it is likely that students will not understand the material provided by the teacher quickly. Therefore, teachers are required to be more creative and innovative in fostering students' enthusiasm for active learning in class, as well as creating a class atmosphere that is not boring. According to Sinaga, "teachers are professional workers. The work of the teacher itself is very closely related to educating the children of the nation's future generations. A teacher is a source of knowledge, they have a lot to control, from knowledge, skills to teaching materials or media used in teaching. Apart from that, the teacher is used as someone who will be admired and imitated by children in all aspects of the teacher. With the hope that it can shape and guide students better in the future."³

Lesson Study is one of the educational topics that has recently been widely discussed by education stakeholders. This topic emerged as an alternative to overcome the problem of learning practices which have been seen as less effective. Supriatna argued that the activity carried out in lesson study is to examine all aspects of learning with the hope that we can teach students optimally and we can

¹ Masduki Asbari et al., "Urgensi Inovasi di Era Informasi: Analisis Kepemimpinan Dinamis, Iklim Etis, dan Inovasi Guru," *Jurnal Pendidikan Transformatif (Jupetra)* 02, no. 01 (2023): 128–40, <https://jupetra.org/index.php/jpt/article/view/135/41>.

² Anugrah Dwi. (2023). *Masalah Pendidikan Yang Umum Terjadi di Indonesia*. Sumatera Utara, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sumatera Utara.

³ Sinaga, Isna Sa'adah. (2018). *Kompetensi Profesional Guru Dalam Meningkatkan Minat Belajar Siswa Di Mis Nur Hafizah Desa Sei Rotan*. Skripsi tesis, Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara.

improve ourselves to become professional teachers in fulfilling students' learning and improving the quality of students.⁴

Lesson Study has recently become a widely discussed topic among education stakeholders. This approach has emerged as an alternative solution to address ineffective learning practices. Supriatna argued that lesson study involves examining all aspects of learning to optimize teaching strategies and improve teachers' professional development, thereby enhancing students' learning quality. Based on this background, this study aims to investigate the implementation of the lesson study method in teaching procedure texts using real recycled objects in the tenth grade of Ummul Quro At-Tarbawiyah School. Additionally, this research seeks to explore the benefits of implementing lesson study with real recycled objects in teaching procedure texts to support students' academic progress.

B. Discussion

This research is directed at describing of real conditions in the tenth grade of MA Ummul Quro At-Tarbawiyah regarding the implementation of lesson study method in teaching procedure text by utilizing real object recycled. The result of this research will be presented systematically according to research that uses classroom action research.” Based on the research result, it shows that the implementation of lesson study mothod in teaching procedure text by utilizing real object recycled in the tenth grade of MA Ummul Quro At-Tarbawiyah is quite well.

After the researcher collected research data at MA Ummul Quro At-Tarbawiyah, interview results were obtained from the school principal, 3 english teacher who were directly involved in lesson study activities in active learning of english lesson. Beside that, the researcher also collect data through observations and documentation on each research activity.

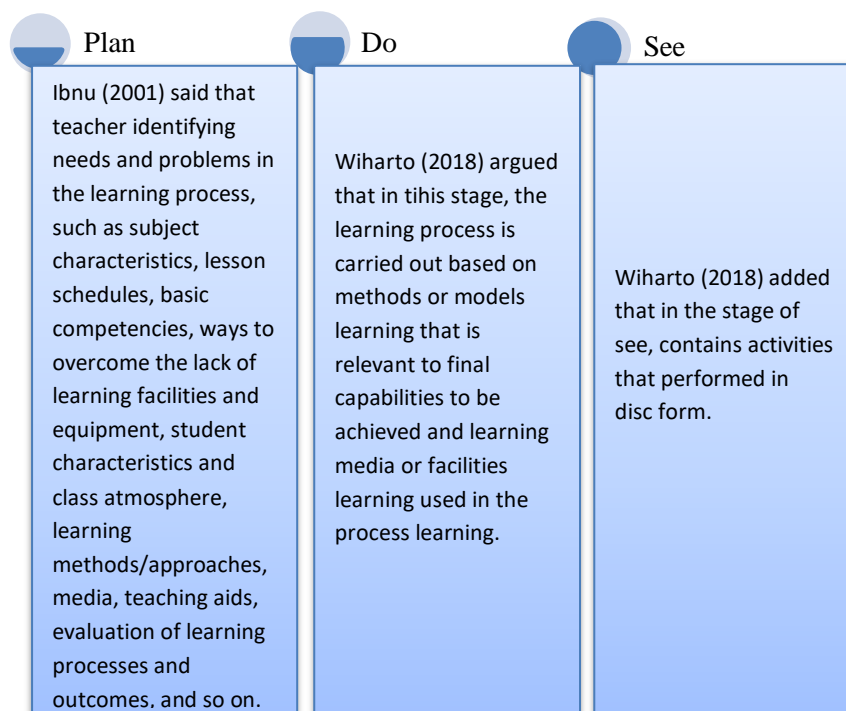
1. The Process of Implementation Lesson Study

