

# Journal of Community Service and Engagement (JOCOSAE)

e-ISSN 2807-5633 // Vol. 2 No. 2 // April 2022, pp. 22-28

## Improving Teacher Pedagogic Competence through PKM Lessons Study

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b> ..... Received : Jan 2022 Revised : Feb 2022 Accepted : March 2022 Published : April 2022</p> <p><b>Keywords</b> Student learning rights Pedagogic competence PKM Lesson study</p>	<p><i>Partners in this activity are teachers from one of the junior high schools in Tangerang as an effort to improve the pedagogic competence of teachers through PKM (Pengabdian Kepada Masyarakat) lesson study. More than 75% of students must take remedial final exams to meet the minimum completeness criteria. This partnership program aims to increase the knowledge of teachers about the fulfillment of students' learning rights. Based on the problems faced by partners, the solutions offered are training and lesson study assistance. The result of this activity is an increase in pedagogic competence which is marked by increasing teacher knowledge in the form of making chapter designs and lesson designs in collaboration with colleagues, as well as increasing the fulfillment of students' learning rights marked by the creation of an active, creative, effective, innovative, and fun learning atmosphere. In addition, PKM lesson study produces outputs in the form of scientific articles published in national or international journals.</i></p>

### INTRODUCTION

Education is one of the key indicators of the progress of a nation. Indonesian society, with the pace of development, is still facing serious educational problems, especially how to provide responsive education in facing the challenges of the industrial revolution 4.0. In welcoming the era of the industrial revolution 4.0, the Indonesian people are required to compete with other nations in the world in mastering science and technology. Thus, the problem of education is one of the main priorities that must be encouraged in supporting development to increase the nation's competitiveness (Asbari, Wijayanti, et al., 2020; Hyun et al., 2020; Setyowati Putri et al., 2020).

Two of the eight important components in the course of education are educators and students. To continuously improve results, motivation to learn, and fulfillment of participation rights, educators are expected to be able to conduct research and scientific publications. Obligations of research and scientific publications refer to the Minister of PAN Regulation No. 16 of 2009 article 11, one of the obligations of teachers is to publish scientific publications on research results or innovative ideas and develop themselves through participation in various competency and professional improvement activities (Berman Sihite et al., 2020; Purwanto et al., 2020, 2021). The fulfillment of children's participation rights as an important component of ongoing education is technically regulated following PP-PA Ministerial Regulation No. 4 of 2011 concerning Technical Guidelines for Child Participation Policies and Presidential Regulation No. 75 of 2015 concerning the 2015-2019 National Action Plan for Human Rights.

Based on the initial observations of the implementing team at the school, it was revealed the fact that the implementation of the learning process was still not optimal in terms of the teacher's pedagogic competence and the fulfillment of students' learning rights. Some things become obstacles in the implementation of the learning process, namely in the implementation of teacher education only focusing on teaching activities and assessing students. Meanwhile, based on Law No. 14 of 2005 concerning teachers and lecturers in Article 1 paragraph 1, teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, elementary, and secondary education. This means that the teacher's obligations regarding student learning rights have not been fulfilled optimally.

The second problem is the inactivity of some members and administrators in participating in MGMP (Musyawarah Guru Mata Pelajaran) activities and the lack of coordination between the MGMP management and the Education Office and the school. In addition, MGMP activities are still incidental and have not specifically led to information sharing, sharing information about problems, and alternative solutions to efforts to fulfill student learning rights.

Based on the results of the PKM team's hearing with the school, on January 10, 2022, the fact was revealed that more than 75% of students had to take remedial final exams to meet the minimum completeness criteria (KKM). Based on these problems, the implementing team together with the teachers agreed on efforts to increase the pedagogic competence of teachers through PKM lesson study. This is concluded by setting aside the effects of a pandemic condition which is certainly one of the variables causing the problem. The next consideration is that during this pandemic, teachers optimize their time to increase knowledge and pedagogic skills which in turn will be useful for the success of Teaching and Learning Activities (KBM). The form of PKM lesson study activities as a solution to partner problems are lesson study workshops, lesson study implementation and research assistance, and the formation of learning communities. Through the agreed solution, it is hoped that it will improve the pedagogic competence of teachers and fulfill students' learning rights.

Although it is a simple idea, lesson study is a complex process. Lesson study is a process that collaborates teachers in small groups to plan, teach, observe, review and report the results on the application in individual teaching (Akiba et al., 2019; Cheng, 2018, 2019; Hendayana, 2006; Schipper et al., 2018; Vermunt et al., 2019; Wulandari et al., 2015).

The learning process innovation designed and developed in this lesson study activity is active, practical, fun, and effective (Agistiawati et al., 2020; Asbari et al., 2019, 2021; Asbari, Purwanto, et al., 2020; Basuki et al., 2020). In practice, this lesson study activity is not instructive or patronizing but is carried out collaboratively between lecturers and teachers, teachers and teachers, and tutors and practicum teachers. Efforts to achieve maximum results in lesson study activities need to involve many parties, for example, teachers in the field of study, principals, MGMP and lecturers, education practitioners.

The implementation of collegial collective lesson study can increase teacher knowledge in formulating lesson plans effectively through chapter design and lesson design, improve the management of the learning process by creating an active, creative, effective, innovative, and fun learning atmosphere, use learning media that are relevant to the indicators of learning achievement, and the accuracy of learning evaluation instruments in measuring the achievement of student learning outcomes.

