

Collegiality in Improving the Quality of Learning: Case Study of Lecturers and Teacher Partnership Program at Junior High School of Cokroaminoto Palopo

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ARTICLE INFO

Article history

Received: January 22, 2023

Accepted: March 16, 2023

Published: April 30, 2023

Volume: 11 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

Through the Lecturer and Teacher Partnership Program, this study attempts to determine the effect of collegiality in raising the standard of instruction at SMP Cokroaminoto Palopo. This descriptive and observation to data. The findings showed that the plan, do, and see phases of lesson study implementation were divided into four cycles. From the stage of creating learning to the level of implementation in the classroom, these three stages are interconnected. The study's version of collegiality also involves instructors and lecturers planning lessons in accordance with the challenges and educational needs faced by Cokroaminoto Palopo Middle School. Observations' findings indicate that the learning designs created by lecturers and teachers have a favorable effect on the standard of learning in the classroom.

Key words: Learning Collegiality, Lesson Study, Learning Community

INTRODUCTION

There are chances for lecturers to build partnerships through the Lecturer Partnership Program with Teachers in Schools. Lecturers and school teachers collaborate on projects together. In order to find creative learning models and patterns, increase research and publications, and increase the participation of lecturers and students in the development of learning, this will give academics the chance to collaborate with schools as users of graduates. Focusing on creating a learning community among lecturers and teachers by using the ideas and principles of lesson study is one of the goals of the partnership activities (Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, 2022).

Lesson study is a strategy for advancing the teaching profession through learning assessment activities carried out with groups of educators (teachers/lecturers) in a collaborative and long-term way to enhance the professionalism and competence of teachers in order to provide higher-quality learning. *Jugyou kenkyuu*, which translates as learn and study or observe, is the term used in Japan to describe lesson study. Lesson study is the translation of *Jugyou Kenkyuu* that has been used outside of Japan. Activities for lesson studies give a group of lecturers or teachers the chance to continually and cooperatively design, carry out, monitor, and report learning outcomes. Results from previous studies indicate that LS can enhance student learning processes and instructor quality when used effectively. In Japan, lesson study implementation typically takes more than five weeks. This prolonged cycle period aids educators in creating engaging lessons that

enhance learning outcomes in the classroom (Annisa et al., 2021; Sudirtha, 2017).

The learning community created the current lesson study. It is commonly referred to as LSLC (lesson study for learning community). LSLC lays more emphasis on researching how students collaborate and learn than on researching how teachers and lecturers impart knowledge and demonstrate mastery of the subject matter. Every student's right to learn should be realized, all teachers should become more professional, and a democratic society should be set up, according to LSLC. The LSLC is more concerned with designing and commenting on learning activities than it is with how the teacher teaches. In other words, it is less concerned with planning and evaluating instruction and more concerned with how students learn.

Teachers often place a greater emphasis on material analysis, lesson planning, and teaching techniques; but, under the LSLC, teachers are required to place a greater emphasis on learning activities and interactions with students. Every student must have equitable access to education in the "learning community" that will be the school of the twenty-first century. Lesson Study for Learning Community (LSLC) learning system installation has helped students achieve the following goals: (1) better learning quality; (2) more engaged, creative, and academically engaged students; (3) ability to create assessment tools; and (4) enjoyment of learning.

As a partner in this project, Cokroaminoto University's Palopo professor collaboration program worked with

Cokroaminoto Middle School. Private Cokroaminoto Palopo Middle School is a part of Cokroaminoto Palopo University's establishment. The instability of the student body, both in terms of enrollment and learning motivation, was something special that could be discovered at Cokroaminoto Palopo Middle School. This is owing to the fact that this school welcomes transfer students who were unable to complete their studies at their original institution. Both the odd and even semesters of the academic year, students who did not complete their coursework at their previous institution will be admitted to this one.

Cokroaminoto Palopo Middle School was resolved to support transfer kids for a variety of reasons, including academic failure or joining parents who had relocated residences, this was done. In addition to these requirements, pupils who attend SMP Cokroaminoto Palopo are those who reside in the neighborhood of the middle- to lower-class school. The largest obstacle to producing high-quality learning is this.

