LESSON STUDY AS EFFORTS TO IMPROVE TEACHER PROFESSIONALITY IN INDONESIAN LANGUAGE LEARNING BASED ON TEXT

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Abstract

Curriculum 2013 has been implemented since 2013. One form of improvement of the Curriculum 2013 in Indonesian language learning is the application of Indonesian language learning based on text. Curriculum 2013 has been planned since 2013, but until 2016 not all schools implement it. This activity is conducted with the aim of helping teachers to improve their understanding of the concept of Indonesian language learning based on text and the ability to apply it in learning. This activity is carried out in the form of collaborative Lesson Study with teachers in the implementation of learning from planning, implementation, to evaluation and reflection. The results showed that through Lesson Study, teacher professionalism is increase. Teachers have understood the principles of text-based Indonesian language learning, able to understand the competence of students that must be developed through text-based Indonesian language learning, able to develop text-based Indonesian language learning tools, able to implement text-based Indonesian language learning, and implement assessment of Indonesian language learning based on text.

Keywords: learning, text-based, Indonesian language
INTRODUCTION

The 2013 curriculum conducted in schools since 2013. However, the implementation has not been synchronized in all schools in Indonesia. Only a few schools are designated as target schools that are assured to have implemented the 2013 Curriculum and there are some schools that have volunteered to implement it in schools, especially since 2014.

Completion of Curriculum 2013 is intended as one of the strategic efforts to improve the quality of education, especially preparing the next generation to be able to think high order, creative, innovative, noble personality, love to their nation, and proud to be Indonesian (Minister of Education and Culture RI, 2013). This is accordance to the priorities of national development within the next twenty years, that is to realize the Indonesian people who have noble character, moral, ethical, cultured, and civilized based on the Pancasila Philosophy (Attachment of the Minister of Education and Culture RI No. 58 of 2014).

The role of Indonesian language learning in the Curriculum 2013 is very strategic, especially as a science advocate. It is in accordance with the function of the Indonesian language as receiver and transmitter of knowledge. By developing the ability of logical thinking, critical, creative, and innovative, the role of Indonesian as the advocate of science will continue to grow in line with the development of Indonesian language.

One form of improvement of Curriculum 2013 in Indonesian language learning is the application of text-based Indonesian learning approach. With this approach, students are expected to be able to produce and use texts in accordance with their goals and social functions. Indonesian language learning is not merely emphasized on the development of language knowledge, but rather as a text that carries out the function of becoming a source of
self-actualization of its users in academic social and cultural context. Text interpreted as a language unit, both verbal and nonverbal, which expresses the meaning contextually.

The role of teachers is very important in the effort of developing the ability of students to produce and use text in accordance with the purpose and function of social language. Teachers play a role in creating learning situations that allow students to develop their ability to understand and produce texts according to the social objectives and functions of the text. To that end, teachers are required to be creative and innovative, especially in selecting and developing teaching materials, designing and managing constructive learning so as to enable students to learn actively interactive, constructive, and creative (Siswono et al., 2012; Susilo, 2010; Directorate General of Quality Improvement Educators and Education Personnel, 2010).

In order to carry out the task of his profession, teachers are required to develop their competence in order to meet the demands of the development of science and technology. Therefore, as a form of actualization of teacher's duties, the government through the Ministry of National Education facilitates teachers to be able to develop their profession in a sustainable manner (Law Number 20 Year 2003, Law No. 14 Year 2005 on Teachers and Lecturers and Government Regulation Number 19 Year 2005 National Education Standards (Ministry of National Education, 2010). Sustainable Professional Development (SPD) is a continuous form of learning for teachers. That is the main medium for making the desired changes related to student success.

SPD can be done through three forms of activities, namely self-development, scientific publications, and innovative works (Ministry of National Education, 2010). Self-development activities can be done through the functional training and collective activities of teachers to improve the competence of the teaching profession that includes: pedagogical, personality, social, and professional competence. Self-development activities that include functional
training and collective activities of teachers should prioritize the needs of teachers to achieve the standards of professional competence, especially with regard to learning.

These needs include (1) the competence of RPP preparation, work program, education planning, evaluation, etc.; (2) mastery of material and curriculum; (3) mastery of teaching methods; (4) competence to evaluate learners and learning; (5) mastery of informatics and computer technology (ICT); (6) innovation competencies in learning and education system in Indonesia, etc.; (7) competence to meet current theoretical demands; and (8) other competencies related to the implementation of additional tasks or other tasks relevant to the functioning of the school.

