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Implementing Lesson Study Using Word Square in Educational Sociology Course

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ABSTRACT

This study describes Baby Boom from demographic and sociological perspectives. Using lesson research with qualitative approach, this study involved one class of 29 pre-service elementary school teachers in semester VIA on the Educational Sociology course. Two lecturers were involved as observers. The instruments included observation sheet for open class activities and lesson learned reports. The data were analyzed using interactive technique. It is concluded that the lesson study was implemented to students using Word Square in three stages (Plan, Do, and See). Plan stage includes preparing a table of lesson study activity plans, day and date, materials, activities (pre-activity, main activity, and post-activity), lecture instruments (Lecture Unit/SAP), learning media, handouts, model lecturer, observation sheet, and assessment/evaluation sheet. Do stage includes implementing educational sociology learning with the them "Education and Social Mobilization Stratification" as planned (plan stage). See stage is a reflection activity from the previous stage by the observers.

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1. INTRODUCTION

Industrial revolution 4.0 requires teachers/lecturers to use digital media in transferring information and developing learning media. One of the models for teacher/lecturer development to achieve quality learning in schools is lesson study. Lesson study is a model of teacher professional development through collaborative and sustainable learning based on the principles of collaboration and mutual learning to build a learning community [1].

The implementation of lesson study includes the Plan, Do and See stages carried out collectively, collegially, and continuously to improve the quality of learning (Kurniawan, 2015; Wahyono et al., 2016). Collective collegial implementation involves almost all components in learning including a team of lecturers and students who act as models and those who act as observers. In this study, the supervising Lecturer team acted as a supervisor and facilitator of learning, while the one acting as a model was a group of students who acted as presenters / presenters. This is to provide space for students to develop skills in analyzing problems, processing and delivering them in front of the class in the form of a chapter plan. Implementation of lesson study takes place in 4 rounds (cycles). At the Plan stage, a learning plan is discussed in the form of a chapter Plan based on discussions with all components present in the open plan. The Do stage includes the implementation and observation of learning activities based on the chapter Plan which is prepared to be reflected in the see stage (Prayitno, 2015; Ramdhani, S & Arizona, 2019; Ratnawati, 2019; Supriatna, 2019; Wahyono, 2016).

The implementation of this model is based on continuous process and effort. The learning process occurs naturally in real life. This natural condition makes students not quickly forget the knowledge gained. The teacher must change the method of transferring knowledge, from classical (delivery of material) to explorative (understanding of the meaning of science). Student activeness in exploration was not constrained by the presence of observers observing the classroom learning process. Observers have an important role in observing the learning process (Utami, 2018; Dasna, 2015; Dindin, 2012; Hidayat et al., 2019; Mulyadin, 2017; Syafaruddin, 2019).

According to Abizar, lesson study is implemented as a systematic process used by Japanese teachers to test their teaching to boost learning outcomes (Supriatna, 2019). In this study, lesson study was used to improve the learning outcomes of pre-service elementary school teachers in the educational sociology course at Univet Bantara Sukoharjo. This course is taken in the sixth semester.

This course examines the sociology of education (introduction), the foundations of the sociology of education, education and society, education and social stratification, education and social mobility, education and social change, society and school culture. Besides that, it will also discuss the social structure of the school which examines the notion of social structure, various positions in the school community, the position of teachers and students in the social structure of the school, the relationship between teachers and students. Furthermore, in the sociology of education, it will provide an overview of students as prospective educators regarding the role of teachers in schools and society. The importance of the sociology of education cannot be separated from the interaction between

the world of education and political aspects such as the meaning of democracy, challenges in political development. Likewise, learning about education and economics, which contains the contribution of education to economic success and challenges in the world of education in Indonesia today (Maunah, 2015; Syatriadin, 2017).