As a result of the interviews and observations of the directors of the high school Cokroaminoto Palopo and several teachers it became clear that the problem was that the average skill of the students is still low and the motivation to participate in learning activities is insufficient. The reason is that some migrants have learning difficulties in previous schools. This problem becomes an obstacle for teachers in managing learning activities, such as choosing appropriate media and learning strategies for students' needs. Therefore, this school really responds to the cooperation of the lecturer and teachers of SMP Cokroaminoto Palopo with the implementation of lesson study. Teachers and lecturer collaborate on lesson plans, beginning with the selection of strategies, media, and assessment tools. Implementation results are jointly discussed to identify gaps and progress that can be evaluated for effective learning.

Lesson study has generally been the subject of research; an example is Suratno's, (2012) work titled *Lesson Study in Indonesia: an Indonesia University of Education Experience*. The findings of this study imply that using appropriate learning activity strategies need reflection on lesson study partnership activities. In order to see the advances that take place throughout the implementation of lesson studies, an educator must also develop students' comprehension of planning, observing, and reflecting on learning outcomes.

Additionally, Ratnawati et al. (2020) suggested that the Prambanan Muhammadiyah Vocational School's Lesson Study Learning Community activities demonstrate excellent collegiality between instructors in terms of learning design. Problem-based learning is the instructional technique used, and discussion activities allow for interaction amongst student groups as they voice their perspectives.

The planning, doing, and reflecting activities that occur during lesson study give colleagues or collegiality the chance to develop reflective thinking abilities, such as the capacity to recognize problems, frame problems, present problems, propose solutions, gather data, and test solutions. Collegiality or peer learning is an essential element of lesson study implementation (Prihantoro, 2011; Subadi et al., 2019).

Due to this, a lecturer and teacher partnership program was used to conduct research on the impact of collegiality in raising the standard of learning at Cokroaminoto Palopo Middle School. Through a cooperation program involving lecturers from Cokroaminoto Palopo University and teachers from Cokroaminoto Palopo Middle School, the goal of this study was to ascertain the role of collegiality in an effort to improve the quality of learning at the middle school.

METHOD

The main purpose of this is to gain an overview of the implementation of lesson study and the collegiality of teachers and lecturers. This study was conducted at Cokroaminoto Palopo High School. The focus of this research is collegiality in the lesson to solve learning problems in the classroom. The data sources for this study were: (1) informants from SMP Cokroaminoto Palopo partner schools; (2) form of implementation through lesson study.

Interviews with 4 informants from partner schools at SMP Cokroaminoto Palopo, consisting of 3 teachers and school principals, were conducted as part of the data collection approaches. Observations of how lesson study activities were carried out were also made. To gather information regarding the implementation of lesson study and collegiality activities, observation activities were conducted. In order to gather information on the application of lesson study and the various kinds of collegiality between lecturers and partner teachers, interviews were also conducted.

RESULTS AND DISCUSSION

Lesson Study

Lesson study is a method of teacher professional development used in Japan that involves a small group of teachers in the planning of learning activities. Cooperatively planned learning activities can be led by one teacher, and other teachers can observe what is happening as it happens. Teachers who direct learning might use the findings of observations as feedback Murphy et al., (2017). Lesson study implementation is inseparable from reflective thinking activities. The results of the research category of reflective thinking were obtained from 4 informants, consisting of 3 teachers and the Head of SMP Cokroaminoto Palopo. The degree of the teacher's capacity for reflective thought following the lesson study demonstrates the importance of teacher collaboration in raising the standard of instruction at Cokroaminoto Palopo Middle School. Sharing is used for lesson study activities in the learning process between lecturers and teachers, as well as fellow teachers, in order to create a collaborative environment. This focuses on a single objective, which is shared responsibility for continuously learning to increase students' competency. Additionally, lesson analysis can help teachers become better educators and apply learning in a student-centered manner (Sudirtha, 2017). As the study's findings by Widyaningsih and Yusuf (2018) demonstrated, student engagement in activities, teamwork, and subject-matter mastery increased.