One of the efforts undertaken to develop teacher professionalism in a sustainable manner is Lesson Study. Lesson Study is a form of training of educator profession to improve learning quality and teacher professional development through collaborative learning and continuous learning activities based on the principles of collegiality and mutual learning to build the learning community (Susilo, 2010).

Lesson Study activities are emphasized in three stages: planning or designing (plan), doing (do), observing and continuing to reflect (see). The planning stage is done to produce an effective learning design. For that, the activities of designing learning are done collaboratively by several teachers who belong to one group of Lesson Study. After the compilation of the design of learning, followed the implementation phase of learning in accordance with the resulting learning design. One group member acts as model teacher, while the other members act as observers. Observations focused on student learning activities based on the design of the learning process. One of the objectives of observation is to learn from the ongoing learning experience. Based on the observation, reflection was done. Reflection activities are directed at identifying the strengths and weaknesses of the lessons learned.
Through Lesson Study activities, teachers can gain experience learning from each other about real learning in the classroom. Through the collaborative activities of designing learning, teachers can exchange ideas and experiences about constructive learning planning. Through activities menagamati learning activities of students in learning, teachers can understand the learning process that can foster the spirit of student learning. In addition, teachers can also obtain a conducive classroom management practice for students to acquire the knowledge, skills, and develop their attitude constructively. Through reflective learning activities in collaboration, teachers can broaden their insights and creative ideas to develop and improve their learning.

Based on that consideration is held activities of teacher competency development in MTS Jabung through Lesson Study. It is also based on the consideration that the 2013 Curriculum has been implemented in sasran schools for one semester.

However, in line with the change of the Minister of Education and Culture of Indonesia, the implementation of the 2013 Curriculum in some new educational institutions implemented for less than three semesters should be postponed for the reasons of field evaluation of its implementation in designated schools (Dirjen Dikdasmen 2014). It is also experienced by MTs Ahmad Yani, Jabung, Malang. In the MTs, the 2013 Curriculum has been implemented for one semester and finally dismissed its implementation. After that, in this school re-applied Curriculum 2006.

Although it has only been implemented for one semester, it can be found that teachers complain in implementing Indonesian language learning in accordance with the Curriculum 2013. It was revealed by the teacher that Indonesian language learning becomes boring because one theme is taught up to several lessons. The teacher's statement implies that the concept of text-based Indonesian learning is not fully understood by the teacher. Therefore, it
is necessary to develop the insight and skills of teachers in the implementation of text-based Indonesian language learning.

This Lesson Study is conducted to improve teachers' understanding of text-based Indonesian language learning and the ability to implement it in learning. The objectives of the Lesson Study are to (1) inculcate the concept of textbook-based Indonesian approach to teachers, (2) to improve teachers' ability to apply text-based Indonesian learning approaches in planning, implementing and evaluating learning. The target of this activity is to increase the understanding of MTs Ahmad Yani Jabung teacher, Malang Regency about the concept of text-based Indonesian language learning and the ability to apply it in Indonesian language learning practice from planning, implementing and evaluating the learning activities.

**METHOD**

The purpose of this activity is to improve the understanding and ability of teachers in implementing text-based Indonesian language learning. In accordance with the established objectives, this Lesson Study activity is carried out collaboratively by MTs lecturers and teachers. Ahmad Yani Jabung, Malang Regency. Collaboration is implemented from the determination of the problem, preparation of learning planning, implementation of learning, to evaluation and reflection of learning. It is based on the opinions of Steyler and Hiebert (in Susilo, 2010: 20) that Lesson Study is a collaborative process, that is, a group of teachers identifies learning problems, designs learning scenarios, conducts learning according to scenarios that have been compiled while other teachers observe, evaluate and revise learning scenarios. The result of the revision of the learning plan is implemented and observed, evaluated and reflected again. It is based on the opinion of Sutopo and Ibrohim (in Susilo,
2010) that Lesson Study is focused on three stages: Plan, Do or See, and See (afterwards and reflect on the observations)

With Lesson Study strategy, collaborative work in learning Indonesian is implemented through the procedure of preparation of lesson plan (Plan), implementation of learning in accordance with plans that have been compiled collaboratively teachers and lecturers (Do), Observation (See), and reflection (Ceck) on implementation of learning based on lesson plans that have been prepared collaboratively. The lesson planning is arranged by the teacher in collaboration with the lecturer starting from the determination of the competence to be developed in the learner, the formulation of learning objectives, the determination and the development of the learning material, the selection of strategy and the learning method, the preparation of the learning steps (learning scenario), the selection of the media and the source learning, up to evaluation of learning.

