

**PPL MODEL WITH LESSON STUDY BASED:
AN EFFORT IN INCREASING FUTURE ARABIC TEACHER
PROFESSIONALISMS**

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Abstract

Program Pengalaman Lapangan commonly known as *PPL* is a program which must be taken by all university students in the education program. The purpose of *PPL* is for the students (practitioner) to gain educational experience factually in the field, both with the school administration and its teaching learning process. But in reality there are numerous of students, who have finished their teaching exam in school, who said that there are still confuse if they are going to be a professional English teacher in the future. One of the main factors of the students' lack of confident is the lack of communication and discussion related to the issues of teaching and learning in the classroom and its solution with the main supervisor (*dosen tetap*) and vice supervisor (*dosen luar biasa*) and also with their fellow colleagues. This weakness can be overcome by a guidance process model based on lesson study principal and procedure, because with Lesson Study the learning scenario, implementation, and reflection can be discussed by the three groups and also the solution to activate the class can be found, so the students or practitioners are able to "study".

The method use is qualitative descriptive. This study conducted by Class Action Research (*Penelitian Tindakan Kelas*): planning, action, observation, reflection. The subjects of this research are 5 Arabic students who are undergone *PPL* in the *Madrasah Aliyah Negeri Model 1 Bandung*, and the instrument used to measures the professionalism of future Arabic teacher are test, interview, observation, and direct supervision during the *lesson study* activity.

The result shows that the *PPL* model of guidance and evaluation process with lesson study based can increase the professionalism of future Arabic teacher which related to the pedagogic, professional, social, and personality of the teacher competency, and the five practitioner who use the *PPL* Lesson Study are more "ready" than those who doesn't use lesson study.

Key words: main supervisor (*Dosen tetap*), vice supervisor (*Dosen Luar Biasa*), lesson study, professional.

A. INTRODUCTION

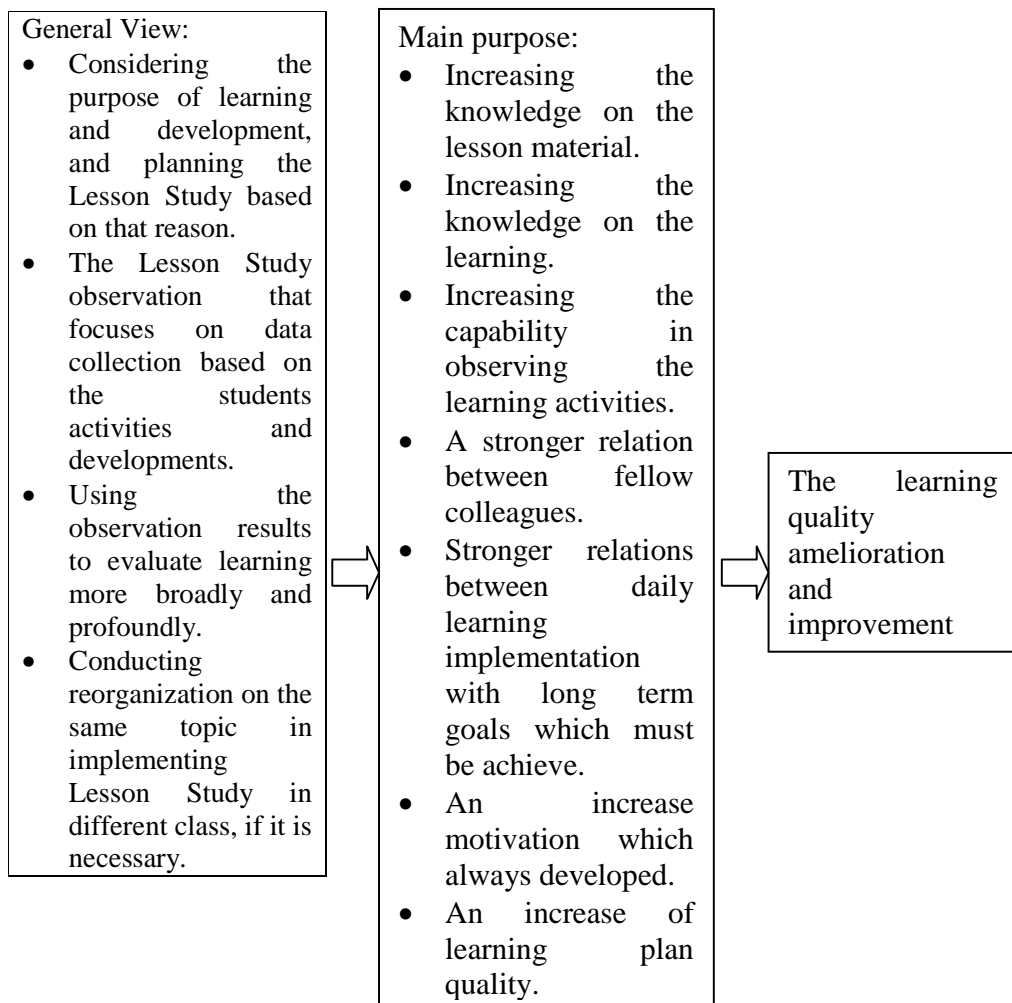
Among the common issues related to the implementation of *Program Pengalaman Lapangan* (PPL) at the Faculty of Language of Arts of UPI are the lack of visit, discussion and communication in the field between the main supervisor (*dosen tetap*) and the vice supervisor (*dosen luar biasa*) even among practitioners. This is caused by their motivation and schedule that couldn't be synchronize, hence with the teaching exam had already finished the practitioners still are not ready to become a real teacher professionally. This is supported by the writer experience when he guided the students of PL in 1994 until this very moment, after the practitioner gone through the *PPL* test, generally or more than half of them stated that they are not ready to become teachers. Beside of the lack of guidance during *PPL*, there is also an assessment system which is not effective. The model conducted by the faculty is that a student can perform the *PPL* test if he/she had already performed 16 class appearances, and is worthy by the *dosen tetap* and *dosen luar biasa*, supervisor and by the head master. From this explanation we can see the ineffective and inefficient of *PPL*, both from the guidance process and assessment system.