Several things can make the learning process of this course more interesting, resulting in higher learning outcomes, one of which is the active involvement of students in the learning process. Students are actively involved in observing, operating tools, or practicing using concrete objects as part of the lesson. Therefore, fundamental, consistent, and systematic steps are needed in the learning process (Ramdhani, S & Arizona, 2019).

The fundamental steps in implementing educational sociology learning can be realized with lesson study using Word Square learning model. According to Kurniasih and Sani, this learning model is oriented towards student accuracy. It trains their foresight and hones their ability to match the letters provided in the answer box to be the correct word. In the answer box, there are many letters disguised as distractors. The advantage of Word Square model is it can be used for all subjects (Busyaeri, 2016; Farida, 2016; Nursafitri, 2018; Widarto, 2014; Wirahmawan, 2018).

Sukandheni stated that the Word Square learning model has several advantages, these advantages are encouraging students' understanding of the subject matter, creating a pleasant learning atmosphere because learning is in the form of games, training students with discipline. In addition, this model stimulates students to think effectively because this learning model can act as a driving force and reinforcement of the material presented, training accuracy and accuracy in answering and looking for answers in worksheets (Anhar, 2013; Anshory, Ichsan ; Utami, 2018; Dasna, 2015; Herwandannu, 2018; Nursafitri, 2018).

Therefore, it is important to implement the Word Square learning model in the educational sociology course through the implementation of lesson study for pre-service elementary school teachers at Univet Bantara.

2. METHOD

Lesson research with qualitative approach was employed in this study. It involved one class of 29 students from the Elementary School Teacher Education department in semester VIA on the Educational Sociology course. Two lecturers were involved as observers. The instruments included observation sheet for open class activities and lesson learned reports. The interactive model by Miles and Huberman (1994:12) was used to analyze the data. This model consists of data collection, data reduction, data presentation, and conclusion drawing or data verification. Activities in data analysis consist of four activities that occur simultaneously, namely: data collection, data reduction, data display, verification, these four things can be described as follows :

1) Data collection In the interactive analysis process, the first activity undertaken is the data collection process. The data in this study were obtained from

various data sources. In the data collection process the researchers collected data about the implementation of Lesson Study through Word Square in the Sociology of Education.

- 2) Data reduction, namely the results of analyzes from data collection in the form of a process of selecting, summarizing and simplifying the main things that are in accordance with the research problem with the aim of providing a clear picture and making it easier for researchers to group data according to the topic of the problem. Presentation of data, namely a collection of information that provides the possibility of drawing conclusions and taking action in the form of brief descriptions, charts, relationships between categories and the like.
- 3) Withdrawing conclusions and verification, namely findings can be in the form of a description or description of an object that was previously dim or dark so that after being examined it becomes clear, it can be a causal or interactive relationship, hypothesis or theory. This conclusion needs to be verified so that the data is relevant and can truly be accounted for (Farida, 2016; Mulyadin, 2017).

3. RESULTS AND DISCUSSION

Based on this collaborative study, the lesson study in the educational sociology course consisted of three activities. Each activity included planning (Plan), implementation (Do), and reflection (See) stages.

3.1 Plan Stage

The activities in this stage followed the lesson study stages below:

- a. Each group prepared a table of lesson study activity plans, day and date, materials, activities (pre-activity, main activity, and post-activity), lecture instruments (Lecture Unit), learning media, handouts, lecturer model, observation sheet, and assessment/evaluation sheet. The table of lesson study activity plans outlines the division of tasks for each group member, and, based on the selected lesson study focus, lecture instruments were constructed for Plan, Do. See stages. The lecture unit was compiled comprehensively which is a lecture model following the predetermined focus of the lesson study.
- b. Lecture observation sheets were used by lecturers to make observations. Observations were emphasized on student learning activities as a result of the focus of the lesson study provided. Thus, the observation sheet contains important points from the lesson study focus to be observed. Lesson study activities were focused on observing the independence of pre-service elementary school teachers in semester VIA because students with high independence will show high ability in making decisions, carry out their decisions and duties, have self-confidence, be able to solve problems, have initiative, have high self-control, try to enhance their behavior, and be explorative. Meanwhile, students with low independence will have a lack of

ability in making decisions, carrying out routine tasks, and have low self-confidence. They also have a lack of problem-solving skills and initiatives, are less able to try to enhance their behavior, have a lack of satisfaction from what they have done, and are less explorative (Saridewi & Kusmariyatni, 2017).