Novalinda said that one of the steps to having this strategy is to master it presentation techniques and teaching methods. In the learning system, teaching methods are an inseparable part which cannot be separated.⁵ Teaching components are intertwined as a system that is interconnected and influences each

⁴ Supriatna, Y. (2019). *Implementasi Lesson Study dalam meningkatkan profesionalisme guru pendidikan agama islam*. Turatsuna: Jurnal Keislaman dan Pendidikan, 1(2), 1-13.

⁵ Novalinda, R., Dakhi, O., Fajra, M., Azman, A., Masril, M., Ambiyar, A., & Verawadina, U. (2020). Learning Model Team Assisted Individualization Assisted Module to Improve Social Interaction and Student Learning Achievement. *Universal Journal of Educational Research*, 8(12A).

other. Mahmudi stated that in general, there are three steps to lesson study activities, namely stage planning (plan), implementation stage (plan), and reflection stage (see). the researcher's implemented these 3 processes in this reasearch, they are.⁶



As explained in the previous chapter, this research was carried out in 2 cycles, so the following is the first cycle that was carried out by the researcher in his research:

Cyrcl 1

a. Plan

The planning stage was carried out on 20 May 2024. Ibnu said that the planning stage begins with identifying needs and problems in the learning process, such as subject characteristics, lesson schedules, basic competencies, ways to overcome the lack of learning facilities and equipment, student characteristics and class atmosphere, learning methods/approaches, media, teaching aids, evaluation of learning processes and outcomes, and so on.⁷

The aim of implementing this stage is so that the observation process in learning can run well. This activity was attended by 3 english teacher and researcher. The learning steps that will be carried out by Noer Hasanah, are contained in the Learning Implementation Plan (RPP). Apart from that, student evaluation sheets were also made in Student Worksheets containing questions that

⁶ Mahmudi (2006). *Lesson Study*. Yogyakarta, Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri Yogyakarta.

⁷ Gunawan Ibnu, *Lesson Study; Sebuah Pengantar* (Surabaya: Bentara, 2001, hlm. 34.

students would answer. Apart from that, the teacher also prepared real object recycled media that will be used in this subject, such as ice cream sticks, cardboard and plastic cups.

b. Do

This stage was carried out on 21 May 2024 in class X MA Ummul Quro At-Tarbawiyah during the 3-4th lesson. According to Djamilah the do stage includes accurate time predictions, class management, syllabus implementation, student activities, and achievement of objectives for each stage of learning activities.⁸

This activity was attended by the teacher and observer consisting of 2 teachers. Before this activity is carried out, the teacher and observer give a briefing (gather for a moment) in the room provided to review the Learning Implementation Plan (RPP) that has been prepared and read out the observer or observer rules. Observers are asked not to carry out any activities that have the potential to disrupt the teaching and learning process and to fill in the teacher's observation sheet regarding observations of student behavior.

After the briefing activity was completed, the teacher and observer headed to the classroom. Observers are invited to choose a strategic place that does not interfere with learning activities with the model teacher. Next, Noer Hasanah as the model teacher carried out the lesson as planned.