Based on these two research background, the writer is eager to review through class action research in the LPTK partnership bequest and to give solutions related to the *PPL* guidance and the Lesson Study which has been proven its affectivity and also being develop by JICA and three universities: UM, UNY, and UPI. Does the lesson study activity effective in the *PPL* guidance and evaluation process and can increase the professionalism of future Arabic teacher? Hence, this research is dedicated to develop the competency of future Arabic teacher through the lesson study activities which is an activity from a collaborative process from a group of teacher who simultaneously planed the learning steps including the method, media, and its evaluation instrument.

B. THEORITICAL REVIEW

1. What are the benefits of Lesson Study?

Lesson study as the strategy of increasing the teacher professionalism in Japan nowadays has spread to many countries including advance country such as the United States. It happen since the release of *The Teaching Gap* book in 1999 that contain a review on the learning process in three nation including Japan. Besides, it also contains the learning process in Japan, German, and United States. The book explains about the tradition of teachers in Japan who learn from the actual learning which in the future commonly known as Lesson Study.



Picture 1: General view on Lesson Study

Based on the diagram above, we can see that Lesson Study can emerge numerous of benefits such as an increase on the teacher's knowledge on the learning materials and its learning, an increase on the teacher's knowledge on ways in observing the student's learning activities, a stronger relation between the daily learning implementation with long term learning, an increase of the teacher's motivation to continuously develop, and an increase on the learning plan quality including few components such a teaching materials (hand out), and the learning strategies. Increasing the knowledge of teaching and learning materials can be achieved with observation.

The explorative activities conducted by students are actually potential in increasing both students and teachers knowledge. By applying this kind of activities, the students are conditioned to involve in a high thinking process that can emerge an original innovative ideas or questions that encourage a further cognitive conflict which required not only a simple scientific knowledge.

The cooperation conducted by the teacher in developing learning plan, implementation and reflection can increase the constructive interaction process which is very potential in increasing the professionalism of teacher. The interaction between teachers and other associates, including lecturer in the university. If it is implemented continuously hence it could develop a bond in the form of learning communities. Through the activities develop in Lesson Study which covers *plan, do, and see*, each community members can give and take so each individual can gain benefits that supported an increase of knowledge which covered learning material, learning supplementary in the form of hand out, and learning strategy.

