Modeling Practice Guidance Consolidation Professional Competencies (PKP) On Long-Distance Education Students Through *Lesson Study*

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Abstract

This study aims to produce an effective way in the PKP practice of guidance and can be used to enhance the PGSD-UT undergraduate student's ability in the improvement of learning through lesson study modeling. The development of professional teacher programs requires facilities that can provide opportunities for learning how to learn and to learn about teaching. The facility intended through lesson study (assess learning) is important, because theoretically, lesson study provides a way for teachers to be able to fix the learning systematically (Podhorsky, C., & Fisher, D., 2007). As a program of the estuary undergraduate PGSD-UT, Consolidation Professional Competencies (PKP) are the culmination of a course that has been followed previously by PGSD undergraduate students. Through the PKP, the student is expected to have a better professional capability in applying the principles of Classroom Action Research (PTK) to find, analyze, and formulate the learning problem faced, finding and solving problems through designing learning improvement plan, implement instructional improvement, finding the strengths and weaknesses of their own performance in order to improve the learning, as well as scientifically accountable for acts of improvement of learning. The study was conducted with the paradigm of participatory or emancipatory approach as a basic concept that set out the participatory action research (McTaggart, R. , 1991, Carr and Kemmis, 1990, Connole, 1993). The research method used observation techniques, learning journals, interviews, and documentaries in depth. The results showed that the Lesson study is a model of professional development of educators through collaborative learning and continuous assessment based on the principles of collegiality and mutual learning to build a learning community. Lesson study is selected and implemented on PKP guidance activities in order to improve the professionalism of teachers as lesson study is an effective way to improve the quality of learning and teaching in the classroom considering the development of lesson study conducted and based on the results of "sharing" on professional knowledge which is based on practice and the learning outcomes conducted by the teachers. There are six phases of the lesson study on PKP mentoring activities, namely: (1) form a group lesson study, (2) determines the focus of the study, (3) plan the research lesson, (4) the implementation of learning and observation of learning activities, (5) discusses and analyzing the results of observation, and (6) reflection and refinement. These six stages are implemented in the form of a cycle plan-do-see (reflection). Through lesson study under the guidance of the PKP program occurred an increasing competence and professionalism of teachers, improving process quality and learning outcomes, development of a democratic learning paradigm based on constructivism to build a scientific mindset.

Key words: *lesson study*, teacher professionalism, PKP guidance

Introduction

The quality of education in Indonesia is significantly lower in terms of its level of competition and relevance (Parawansa, 2001). Report of the United Nations Development Program (UNDP) in 2005 revealed that the quality of education in Indonesia ranks 110th out of 117 countries. The UNDP report indicates that the quality of education in Indonesia is relatively low. Aware of the results of inadequate education, many attempts have been made by Indonesian government to make improvements. These efforts include making curriculum changes or revisions on an ongoing basis, Congress Subject Teacher program (MGMPs), Teacher Upgrading Work (PKG), a partnership program between the schools with the Institute of Workforce Education, a project to increase the qualifications of teachers and lecturers, and many other programs for the improvement of educational outcomes. These efforts have been intensified, but the packaging is often not in line with the educational nature of teaching and learning. In other words, education reform in Indonesia is still not fully pay attention to the conception of teaching and learning. Education reform should start from how students and teachers learn and how teachers teach, not solely on learning outcomes (Brook & Brook, 1993). Podhorsky, C., & Fisher, D., (2007) stated that education reform should be interpreted as an effort to create programs that focus on improving the practice of teaching and learning, not solely focused on designing classes with teacher

proof curriculum. Thus, instructional practices actually intended to overcome the failure of students' learning. Instructional practices can only be changed through the examination of the ways teachers learn and teach and analyze their impact on student learning gains.

Teacher is one of the important components that affects the improvement of the quality of human resources (HR). In Interim Law No. 19 2005 on National Education Standards (SNP) of Article 29 verse (2), states that educators in SD / MI, or other equivalent form must have: a) a minimum educational qualification of Diploma (D - IV) or Bachelor (S1); b) higher education background in elementary education/MI, other education, or psychology; and c) a certificate for the teaching profession SD / MI. In the same Government Regulation, Article 28 verse (3), mentioned that the competencies as agents of learning in primary and secondary education as well as early childhood education include: a) the pedagogic competence; b) Competence personality; c) Professional competence; and d) social competence. The provisions on standard academic qualifications and competence of teachers are also regu lated in 2007 Regulation No. 16 and 2007Ministerial Regulation No. 18.

As an estuary program of PGSD-UT undergraduate program, Consolidation Professional Competencies (PKP) is the culmination of a course that has been followed previously by PGSD undergraduate students. Through the PKP, the student is expected to have a better professional capability in applying the principles of Classroom Action Research (PTK) to find, analyze, and formulate the learning problem faced, finding and solving problems through designing learning improvement plan, implement instructional improvement, find the strengths and weaknesses of their own performance in the improvement of learning, as well as scientifically accountable for acts of improvement of learning. Based on the purpose of the PKP program, PGSD undergraduate students are expected to have a better professional ability as a teacher. Competencies required of professional teachers are having the habit and scientific capability in designing, implementing, finding strengths and weaknesses in learning, and use it for subsequent learning improvement.