Based on the lesson plan that has been prepared, conducted learning and evaluation. During learning, one teacher acts as a model teacher. The other teachers acted as observers accompanied by the Lecturer Team from University of Muhammadiyah Malang. During the execution of the lesson, the other teacher conducts the observation. Based on the results of observations reflection on the planning, implementation, and evaluation of lessons learned.

The reflection activity begins by the model teacher conveys the impression and experience of learning. Other teachers respond and present observations about student learning activities and teacher activities during learning, both positive and negative. Based on the results of reflection, improvement of lesson plan for the next activity was carried out

RESULTS
Improved teachers’ ability in text-based Indonesian language learning through the Lesson Study program was held in MTs Ahmad Yani Jabung, Malang Regency. MTs Ahmad Yani Jabung Malang is a school managed and organized by the public (Private School). This educational unit was officially established on August 11, 1982. Vision of MTs. Ahmad Yani Jabung, "Excellence in Advanced Achievement in Advanced Innovation in Creation”. Based on that vision, the mission is to (1) improve the students' imtaq and science and technology; (2) improving discipline, tolerance and harmonious relationships among school people; (3) improving student learning services with optimal ability in the academic field; (4) improving the use of laboratory services and school libraries; (5) developing student talent and interest in KIR, Olympic subjects and life skills skills; and (6) develops extra-curricular activities and non-academic achievements in sports and arts fields.

Efforts to realize school vision and mission are carried out through various intracurricular and extracurricular activities. These activities have produced results in the form of achievements achieved by students, especially in the field of extracurricular, including drumband to the level of East Java Province. However, in the field of intrakurikuler still has not shown a prominent achievement.

Curriculum applied in this school is still Curriculum 2006. It was adjusted with instruction of Education Office of Malang Regency that schools that have implemented Curriculum 2013 but not yet until two year have to return to Curriculum 2006. Because at that school Curriculum 2013 only implemented in one semester, then the Principal's policy that the Curriculum implemented at this school is back in the 2006 Curriculum.

Since the 2013 curriculum has only been implemented for one semester, the teachers still do not deeply understand the characteristics and direction of the Curriculum 2013. This was revealed by the three Indonesian teachers, one of whom also served as Headmaster. The statement is also seen from the lesson planning that has been prepared by the teacher.
The difficulties experienced by Indonesian language teachers in this school mainly lies in the understanding of the approach and direction of learning Indonesian in accordance with the Curriculum 2013. It is also caused by the teacher's mastery of the Curriculum 2013 is still limited. As a result, the teacher returns to the textbook that has been set for use in learning.

The Indonesian textbooks used in this school are books published by publishers, not recommended by the Ministry of National Education because of their limited number. Based on these problems, the school decided to keep using books from public publishers. Having reviewed the contents of the book was also there are some weaknesses, especially in terms of presentation that has not been systematic.

It caused the students and teachers difficult to understand the nature and direction of learning Indonesian. Based on the conditions that this activity is done by focusing on improving teachers' understanding of text-based Indonesian language learning and the ability to apply it in the implementation of learning.

**Results of Lesson Study Implementation**

Starting from the problems faced by Indonesian teachers, Lesson Study activities in this school are implemented to improve the professionalism of teachers in the implementation of learning. This lesson study activity is carried out in four stages, namely the planning stage (Plan), the implementation of learning (Do), observation (See), and reflection (Ceck).

The planning stage is done by the workshop of the preparation of the learning plan. Workshop participants consisted of Indonesian language teachers. The activity begins with identifying lessons to be carried out in a lesson study. Based on the identification result, the teacher develops the learning implementation plan in accordance with the understanding and the capability possessed.
The lesson plans developed include the translation of core competencies and basic competencies into indicators of achievement of basic competencies. Based on the indicators, teachers formulate learning objectives covering aspects of cognitive, psychomotor, and affective. At the beginning of the activity, teachers still have difficulty in understanding the basic competencies contained in the curriculum document. Through the discussion and guidance of the Assistance Team, teachers can describe basic competencies into indicators of achievement of competencies.