2. How to prepare Lesson Study?

The first important thing in Lesson Study is conducting the first phase preparation which can be started by identifying learning problems which covered teaching materials (hand out), learning strategy, and the one who is going to play the role as teacher. Of course, the selected learning materials have to be adjusted with the curriculum and the undergoing program in school. A profound analysis on the selected teaching material and hand out have to be conducted together to gain the best alternative which can optimally encourage the students learning process based on the curriculum demand, the students knowledge and capability, the competency which needed to be develop, and the development possibilities in their relation to the material. In its relation to the teaching material developed, it is also needed to be review about the possibilities of the student responses in anticipating the unexpected student responses. If the designed teaching material it's too difficult for the students. Then the alternative intervention of teacher in adjusting the student level of capability needed to be well prepared. On the contrary, if the teaching materials are too easy for the students then a positive intervention is needed to make the teacher prepared and to achieve the goals of all students.

Beside the teaching material aspects, the teachers must discuss the learning strategies in group which consist of introduction, main activity, and post activity. This activity analysis can be started by revealing each experience in teaching the same materials. Based on the on the analysis we can develop a learning strategy which consist of ways in implementing an introduction so the students are motivated to actively conducted the learning process, activities between the interaction of students and the learning materials, students interactions, and interactions between teachers and students, how is the brainstorming between students and groups have to be conducted, how is the teacher intervention strategy in the class, groups, and individual level, and how are the activities performed by the students in the end of the learning.

Besides preparing the teaching materials and its learning strategy, it is also important to prepare those who are invited as observers at the learning implementation and the reflection activities. Besides with the same subject teacher, in the implementation of Lesson Study there is also the possibility to invite other teacher subject, authorities, or the societies. The present of the principal in a lesson study is very important because the information gain from the learning activities in class and reflection after the learning can be a valuable input for the lesson study activity because of the diversity of observers in the lesson study can produce different point of view for the benefits of the teachers.

3. How to conduct the Lesson Study observation?

In anticipating the possibility of numerous observers that come, the class should be organized so the students, teacher, and observer mobility can runs easily and comfortably.

In implementing observation, it is recommended to do these following things:

- Taking notes on the students activities, by writing their names or seats.
- Taking notes on situation where the students are conducting cooperation or choosing not to cooperate.
- Finding the examples on how the comprehension construction process develops through the students' discussion and activities.
- Taking notes on the problem solving variation from the students individually or by group, including the wrong strategy.
- Besides taking notes on the important aspect of the students' learning activities, an observer during his/her observation need to consider or refer to these numerous questions.

1. Do the learning goals clearly stated? Do the activities developed contribute effectively in achieving those goals?

2. Do the learning steps being develop related to one another? And does it support the student's comprehension on the concept being learned?
3. Do the hand outs or teaching material support the achievement of the previously stated learning goals?
4. Do the class discussions help the students' comprehension on the concept being learned?
5. Do the learning materials develop by the teacher appropriate with student level?
6. Do the students use their basic knowledge to comprehend new concepts?
7. Do the questions from the teachers can encourage and facilitated the students mind work.
8. Do the student ideas appreciated and related to the learning materials?
9. Do the end conclusions are base from the student opinions?
10. Do the conclusions appropriate with the learning objectives?
11. How do the teachers reinforced on the student learning achievement during the lesson?

4. Steps in the reflection stage?

The steps in the reflection stage are as follows:

- The facilitator introduces the reflection participants and mentioning each of their tasks while observing the class.
- The facilitator conducted a review on the reflection stage agenda (around 2 minutes).
- The facilitator explains the rules in giving comment. The rules consist of these three aspects: (1) during the discussion, only one person who speaks, (2) each participant has the same opportunities to speak, and (3) in giving

an opinion, the observer must introduce the observation evident as the base of his/her opinion.