The results of interviews with a number of students about classroom learning activities are listed below.

[AR: Bagus karena banyak guru yang bantu belajar. Senang ikut belajar]

AR: The learning activities are beneficial because numerous teachers are directing them. Take pleasure in engaging in educational activities.

[LB: iye, banyak guru-guru yang mengamati waktu belajar dan guru menjelaskan materi sangat baik. Bisa saya mengerti materinya.]

LB: Yes, it was caught by a number of teachers during the course, and the instructor did a good job of explaining the content. I can make sense of the information.

Students who participated in class learning activities were motivated, according to the findings of their interviews. Because teachers and colleagues' materials and teaching techniques are simple for students to understand, students' knowledge increases. Additionally, the outcomes of the observations demonstrate that students actively participate in group discussions to express their viewpoints.

The learning process and the pupils' reading levels may both benefit from this practice. When students participate actively in reading and writing assignments, this can be recognized. Students are given the chance to read textbooks at the start of their studies, both in the form of short stories and reading material that might broaden students' horizons. There are several actions that may be done to improve student literacy, like developing a reading culture through book review activities (Sasmayunita et al., 2022). This concurs with (Küçükoglu, 2013) assertion that pupils must be able to read carefully in order to comprehend the meaning of a piece of text when engaging in reading activities.

The second stage (lesson discussion & consolidation of learning) brings all research subjects together to discuss the research lesson, including teachers, the principal of Cokroaminoto Palopo Middle School, and lecturers. In this activity, role-model teachers talk about issues and challenges with learning, and then colleagues offer advice and solutions to help with those issues and challenges. Teachers can also create lessons that will be used in later activities by using the observe activity, which is also known as reflection. Communicating the justifications and lesson plans, the activities that have been completed, issues that have arisen during learning activities, student replies, and offering solutions to advance the learning process to the next level are crucial topics to be covered. The outcomes of student observation and monitoring are used to identify activities that have been completed and issues with the learning process. The introspective abilities improve with increased frequency of teacher-led activities. Additionally, it was discovered during the fourth cycle of lesson study implementation that teachers had a propensity to carry out lesson plans on their own. As a result, it's likely that the model teacher will be able to complete the following lesson plan on her own.

The following are the findings from teacher interviews about lesson study implementation, commencing with the plan, do, and see stages.

[Selama ini perangkat pembelajaran yang saya buat sekadarnya, hanya liat dari buku paket, jarang sekali pakai media pembelajaran.]

The learning tools I have created thus far are less engaging because they mostly rely on books and infrequently use other learning resources.

[Siswa juga biasanya susah diatur, dikasi tugas hanya beberapa orang yang bisa selasakan.]

Fewer students finish the job because they pay less attention.

[Lesson study bisa membantu saya menyusun perangkat pembelajaran, menyediakan media, dan format penilaian. Teman-teman guru dan dosen banyak berikan saran dalam menggunakan metode dan media yang mau dipakai di kelas. Banyak membantulah karena diberikan lagi saran-saran waktu mengajar di kelas dan didiskusikan kembali.]

I can create learning resources, supply media, and create assessment forms with the aid of lesson studies. Many recommendations are made for the use of methods and media by friends of lecturers and professors. Many people offered suggestions, which were considered during reflection exercises.

According to the findings of interviews with teachers, the preparation of the learning resources, media, and evaluation instruments employed was greatly aided by the implementation of lesson study through cooperative activities between lecturers and fellow instructors. Without creating instructional materials or media, teachers have only been able to prepare material for class according to textbooks up until this point. It is quite helpful to offer tips for better learning while using a collaborative system. This is in accordance with the opinion expressed by Baştürk et al., (2022) that the development of learning tools can assist teachers in improving professionalism so that the learning process becomes more creative and not monotonous.

The findings of this study support Elliott (2019) assertion that pedagogical concepts in lesson study activities go beyond simply enhancing in-class learning processes to indirectly advance the learning stages. With reference to the needs of the students during reflection activities, learning growth can be carried out in terms of content, medium, and learning methodologies.