Based on the indicators of achievement of these competencies, teachers choose and develop teaching materials that students should learn. In the early stages of activities, teachers have difficulty in differentiating teaching materials to develop knowledge and skill competencies because they are formulated in the basic competencies of the kind of text that students must master. In addition, teachers have not understood the level of achievement of language knowledge and the level of language skills that students must achieve. Through the accompanying team's explanation, the teacher gained an understanding of the development of text-based teaching materials, ie learning materials of language knowledge developed based on the type of text as an ingredient of language skills development. Based on the text, developed training materials to develop knowledge and language skills.

Referring to the competence that must be achieved students and teaching materials that have been set, selected strategies and learning methods in accordance with the characteristics of students. The strategy applied is inductive with the discovery learning model. Learning is categorized into three main stages: opening, core, and closing activities. Learning begins by stimulating learners followed by problem identification. Based on the problem, students mengumulkan data and process data in accordance with the problem set. Further verification and conclusion are made.
To facilitate the implementation of learning, designed media that will be used in learning. The teacher chooses video media and printed books. Videos are selected to stimulate students and represent the natural context in the classroom.

At the end of the workshop was designed the evaluation techniques used in the lesson and the assessment instruments were developed. Assessment is carried out during and after learning.

Workshop activities produce learning design. The lesson plans contain the competencies that students need to achieve, learning objectives, teaching materials, learning strategies and methods, detailed learning steps, and assessment of learning.

The designs that have been produced through the workshop have been corrected by the counterpart team to obtain inputs for improvement. From the evaluation activities it is known that the RPP compiled by the teacher still has some weaknesses. Weaknesses found in the RPP ranging from the formulation of indicators of achievement of competence, selection of teaching materials, planning scenarios of learning, to the preparation of assessment instruments. After getting input from lecturers and fellow teachers, RPP improvements will be made to be applied in the implementation of learning.

**Learning Outcomes**

Based on the design of learning that has been prepared, carried out learning. One teacher acts as a model teacher and another teacher as an observer accompanied by the Assistance Team. Observations focused on student learning activities and teacher activity from the beginning of the learning to the end. During the execution of observations, there were also activities to record things that showed positive results and also that has not shown positive results, even those that are not in accordance with the RPP that has been prepared. It
is important to do as an input for reflection on the implementation of learning that has been implemented.

**Results of Reflection Activity**

Based on the implementation of learning and observations made by teachers and lecturers, then performed a reflection together with teachers (observers) and lecturers. The results of observation serve as an evaluation and reflection of learning materials that have been implemented. Reflection is done with reference to the design of learning that has been prepared. The reflection activity begins with the model teacher conveying his or her impressions and experiences during the lesson and was responded to and commented upon by the observer teacher and the accompanying team. The results of reflection are used as input materials for further improvement of learning.

The results of lesson reflection 1 show that there are some weaknesses in the implementation of learning 1. Weaknesses are found evenly in the three stages of learning, namely (1) open learning activities, (2) core learning activities, and (3) closing activities.

First, the weaknesses found in the learning activities are (a) the teacher does not invite the students to pray, (b) context building activities have not yet been implemented but the teacher directly enters the core activities. It is seen when the teacher invites students to listen to songs sung by Ebit G Ade, which is actually an effort to build the context of teachers but will be interpreted as a core activity. The singing of the activity should only be used to build the context, but by the teacher is included as a form of text that students must learn (modeling) to develop the competence of composing an explanatory text. As a result, students have difficulty understanding text characteristics in terms of structure and use of language.
Secondly, at the core stage of learning there are several shortcomings, which include (a) the strategies that deductive teachers apply. It is shown in the form of teacher activities that always initiate the activities of conceptualization through the explanation of language theory (linguistic knowledge) and then accompanied by examples and followed up with the assignment. (b) Teachers tend to emphasize linguistic knowledge (structural approach not yet text-based). It is shown in the form of teacher activity that explains too much the linguistic theory and examples given by the teacher to the students regardless of the text. This means that the teacher's learning is not text-based. (c) the tasks assigned to the students for discussion are less clear that the students are difficult to understand. This is reinforced by the sound of weak teachers so that students are less able to understand the purpose of the teacher's duties. (d) Less efficient use of time so that students are not encouraged to learn to work fast. (e) Classroom management is still weak. Teachers do not pay attention to students' activeness during learning so that students tend to play around during discussion activities. There are times when there are groups of students who are presentations, other group members pay less attention so less actively engage in discussion. (g) Teachers take less time to implement assessments. It can actually be done by teachers when students discuss and presentations. It is not done by the teacher because the assessment instrument is not yet available completely.