- The teacher is given the first opportunity to speak, which is commenting the learning process. In that opportunity, the teacher must reveal the situations in the classroom which are the desired or undesired situation and the changes from the previously planned (15 until 20 minutes).
- The representatives from the teacher that become member of the group are being given the opportunity to give additional comment.
- The facilitator gives an opportunity to each observer to express their opinion.
- After that, the facilitator invites the expert member to summarize or concluded the discussion results.
- The facilitator give his/her best regard to all participants and announce the next Lesson Study.

C. METHODOLOGY

The method apply in this study is qualitative descriptive. This study conducted by Class Action Research (*Penelitian Tindakan Kelas*): planning, action, observation, reflection. The subjects of this research are 5 Arabic students who are undergone *PPL* in the *Madrasah Aliyah Negeri Model 1 Bandung*, and the instrument used to measures the professionalism of future Arabic teacher are test, interview, observation, and direct supervision during the *lesson study* activity.

Briefing and planning activities are direct by the head of the research, who is the writer himself. This activity is attend by the model teacher who is going to deliver the material, the Arabic teacher of *Madrasah Aliyah (dosen tetap)*, and the lecturer (*dosen tetap*), the representatives of *Madrasah Aliyah/* the vice principal of curriculum. They are also present in the reflection activity after the *do* activity had

already finished and it is located in a special classroom provided by the *Madrasah Aliyah* representative.

D. FINDINGS AND DISCUSSIONS

Lesson study is an educator model of nurturing through a collaborative and continuous learning review based on the colleague principles and mutual learning in developing a learning community (Hendayana *et al*). Lesson study is not a learning method or strategy which in line with the teacher's situation, condition, and problems. On this following the writer will elaborate the activities of the future Arabic teacher who use the *lesson study* as the guidance model of *PPL* in the Arabic Department, Faculty of Language and Arts of UPI.

1. The Lesson Study Scenario in the teaching learning of Arabic Language

Based on the Indonesia Language Dictionary (1988: 850) scenario is a role play plan or film in the form sequence after sequence written in details. While what is mean by Lesson Study scenario in the Arabic language teaching and learning process is a sequence of activity plan performed in the learning of Arabic language in the classroom with the entire learning element which consists of implementation, main discussion, classroom setting, participants/individuals involve (the model teacher, students, observer) from each activity stages in the lesson study.

Table 1: The Implementation Scenario (*do*) in the Lesson Study

No	Meeting	Date	Main Discussion	Method	Classroom Setting	Observer
1	I	15 may 2007	<i>Jumlah ismiyah</i> and <i>jumlah fi'liyah</i>	Discussion	Students are divided into five groups	Eight people
2	II	30 may 207	<i>Jumlah</i>	Discussion	Students are	nine

			<i>ismiyah</i> and <i>jumlah</i> <i>fi'liyah</i>		divided into five groups	people
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Based on the table, we can see that the cycle of the Lesson Study activities in this research was design for two meetings. The first meeting was held in the 15th of May 2007. The main discussion chosen was *jumlah ismiyah* (nominal sentence) and *jumlah fi'liyah* (verbal sentence), with the classroom setting divided into small groups and each consist of seven students. There are eight observers who observe the course of the discussion during the teaching and learning process. And the second meeting was held in the 30th of May 2007. The main discussion, method and classroom setting in this meeting was designed the same as the first meeting. The observers who were present during each meeting came from different field, who are LS expert, the lecturers of UPI, the Arabic teacher of the *Madrasah Aliyah* and the practitioner.

Before these two lesson study cycle was performed, first the model teacher would conducted a pre test to find out the students basic capabilities. And after these two cycles was finished, there would be a post test to find out the end results of the students achievement after implementing Lesson Study in the teaching and learning of Arabic language.

2. The *Plan* Activities in the teaching and learning of Arabic Language

There are several steps that have to be conducted by the practitioner in its relation to the *plan* steps.

- Planning, it consist of arranging and discussing the lesson plan, the time, the place, the expected end result, and the peoples involve: the Arabic teacher, lecturer and practitioner.
- Have to find the answer, why does the classroom setting made in groups of students in certain amount, what is its advantages and disadvantages.
- Why does discussion or other particular method is chosen.

3. The *Do* Activities in the teaching and learning of Arabic Language

There are several steps that have to be conducted by the practitioner in its relation to the *plan* steps.