The lesson opening activity was opened by conveying the learning objectives, then the teacher continued by explaining the lesson material, then the model teacher instructed students to divide 15 students into 4 groups. Each group has 4 students and 3 students. After that the teacher shows pictures to students as examples of creations from real object "recycled" in the form of plastic cups and ice cream sticks. The teacher gives students 30 minutes to make objects according to the pictures explained along with the procedure text. Then each group was asked to come forward to present the results of their respective work.

c. See

The see stage is carried out after the do stage at 10.00 WIB in the Guidance and Counseling room at MA Ummul Quro At-Tarbawiyah. The see stage is the process of looking back at what has been implemented in the do (implementation)

⁸ Djamilah BW. 2006. *Pengembangan Kompetensi Guru Matematika Melalui Lesson Study*. Makalah disampaikan pada Seminar Nasional dan Konferensi nasional Matematika di Universitas Negeri Semarang pada 24 – 27 Juli.

stage. Djamilah said that with the understanding that lesson study is a forum for mutual learning in an effort to develop the competence of each team member, the spirit in this reflection stage is to jointly find solutions to problems that arise so that the next lesson can be prepared and implemented efficiently.⁹ This activity is led by a moderator, starting with reflection by the model teacher, then completed by member teachers, and responded to and criticized, as well as given input or suggestions by observers.

According to the model teacher's confession, "during the open lesson I felt awkward having to teach in front of observers". Noer Hasanah at the opening lacked relax when observed in the learning process. But over time he got through it well. After that, the observer teachers took turns giving their opinions when conducting classroom observations. According to him, the model teacher had carried out the learning well and according to what was planned. The teacher has guided students in understanding the material and practicing procedural text using real object recycled well. However, based on the results of reflection, when carrying out teaching and learning activities, not all groups were able to complete the task of making procedure text according to what was instructed, because the tasks were different. So the model teacher and observer must carry out the second cycle.

Cycle 2

Based on the results of the evaluation carried out by the model teacher and observers in cycle 1, lesson study activities were continued in cycle 2 to correct deficiencies and perfect learning activities in class.

a. Plan

At the plan stage, researchers, model teachers and observers discuss the lesson plan that will be implemented in class X. The lesson plan prepared in the second cycle is almost the same as the Lesson Plan in the first cycle, but there are only slight differences. The procedure text task for all groups is the same, namely making a toy house using ice cream sticks.

This aims to ensure that the level of difficulty in creating procedure text between groups is the same, so that all groups do not experience excessive difficulties and can complete their tasks such as compiling texts, making toy houses, and presenting them.

⁹ Djamilah BW. 2006. *Pengembangan Kompetensi Guru Matematika Melalui Lesson Study*. Makalah disampaikan pada Seminar Nasional dan Konferensi nasional Matematika di Universitas Negeri Semarang pada 24 – 27 Juli.

At this stage, the researcher and all the teachers who played a role in this learning activity agreed that Noer Hasanah continued to act as a model teacher, while the researcher, Naili and Alfia continued to act as the observers.

b. Do

This stage was carried out on 27 May 2024 in class X of MA Ummul Quro At-Tarbawiyah. This activity was attended by the teacher and observers consisting of 2 teachers and a researcher. Before this activity is carried out, the teacher and observers give a briefing (gather for a moment) in the room provided to review the Learning Implementation Plan (RPP) that has been prepared and read out the observer or observer rules. Observers are asked not to carry out any activities that have the potential to disrupt the teaching and learning process and to fill in the teacher's observation sheet regarding observations of student behavior.

After the briefing activity was completed, the teacher and observer headed to the classroom. Observers are invited to choose a strategic place that does not interfere with learning activities with the model teacher. Next, Noer Hasanah as the model teacher carried out the lesson as planned.