Third, at the closing activity stage, the teacher's weaknesses do not invite the students to reflect and follow up. It is shown in the form of teacher activities that directly menjak students to end learning.

The result of learning reflection 1 is used as an input for improving the second learning peda held at the meeting in the next week. Based on the consideration to gain experience equally, in the next learning agreed by the teacher that the teacher as a teacher in the next learning is the teacher who in the first lesson acts as an observer, while the teacher model of
the first learning pause change position as an observer teacher on the second lesson. The learning procedure is the same as in the first lesson, which begins with refining the lesson plan followed by the implementation of learning, and evaluation of learning.

Based on the experience and the results of reflection on the 1st lesson, the teacher continues to discuss preparing and fixing the weaknesses found in the 1st lesson. The results of these activities are set forth in the RPP (appendix 3) to serve as a guideline for the implementation of the 2nd stage of learning. After the improvements, the implementation of the 2nd learning has a rapid development.

During the second lesson implementation, other teachers and lecturers make observations to identify the strengths and weaknesses that might occur in the second lesson.

Based on the observation of the implementation of the 2nd learning found the advantages of the 1st learning. The improvement includes the three stages of learning, ranging from the improvement of the opening stages of learning, the core stage of learning, and the closing stages of learning.

First, the advantages found in the learning activities are: (a) the teacher has invited the students to pray, (b) the activity of building the context has been done through observation activities to listen to the songs that are sung Ebit G ade followed by question and answer about the things related to the content of the song being heard. The singing of these activities is used to build the context (modeling) to develop the competence of composing an explanatory text.

Secondly, at the core stage of learning there are some improvements in teachers' ability to implement the lessons, which include (a) the strategies adopted by inductive teachers. It is shown in the form of teacher activities that always initiate the activities of the concept of planting through observation (mennyimak and reading) and then followed up with model analysis activities. (b) Teachers have linked their learning with real-life context to develop
students' competence in composing an explanatory text. It means that the teaching-based teacher-based learning. (c) the tasks assigned to the students for discussion are clearer than before so that students can easily understand them. This is reinforced by the voice of a clear and loud teacher so that students easily understand the purpose of the teacher task and motivated to passionate learning. (d) Efficient time utilization marked by the speed with which students complete the assignment from the teacher. (e) Classroom management is conducive to student learning. Teachers pay more attention to students' activeness during learning and to engage students in learning so that students are eager to learn. When there is a group of students who are presentations, other members of the group pay close attention to actively engage in discussion. This is supported by the teacher's effort to recognize the student by assigning the students to use their own identity marks in the form of a headband bearing the student's name and on each discussion table marked with the name of the group identity. (g) In terms of assessment, teachers still do not take the time to implement the assessment maximally. It can actually be done by teachers when students discuss and presentations.

Thirdly, at the closing learning activity stage, there is improvement of teachers to invite students to reflect and follow up. It is shown in the form of activities of teachers invite students to reflect and record home duties as a follow-up effort.

In the reflection it is stated that the second lesson is progressing towards the learning of Indonesian bebasis text with scientific approach as emphasized in the implementation of Curriculum 2013. Teachers have experienced pekembangan in terms of understanding of learning Indonesian language bebasis text and able to apply it in the implementation of learning.
Conclusions and Recommendations

In accordance with the objectives and targets set, it was concluded that the results of this lesson study activity are primarily in the form of improving teachers' understanding of text-based Indonesian language learning and improving teachers' ability in applying it to learning. In terms of understanding, prior to Lesson Study, the teacher does not have an understanding of the direction and strategy of Indonesian language learning based on Curriculum 2013. After Lesson Study is implemented, the teacher can explain and determine the stages of text-based Indonesian learning activities in accordance with the provisions in Curriculum 2013. Based on the understanding and from activities of activities and observations, teachers can apply text-based Indonesian language learning.
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