- Observer: time, result, individuals involve, place.
- Do: time, result, individuals involve, place.
- The topic/ main discussion, based on the input from the teacher, lecturer, and fellow practitioner or maybe the curriculum vice principal.
- Class (what is it being discussed, including: group division, etc)
- The time of the teaching and learning process implementation.
- Before the *do* there is a briefing: time, results, individual involves, place as shown by this picture in implementing the *do* stage.

In its implementation, numerous of observer and model teacher lead by an expert in lesson study of UPI conducted a short gathering (briefing) before the actual teaching and learning process in the classroom. The briefing is conduct in an empty classroom for less than 15 minutes. In this short meeting, the lesson study expertise of UPI who act as the leader of the briefing explain in brief about the lesson study to the entire observer. Then, the model teacher will hand over the opportunity to deliver the sequence of activities performed during the teaching and learning process in the classroom.

Picture 2: the briefing activity before the teaching and learning process

Left: the expert of lesson study holding the briefing. Right: the model teacher delivering the activity plan which will be conducted during the teaching and learning process in the classroom.

Table 2: the briefing activity in the Lesson Study

No	Meeting	Place	Individuals involved	Result
1	I	Room: next to the school's library	<ul style="list-style-type: none"> • One model teacher • Two lesson study expert • On Arabic lecturer (as an observer) • One Arabic teacher (as an observer) • Four university students (as an observer). 	It is agree that the main discussion : <i>jumlah ismiyah</i> and <i>fi'liyah</i> ; the classroom setting is divide into groups: 1: 7 people; all observer taking notes all of the founding in a special format
2	II	Room: next to the school's library	<ul style="list-style-type: none"> • One model teacher • Three lesson study expert (Arabic lecturers of UPI) • Six university students (as an observer). 	It is agree that the main discussion : <i>jumlah ismiyah</i> and <i>fi'liyah</i> ; the classroom setting is divide into groups: 1: 7 people; all observer taking notes all of the founding in a special format

The first meeting was held in 15th of May 2007. The main discussions in this meeting are *jumlah ismiyah* and *jumlah fi'liyah*, with the classroom setting of the students divided into small groups each consists of seven students. There are eight observer participated in observing during the course of the teaching and learning process.

The observation was held as an effort in observing the (*do*) implementation which had the purpose of having a direct view on then student activities, interaction pattern, classroom atmosphere, teacher activities, and other considerable events.

4. The *see* Activities in the teaching and learning of Arabic Language

The main activity in the *see* activity is reflection and in the same time evaluates numerous of events related to the implementation of the Arabic language teaching and learning in the classroom. Aspects that needed to be notice by the practitioner in these activities are: time, the expected result in the form of suggestion, individuals involves, the place used.

Generally, the observer declare their appreciation to the practitioner as a model who directly being observe by their teachers and lecturer without hesitation, even the classroom atmosphere is communicative and the students didn't feel disturbed although their activities are being observe by others beside their own teacher. Among the observers, there are few who give an input for the learning media to be written in a rather big Arabic letter so it can be seen by the students in the back seats. This picture shows the reflection ambience.

Picture 3: the reflection activity which was held directly after the teaching and learning process and attended by all observers

Table 3: the reflection activity in Lesson Study

No	Meeting	Place	Individuals involve	Results
1	I	Library	<ul style="list-style-type: none"> • One model teacher • Eight observers consist of the Lesson Study Expert, lecturer, Arabic language teacher, and university students. 	<ul style="list-style-type: none"> • The performance of the practitioner was “good” • The Arabic writing need to be bigger
2	II	Library	<ul style="list-style-type: none"> • One model teacher • Nine observers consist of the Lesson Study Expert, Arabic language lecturer, and university students. 	<ul style="list-style-type: none"> • The performance of the practitioner was “good” • The Arabic writing need to be bigger