Lesson study activities were carried out in the form of lesson planning to prepare everything to support the implementation of the Do stage. Plan stage was implemented by a team of lecturers in a lesson study which was divided into assignments for a model lecturer, an observing lecturer, and a documentation team. It was carried out in the Mathematics and Natural Science Lab of Elementary School Teacher Education on Monday, April 22, 2019.

The following are the results of coordination with the Lecturer Lesson Study for Do team, including :

- 1) The theme presented: Educational Relations in Stratification and Social Mobilization. The theme to be delivered is a continuation theme of the next subject (chapter) in the Sociology of Education course. This material contains education being an important factor for the attainment of one's social status in society and can even improve or raise one's status to a better direction than before.
- 2) Prepare learning tools in the form of student attendance lists, syllabus, SAP, instrument sheets which include: question sheets and observation sheets.
- 3) The learning model to be delivered is the word square learning model. Word Square comes from Word which means word and Square which means square, Word Square is a model that combines the ability to answer questions with carefulness in matching answers to answer boxes. The main instrument of this learning model is an activity sheet or worksheet in the form of questions that need to be answered in a random arrangement of letters found in the column provided. The Lecturer Team must first prepare the media needed to apply the learning model. The required media are as follows: a). Make a box as needed. b). Make questions according to the material.
- 4) The learning media used were audio-visual videos of someone's story in educational gaps and social stratification.
- 5) Students are divided into groups of 7 groups. The class to be used is the VIA semester. The number of students who will be used in Lesson Study is 29 students (7 students and 22 female students).
- 6) Selection of student seating formation. Selection of seats used, namely:

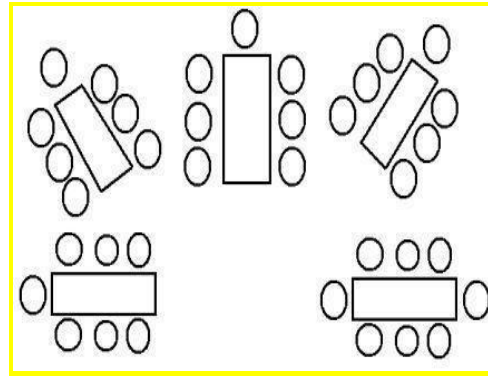


Figure 1. Student seat formation model U

The U-model seating formation or commonly called the horseshoe model is a seating arrangement which when viewed from above forms the letter U. The U-model seating formation is very good to apply if you want to get more student-student or student-teacher interaction. intense.

U model seating formation, according to an article in teachingexpertise.com has the following advantages. (a). Easy to surround or check on students by walking around. (b). The views around the class are very good. (c). Has a standard pattern, so it is not difficult to find a student. (d). Suitable for traditional methods and seminars.

3.2 Do Stage

This stage was carried out in room K5 of PGSD building on Wednesday, April 24, 2019, from 7:30 to 10 am. Student seats were set to U layout facing the blackboard from the beginning. The students were divided into 7 groups. Each group consisted of 4 to 5 students. The lecturer began the lecture by giving a problem of what happens in the community about personal status. Some students responded to the question. The learning activities looked alive as several students expressed their opinions on the question. Then, the lecturer explained the social status and asked the students to pay close attention to a video to be played. The students discussed the video together in groups, and the lecturer asked one of them to present in front of the class. The lecturer assigned students from each group randomly.