The lesson opening activity was opened by conveying the learning objectives, then the teacher continued by explaining the lesson material, then the model teacher instructed students to divide 15 students into 4 groups. Each group has 4 students and 3 students. After that the teacher shows pictures to students as examples of creations from real object recycled in the form of plastic cups and ice cream sticks. The teacher gives students 30 minutes to make objects according to the pictures explained along with the procedure text. Then each group was asked to come forward to present the results of their respective work. All groups were able to complete all tasks well, such as writing procedural texts, practice making items according to instructions from the teacher, and percentages of writing results and items made.

c. See

The see stage is carried out after the do stage at 10.00 WIB in the Guidance and Counseling room at MA Ummul Quro At-Tarbawiyah. This activity is led by a moderator, starting with reflection by the model teacher, then completed by member teachers and researcher, and responded to and criticized, as well as given input or suggestions by observers.

Based on the results of student learning activities in the previous stage, the observers recorded everything that happened in the classroom, the results were very satisfying.

2. Benefits of Implementation of Lesson Study Method In Teaching Procedure Text

Rusman said that the advantage of lesson study is can improve skills or abilities in carrying out learning activities carried out by teachers through lesson study activities, namely learning from a lesson.¹⁰ In implementing lesson study in active learning by the researcher, there are several benefits according to the results of observations made by researchers, including:

a. Teacher

According to the results of the researcher's interview, Noer Hasanah said that the benefits obtained from implementation lesson study method in teaching procedure text by utilizing real object recycled:

- 1) Teachers can prepare learning with creative innovation.
- 2) Teachers can assess the quality of teaching when conducting observations on open lessons.
- 3) Teachers can exchange opinions or views regarding finding alternative solutions to student learning problems.
- 4) Teachers can create an active learning atmosphere for students.

From the results of these interviews, researchers obtained information that through implementation lesson study, teachers obtained benefits, namely more optimal preparation for student learning. Through joint study regarding learning objectives and procedure text material that will be studied. In addition, teachers can develop teaching expertise and skills. Teachers can exchange opinions or views regarding finding alternative solutions to students' learning problems by studying the best things that can be used in learning from other teachers (observers) so that classroom learning gets better.

b. Students

According to the results of the researcher's interview with students about the benefits of the learning activities he participated in, Uyunur Rohmah said "the learning was interesting, because I became very active in the class". Imroatul Hasanah added, "I am happy to study today because the learning method is easy to understand and invites students to participate in moving forward"

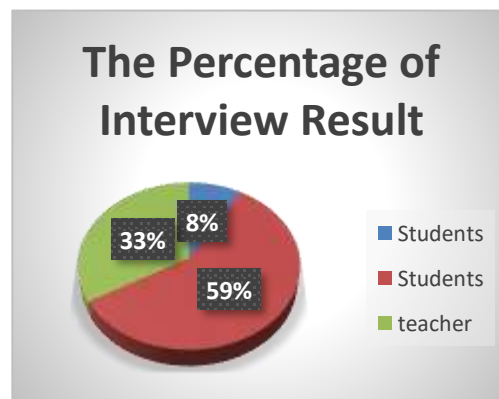
¹⁰ Rusman. (2012). Model-model Pembelajaran Mengembangkan Profesionalisme Guru. Depok: Rajawali Pers.

According to Siti Aisyah, "Mrs. Noer Hasanah's explanation is very easy-to-understand motivated me to become a creative student. While yulianti argued, "I never feel bored during the teacher was teaching". Amelia putri said, I was very enthusiastic about following the lessons in this class because I quickly understood and could immediately apply what was taught". Uswatun Hasanah added, "I feel I studied very well earlier". Nurul Azizah said, "This lesson study method is very fun, I am increasingly enthusiastic about learning because the class atmosphere is not boring".

But Nadia has a different opinion from the other students, Nadia said "the lesson study method is very complicated, I don't like this method because it puts too much pressure on students"

So, from this finding, 7 students clarified the benefit of this method, they are:

- 1) Students become more active.
- 2) The material becomes easier to understand.
- 3) Students become more motivated.
- 4) Students do not get bored during the lesson.
- 5) Student learning outcomes are better.
- 6) The class atmosphere is not monotonous.
- 7) Able to enable students to apply what they have learned.



These findings suggest that lesson study fosters an engaging and interactive learning environment that enhances student motivation, understanding, and participation. While some students may find the method challenging, the overall impact indicates that lesson study contributes to a more effective and enjoyable learning experience.