In its relation to the field *PPL* based on a written survey and observation, the main supervisor (*dosen tetap*) act as a teacher, director and guide in comprehending/mastering the subject matter, the election and use of media and evaluation tools, a clinical supervisor upon the quality of performance ... (UPT PPL UPI, 2008: 12) they generally come two times: first, in handing over the practitioner, second, when it is time for the *PPL* test- if it is not attend by the main supervisor (*dosen tetap*) then the test is not qualified. The quality of practitioner needed to be questioned if there are no communication and discussion with the second supervisor (*dosen luar biasa*), and also with fellow practitioner. If the *PPL* program evaluation and guidance is based on Lesson Study, then by the writer research it is shown to produce numerous of advantages. Why? Because before performing in front of the

class, the main and second supervisor (*dosen tetap* and *luar biasa*), and fellow practitioner will gathered to discuss the main discussion in the Arabic language subject matter that it is consider difficult for the students, then the scenario, media, hand out, evaluation tool even the formation of the classroom are made. After the planning, one o the practitioner comes forward as the model teacher and the rest act as an observer. While the model teacher act in front of the class and the observers observe the behavior of the students, when does the students actually started learning, with the teacher stimulus when does the students actually started and ended the lesson, etc. after everything is finish, the teacher, lecturer, practitioner/observer gathered to discuss the whole teaching and learning, the strength and weaknesses, and the lack of the performance it consider as the material of evaluation – don't repeat the failure of previous performance and this can be improve by 3 – 5 performance -. In the reflection activity all element are present: teacher, lecturer, supervisor, and principal, then at that time evaluation can be conducted. This can replace the ineffective guidance during 16 meeting appearance *PPL*.

5. The assessment system program of Lesson Study

University students who conducted the *PPL* program with the Lesson Study based guidance model, from the planning, implementation, and reflection stages are assessed of graded by the *dosen tetap PPL* from UPI. The participation of the practitioner from the beginning – either as the model teacher or the observer are supervised and directed and assessed by their lecturer.

There are also grade conversions with the conventional *PPL* practitioner. Hence, university students who take the Lesson Study based *PPL* must recognize its steps and mechanisms, so he/she can be successful in the upcoming future.

The indicators / points assess are:

- 1) Giving inputs when arranging the lesson plan with fellow colleagues, teacher with the same subject matter, non field study university students/teacher, and the principal or vice principal, and lecturer.

- 2) The student participations when discussing the lesson plan as a strategy and learning scenario.
- 3) Become a model teacher, at least once, during the whole 16 meeting.
- 4) Become an active observer who gives input to the model teacher who performs in front of the class, both in the same field of subject or not (Arabic, German, Indonesian, or English).
- 5) Actively involves in a briefing guided by the school principal or his/her representative and attended by the practitioners, model teacher, observer, and facilitator/lesson study expert from UPI before the implementation of lesson study.
- 6) Actively involves in observing and taking notes of the students activities since the beginning and at the end of the lesson, and giving notes and suggestions to the model teacher (a constructive critiques for improvement and evaluation of the next learning quality, as one continuous improvement effort) in the implementation of the lesson study.
- 7) Actively delivers his/her findings as an observer. The findings don't have any personal critiques toward the model teacher, but rather as a positive action towards the model teacher lack of performance and this is also implemented when the observer become the model teacher in the next meeting. It is expected that the next study or teaching and learning will have more improvement, in the reflection activity.
- 8) Arranging a special report during the course of lesson study in school, since the making of lesson plan until the reflection stage and writing a report about the lesson study which had already being signed by the lecturer of UPI, school principal, and the related subject teacher.

From the explanation based on the writer observation and research it is found that the steps or procedures of lesson study are very effective if it is implemented in the guidance process and *PPL* evaluation in UPI Faculty of Language and Arts, and

even in other major in UPI or in the entire *LPTK* that held the *PPL*. This is in accordance with the Head of UNY Prof. Sugeng Mardiyono, Ph.D who stated that lesson study is proven to be effective in increasing three aspects which are increasing adding capacity, comprehension capacity and social sympathy. Lesson study also can increase the cross education control and not just to a single discipline, for example a practitioner who conducted *PPL* in the field of natural science cannot only be observed by others in the same field of study but rather being observed by those in different area of study, because lesson study is transparent and open in nature. In addition, lesson study can also increase accountability, indirect control and supported the government program related to the *certification* which can increase the quality of educators.