## RESEARCH METHODS

The implementation methods of PKM are lesson study workshops, implementation of research lesson studies, and the formation of learning communities. The implementation method is described in detail as follows:

### a. Lesson study workshop

In general, this activity is divided into two, namely lesson study research training and the manufacture of learning tools. Lesson study training by conducting a literature study on the introduction to lesson study research and awareness of the fulfillment of students' learning rights, and demonstration materials (handouts) for the stages of lesson study research (Plan, Do and See) as well as making satisfaction questionnaires (Matsumoto et al., 2006; Sophia, 2021). In addition, teachers are also equipped with

knowledge about making learning tools (RPP, LKS, and evaluation sheets).

b. Implementation of lesson study research

The implementation of lesson study research is carried out in several cycles which are documented through video recordings and each cycle will go through the Plan, Do, and See stages.

**Plan Stage:** The proposing team and teachers will identify problems

in the learning process, plan the learning steps, and explain the learning tools that will be presented. Meanwhile, at the next stage of the plan, we will follow up on the results of the evaluation/reflection.

**Do Stage:** The Model Teacher carries out the learning process while the team

The proposer and other teachers act as observers. Observations are made by paying close attention to each student's activity and ensuring the fulfillment of the student's learning rights.

**See Stage:** Model teacher and observer will convey the results of observations that occurred during the implementation of Do. The findings from these observations will be used as the basis for improving the next plan.

c. Formation of the learning community

Participants in the training and assistance in lesson study research will be incorporated in the learning community for lesson study in the Panongan Gugus, Tangerang Regency. To add members to the learning community, prospective members must have been involved in lesson study research, namely at least as an observer.

d. Evaluation of implementation and sustainability plan

After carrying out all PKM activities, partners will be asked to fill out a satisfaction questionnaire to measure whether this PKM is effective or not and provide suggestions for further PKM activities. The final step in this stage is reporting and preparing the promised output.

The program's sustainability plan involves partners to continue to develop and innovate in conducting research. In addition, the main thing in the sustainability of this program is the existence of scientific publications carried out by teachers. STMIK Insan Pembangunan will assist in consulting the preparation of scientific articles that are ready to be published in journals and national seminars, as well as providing journals for scientific publication media for partner teachers. In addition to supporting the sustainability of the PKM program, teachers will be provided with a pocketbook on research methodology and writing scientific articles.

## RESULTS AND DISCUSSIONS

a. Preparation of PKM lesson study activities

Preparation for PKM lesson study activities was carried out from January 14 to 15, 2022. Activities carried out in preparation were managing implementation permits, determining school schedules and resource persons for lesson study workshops, conducting literature studies and input from lesson study experts, making handouts and workshop materials as well as preparation of satisfaction questionnaires.



Figure 1. Preparation for the implementation of PKM lesson study

b. Lesson study workshop

The material in this lesson study workshop is The history of lesson study, Strategies for designing student-centered learning, school-based lesson study (SBLS), chapter design practice, lesson design practice, open lesson practice, and learning reflection practice.



Figure 2. Workshop lesson study

The result of this activity is to provide an introduction and understanding to teachers on how to fulfill the learning rights of students. In addition, it can improve the quality of the learning process by shifting the old paradigm into a student learning center created through a collaborative and collegial learning process. The enthusiasm of the teachers in participating in the workshop activities is a strong reason for the principal to continue to organize lesson study activities in schools every year.

c. Lesson Study Implementation

The stages of implementing lesson study are Plan, Do and See which are described in detail as follows:

**Plan Stage:** Planning is done collaboratively by several teachers who are included in a lesson study group. Planning begins with an analysis of the problems encountered in learning. Problems can be in the form of material in the field of study, how to explain a concept. Problems can also be in the form of pedagogics about appropriate learning methods so that learning is more effective and efficient or problems with facilities. Furthermore, the teacher together looks for solutions to the problems faced as outlined in the lesson plan or lesson plan.

**Do Stage:** Implementation of learning, intended to implement the planned learning design. One group member acts as a model teacher, while other group members observe (observer). The focus of observation is directed at student learning activities guided by the procedures and instruments that have been agreed upon at the planning stage, not on the appearance of the teacher who is in charge of teaching. During the learning process, observers are not allowed to interfere with the learning process even though they may record with a video camera or digital camera.

**See Stage:** After the learning is finished, there is a direct discussion between the teacher and the observer who is guided by the principal to discuss learning. The model teacher begins the discussion by conveying impressions in carrying out the lesson.

Furthermore, the observer conveyed the results of observations in the learning process related to student activities, criticism and suggestions were conveyed wisely for the sake of improving learning. On the other hand, the model teacher receives input from the observer to improve the next learning.

## CONCLUSION

Community partnership programs that are carried out on teachers are lesson study workshops, implementation of research lesson studies, and the formation of learning communities. As the benefits obtained by teachers in this PKM is an increase in teacher pedagogic competence which is characterized by increased knowledge in utilizing innovative learning media, planning learning through lesson design, being able to compile teaching materials, managing the learning process interactively, and being able to evaluate/reflect on the learning process.

Community partnership program activities carried out on teachers from one of the secondary schools in Tangerang as the first step in producing professional teachers who are aware of the importance of student learning rights. It is hoped that this activity can continue by involving other fellow teachers and MGMP.

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