Collegiality

The Cokroaminoto Palopo Middle School lecturer and teacher collaboration program conducted four cycles of lesson studies. Long-lasting, in-depth discussions give teachers and colleagues the chance to brainstorm, share ideas, and reflect on how to design learning for the best possible outcomes in the classroom.

Colleague participation in lesson study implementation was the outcome of observations gathered during lesson study activities at Cokroaminoto Palopo Middle School. The findings of lesson study activities show that teacher collaboration is important for the model teacher's learning preparation process as well as when the model teacher participates in open class and reflection activities as an observer.

According to (Takahashi & McDougal, 2016), developing knowledge and skill in the teaching process through cooperative actions with colleagues is one of the basic aspects of adopting lesson study in Japan. Lesson study activities can foster social bonds between lecturers and educators, as well as among colleagues in the classroom, when discussing issues with student learning (Hadfield & Jopling, 2016).

The fact that there are activities in each cycle to meet in developing, executing, and performing evaluations together within a few months, capable of producing better learning, and lesson study can enhance teacher competency, is also supported by earlier research (Supriyanto et al., 2020; Annisa et al., 2021). Referring back to earlier study, Seleznyov (2018) found that the method of implementing lesson study in Japan is inextricably linked to the cooperative actions of teachers in lesson planning and reviewing activities that have been used in the teaching and learning process.

The Cokroaminoto Palopo Middle School conducted a lesson study over the course of four cycles. To see how the observer responds to lesson study in the application of plan, do, and see, observation activities are conducted. According to the findings of the observations, it seems that the teachers who participated as observers responded favorably to lesson study. The findings of the interviews with the teachers who participated as observers support this:

[Iya, lesson study membantu guru dalam mendesain pembelajaran. Jadi saya mengamati secara keseluruhan penampilan begitu terstruktur, mulai dari cara mereka membuka, menjelaskan materi di kegiatan inti, mengelola kelas dengan baik, memberikan penguatan, bahkan menutup materi juga tersusun dengan baik.]

Yes, class planning is aided by lesson study. As a result, I note that the teacher's overall presentation appears structured, beginning with the way they introduce the content, explain it in the main activities, effectively manage the class, give reinforcement, and conclude the session.

Furthermore, the second observer also expressed the same thing.

[Guru lebih mudah menyusun perangkat pembelajaran karena didiskusikan secara bersama, mulai dari pembuatan RPP sampai menyusun penilain. Setelah itu, dilihat juga caranya guru menerapkan di kelas. Intinya sangat membantu dalam mengatasi permasalahan di kelas.]

Since they are discussed together, from creating learning tools to compiling assessments, teachers find it easier to build teaching tools. As long as the teacher used it in the teaching process, observations were made after that. Excellent aid in resolving classroom issues.

According to the findings of interviews with observers, the lesson study implementation at SMP Cokroaminoto Palopo is rated as very good. This is founded on the fact that there is a correlation between teacher professional competency and an increase in the caliber of students who are generated. Descriptively, it might be suggested that lesson study be used at other schools (Riandanu et al., 2018; Permatasari et al., 2019; Supriyanto et al., 2020).

The cooperation of school administrators in giving motivation to make learning in class more exciting is essential to the success of lesson study activities. According to Perry and Lewis (2009), lesson study activities can be used to assess learning progress, changes in learning, and areas that require improvement. The importance of an ongoing implementation system is another crucial component of lesson study activities.

CONCLUSSION

The Cokroaminoto Palopo Middle School's lesson study is divided into four cycles, each containing the steps of plan, do, and see. Three instructors, one leader—the principal of Cokroaminoto Palopo Middle School—and one lecturer from the university of Cokroaminoto Palopo made up the lesson study that was done there. The findings of a lesson study research project at Palopo's Cokroaminoto Middle School serve as an example of how collegiality contributes to higher learning. It is possible to suggest the implementation of lesson study at the junior high school level at other institutions.

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