E. CONCLUSIONS

Based on the discussion, it can be concluded that the lesson study based model of *PPL* guidance and evaluation can increase the professionalism of future Arabic teacher in relation to the teacher pedagogic, professional, social, and personality competencies, and in the end the five practitioners who used lesson study stated that they are more ready if they are assign to become a teacher by the government.

The assessment system with lesson study based can be more effective if it is hand over to the team of assessor which consists of *dosen tetap*, *dosen luar biasa*, and observer/principal. The aspects judged are the practitioner activity in planning the teaching and learning process, arranging the lesson plan, handling the material and classes, using the media and the evaluation tools – all can be seen in the *plan-do-see*. The attendances and discussion that last for 3 – 5 times with the *dosen tetap*, *dosen luar biasa*, and practitioner can increase the quality of the process and the results of *PPL* and in the same time can increase the evaluation system. This is all based on the classroom action research conducted by the writer in the Arabic Department of Faculty of Language and Arts, Indonesia University of Education.

Based on the conclusion, the writer recommends that the principal of lesson study which covers the *plan-do-see* is implemented in the guidance and evaluation process of *PPL* for future teacher (practitioner) in other major of UPI.

Hope it will bring assistances and benefits. Amin

Bandung, the 28th of September 2008

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Appendices:

The Questionnaires of the Lesson Study Activity Implementation in the Arabic Language Subject

Directions:

- Fill in your identity
- Read the questions carefully and fill in with your own opinion

Name :

Class :

School :

After you had participated in the teaching and learning process of Arabic language with the implementation of lesson study, please describe your suggestion about these few things or aspects!

1. What is your opinion on the Arabic language lesson before and after the lesson study?.....
.....
2. What is your opinion on the lesson study activity in the teaching and learning process of Arabic language?.....
.....
3. Does the Lesson Study implementation in the teaching and learning process help you in comprehending the Arabic language lesson, if not? Why?.....
.....

4. Does the Lesson Study activity in the teaching and learning process of Arabic language lesson has its advantages and disadvantages?.....
.....
5. What are the benefits of Lesson Study in the teaching and learning process of Arabic language lesson for you as a student?.....
6. What are the disadvantages of Lesson Study in the teaching and learning process of Arabic language lesson?.....
.....
7. In your opinion, what kind of learning model that can help you, as a student, in comprehending the Arabic language lesson?.....
.....

..... Thank You

The Observation Format of the Lesson Study Activity

- | |
|---|
| <ol style="list-style-type: none">1. Name of School :2. Name of Teacher:3. Subject Matter:4. Topic:5. Class:6. Number of Students:7. Number of Groups:8. Observer: |
|---|

After you had participated and became an observer in the entire sequences of Lesson Study, describe your opinion about these few aspects.

1. How is the course of the discussion performed by students from each groups (student activities during the discussion)?
.....
2. Which groups and students who are active during the teaching and learning process?
.....
3. When do the students performed and didn't performed cooperation?
.....
4. What method/way applied by the students in solving the problems that they encountered?
.....
5. Does the method/strategy that they used correct or wrong?
.....

6. When do the students start learning?

.....

7. What kind of treatment/activity that introduce the students in learning?

.....

8. When do the students ended their learning?

.....

9. What kind of treatment/activity that caused the students to learn?

.....

Observer

Interview Manual in the Lesson Study Activity

After you had participated and became an observer in the entire sequences of Lesson Study, describe your opinion about these few aspects.

1. Based on the observation, what will you do if you are a teacher in the future (standing in front of the class)?
.....
2. What is your opinion about the Lesson Study activity in the teaching and learning process of Arabic language lesson?
.....
3. Does the lesson study activity in the teaching and learning process of Arabic language lesson have its advantages and disadvantages?
.....
4. What are the advantages of lesson study activity in the teaching and learning process of Arabic language lesson?
.....
5. What are the disadvantages of lesson study activity in the teaching and learning process of Arabic language lesson?
.....
6. What does it take to achieve success in the teaching and learning process of Arabic language lesson?
.....
7. What are your opinions and notes during the observation?
.....

Bandung, May 2007
Interviewer,