Furthermore, the implementation of lesson study encourages a shift from traditional teacher-centered instruction to a more student-centered approach. By

utilizing real recycled objects in teaching procedure texts, students are actively involved in hands-on learning experiences, which promote critical thinking and problem-solving skills. This approach allows students to engage with the learning material in a more meaningful way, making abstract concepts easier to grasp and apply in real-life situations.

Additionally, lesson study fosters collaboration among both teachers and students. Teachers work together to analyze and refine their teaching strategies, ensuring that lesson delivery is continuously improved. At the same time, students benefit from peer interactions and cooperative learning, which help them develop communication and teamwork skills. This collaborative atmosphere not only enhances academic performance but also builds a sense of community within the classroom.

Despite the many benefits, it is essential to recognize and address challenges that arise during the implementation of lesson study. As noted by Nadia, some students may feel pressured by the structured nature of this method. To ensure that all students benefit from lesson study, teachers must provide adequate support and create a balanced learning environment that accommodates different learning styles and paces. By doing so, lesson study can be optimized to maximize student engagement, confidence, and overall academic success.

Through continuous reflection and adaptation, lesson study has the potential to transform traditional teaching methods into dynamic and interactive learning experiences. Its emphasis on collaboration, hands-on activities, and student engagement makes it a valuable approach for improving the quality of education and preparing students for future academic and professional challenges.

C. Conclusion

Based on the research which is conducted by researcher, the implementation of the lesson study method in teaching procedure text by using real objects recycled went smoothly and very well after researcher conducted 2 cycles of research. The researcher uses descriptive qualitative. There are 3 implementation precesses of lesson study method, they are: plan, do, and see. At the plan stage, there are 3 teachers who discuss the material to be taught and the procedures. 1 teacher becomes a model teacher, and 2 others and a researcher become observers. At the do stage, the teacher explains and applies the material according to the discussion at the plan stage. Then at the see stage, the model teacher and observers discuss again to find out the results and shortcomings of teaching activities at the do stage. Based on the

interview which is conducted by researcher to all teachers, they were very enthusiastic and interested in this method. while based on the interview with students, 7 students were satisfied with the results of implementing the lesson study method in teaching and learning activities in the classroom. From these interviews, the researcher concluded that there were 11 benefits of implementation of lesson study method in teaching procedure text bu using real objects recycled at the tenth grade of MA Ummul Quro At-Tarbawiyah.

References

- Anugrah Dwi. (2023). *Masalah Pendidikan Yang Umum Terjadi di Indonesia*. Sumatera Utara, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sumatera Utara.
- Djamilah BW. 2006. *Pengembangan Kompetensi Guru Matematika Melalui Lesson Study*. Makalah disampaikan pada Seminar Nasional dan Konferensi nasional Matematika di Universitas Negeri Semarang pada 24 – 27 Juli.
- Gunawan Ibnu, *Lesson Study; Sebuah Pengantar* (Surabaya: Bentara, 2001, hlm. 34.
- Mahmudi (2006). *Lesson Study*. Yogyakarta, Fakultas Matematika Dan Ilmu Pengetahuan Alam Universitas Negeri Yogyakarta.
- Novalinda, R., Dakhi, O., Fajra, M., Azman, A., Masril, M., Ambiyar, A., & Verawadina, U. (2020). Learning Model Team Assisted Individualization Assisted Module to Improve Social Interaction and Student Learning Achievement. *Universal Journal of Educational Research*, 8(12A).
- Sinaga, Isna Sa'adah. (2018). *Kompetensi Profesional Guru Dalam Meningkatkan Minat Belajar Siswa Di Mis Nur Hafizah Desa Sei Rotan*. Skripsi tesis, Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara.
- Supriatna, Y. (2019). *Implementasi Lesson Study dalam meningkatkan profesionalisme guru pendidikan agama islam*. Turatsuna: Jurnal Keislaman dan Pendidikan, 1(2), 1-13.
- Rusman. (2012). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Depok: Rajawali Pers.
- Wiharto, M. (2018). Kegiatan Lesson Study Dalam Pembelajaran. *Forum Ilmiah*, 15(1).