Next, the lecturer distributed activity sheets in the form of letters that make up a word contained in the teaching material. Then, the students were asked in groups to choose the correct word and shade the letters in the box according to their answers. During group work, the lecturer guided and went around to monitor the student group activities. There were 7 groups of students.



Figure 2. Implementation of learning in the Lesson Study class

On the one hand, it makes it easier for lecturers to serve student activities in groups. However, on the other hand, it is difficult for lecturers and peers (lecturer observers) to move from group to group because the room is divided into 7 groups. Then it was corrected by the lecturer directly and discussed together the correct answers to the questions raised in the Word Square questions. Several student representatives came forward to discuss the questions and answers from the word .

The lecturer and students conclude the material that has been discussed. The lecturer asks students if there is anything that is not understood from the educational material in social stratification and mobilization. Lecturers follow up in the next material. The lecturer closes the lecture with greetings.

3.3 See Stage

The next activity was reflection conducted on Wednesday, April 24, 2019, from 10:30 am to 12:30 pm. The results discussed in this stage include:

- 1) Students were quite active in group discussions.
- 2) Students were not confident in presenting the results of their group discussions in front of the class.
- 3) The student seat layout still disturbed the observer team's activities because of too many groups.
- 4) Some students, e.g. AW (7), IB (13), and Kun (24), still focused on their own activities, so they seemed to have not concentrated on learning and often talked to themselves in class.

Some reflections in the See Stage, that we can analyze the implementation of Lesson Study in the following two aspects:

- a) Students who speak and have not focused on the material are separated by groups (AW and Kun in one group), they often talk to themselves outside of group discussion material.

There are also students who do not pay attention to students when explaining it because students are bored and bored with the way students explain to these students so that they prefer to chat and joke with their friends.

The bad habit of chatting when the lecturer explains or in group discussions is due to certain factors on the part of both the student and the lecturer. From the students

themselves, according to learning expert named Alwi Suparman "That student inactivity when the learning process in class is a bad habit of students, which starts from students not having responsibility for class activities during class hours, so students often chat when students explain and do not appreciate it. students who are in front of the class when explaining the lesson". Overcoming these problems are:

- Creating sufficient communication between one student and another by giving students group assignments with the aim that students exchange ideas and create sufficient communication between students during the KBM, so that students can still chat by discussing the lesson and time used effectively.
- Group discussions are carried out with the provision of guidance. Lecturer Model for carrying out social activities in groups, explaining the purpose of holding group guidance, giving reasons for group participants to carry out group guidance. Group participants describe the problems experienced by each group participant.
- Efforts to create friendships with all students and students (both students and students, students and students). Students and students create closeness both during teaching and learning activities, so that students are comfortable in class because of the closeness between students and students themselves. This can prevent students from chatting when participating in teaching and learning activities and become interactive in learning.

b) Students who are silent are actually clever (able to answer) need to be motivated by courage and confidence to be given reinforcement by the lecturer.

There are still many quiet students we meet in class. Students who are quiet usually have a shy attitude, so that students are better off being quiet than talking, or not confident in themselves. Efforts to observe this problem are as follows:

- Combining active and quiet students so that there is interaction.
- Giving questions to the quiet student so that the student is active.
- Provide motivation for passive students.

4. CONCLUSION

It is concluded that the lesson study was implemented to the pre-service elementary school teachers of Univet Bantara in educational sociology course using Word Square in three stages (Plan, Do, and See). Plan stage includes preparing a table of lesson study activity plans, day and date, materials, activities (pre-activity, main activity, and post-activity), lecture instruments (Lecture Unit/SAP), learning media, handouts, model lecturer, observation sheet, and assessment/evaluation sheet. Do stage includes implementing educational sociology learning with the theme "Education and Social Mobilization Stratification" as planned (plan stage). See stage is a reflection activity of the Do stage by the observers. It was found that the students were quite active in group discussions. However, they had not been confident, and some did not concentrate on learning and often talked by themselves in front of the class.

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