To achieve the competencies expected at PKP program, PGSD undergraduate students must have a learning experience as follows.

1. Reviewing the concept of the classroom action research
2. Practicing the performance (design, implement, and assess learning improvement)
3. Finding flaws/ weaknesses/ problems and fix them with the principles of classroom action research
4. Practicing accountable for decisions/ learning improvement acts scientifically.

The real condition indicates that PKP guiding by Supervisor generally involves directing with direct contact. This is often creates difficulties for supervisors who are not accustomed to have face-to-face, one on-one with attendees for a certain period. As for the direct supervisor in guiding the school/classroom, they are basically less well-communicate with students of PKP guidance and lack of understanding of the performance of the guidance. In guidance implementation often appears a less effective coaching, namely:

1. Focusing the attention on the theory
2. Keeping the distance (the status is above the participants)
3. Often create stress for the guided (student of PKP guidance)
4. Using one-way communication
5. Seeing itself as the primary source or a source of knowledge

Each of supervisor and students is not understand the performance of learning improvement based on PTK (planning, action and reflection).

In relation to PKP practice guidance that must be taken by PGSD undergraduate students as a condition of graduation of the courses, the student in this case as well as the status of elementary school teachers implements an instructional improvement targeted, effective and began to leave the routine ways of learning, namely creating programs of professional development. Such efforts are the

implications of education reform with the aim to be able to achieve an improvement in student learning gains adequately. Programs of teacher professional development require a facility that can provide opportunities for them learning how to learn and to learn about teaching. The intended facility, for example lesson study (assess learning). Lesson Study (LS) or Assess Learning is an approach to the learning improvement. LS provides a process to collaborate and design a lesson (learning) and evaluate the success of teaching strategies that have been implemented as an effort to enhance the student learning process and acquisition (Lewis, 2002; Lewis, et al., 2006). In the LS processes, teachers work together to plan, teach, and observe the development of a learning cooperatively. Meanwhile, a teacher implements the learning in the classroom, others observe, and record the questions and the students' understanding. The use of the LS process with professional development programs is a vehicle to restore teachers to the culture of proportional teaching (Lewis & Tsuchida, 1998). By considering the background of the problem and the meaningfulness of lesson study as a way, then the formulation of the problem in this research is how big the effective use of lesson study in modeling practice guidance on the consolidation of the Professional Capabilities of PGSD-UT undergraduate student?. Specifically, it focused on the following research questions:

1. How to develop a modeling lesson study as an effective approach to PKP guiding practice?
2. How are the results of testing the use of lesson study as an effective model for PKP guiding practices?
3. What are the characteristics, advantages and limitations of lesson study as an effective approach to PKP guiding practice?

In general, this research aims to generate an effective means of PKP guiding practices and can be used to improve the ability of students in PGSD undergraduate students learning refinement, i.e. through modeling lesson study. Specifically, it aims to:

a. Dig the development of modeling lesson study as an effective approach to PKP guiding practice.
b. Know the results of testing the use of lesson study as an effective model for PKP guiding practices.
c. Identify the characteristics, advantages and limitations of lesson study as an effective approach to PKP guiding practice.

Benefits of the Research

By generating a modeling lesson study in guiding practice consolidation professional competencies of PGSD-UT undergraduate students as an effort to improve the effectiveness of the ability to do action research to improve learning, this study is expected to be useful both theoretically and practically. Theoretically, it is expected to generate the principles of lesson study as a model of supervision that can improve the ability of primary school teachers in practice teaching improvement through action research, so that it can enrich the theory of lesson study in the existing PKP guiding. Practically, the results of the study are expected to be useful as input for:

1. PGSD-UT Undergraduate Program in carrying out preparatory education pre-service) to prepare students to be more qualified and professional doing their duties as an elementary school teacher in the development of action research to improve learning.
2. Faculty (lecturers) of PGSD undergraduate program, especially first Supervisor in PKP guiding PFM to develop and implement their duties as a supervisor.
3. PGSD Undergraduate Students/ Primary Teachers to be more prepared with reflective capabilities and carry out the duties in a professional manner. Teachers have competention in dealing with the problem and improve the quality of learning in primary school.
4. The other researchers who are interested to add insight and knowledge on the concept of lesson study of teaching guiding practice model.

The Nature of PKP Guiding

PKP as an estuary of PGSD Undergraduate Program is designed to provide learning experiences that can enhance the ability of elementary school teachers in managing professional learning. Competencies expected of the students mastered after attending the PKP is able to revise and/or improve the quality of teaching or learning thematic subject areas taught in elementary school by applying the rules of classroom action research (CAR). More specifically, students are expected to:

1) Plan the quality of learning refinement/improvement based on the results of inquiry through reflection after the lesson;
2) carry out the quality of learning refinement/improvement by applying the rules and principles of PKP; and
3) account for the quality of learning refinement action/improvement scientifically in the form of a report .

PKP learning is done through self-learning and face-to-face guiding. Students undertake independent study to strengthen understanding PKP planning and implementation, various learning theories and principles related to learning problems or conditions that will be corrected and improved, as well as the planning and implementation of learning in an effort to improve and/or enhance the quality of learning. In addition, students also need to practice the inquiry practice through reflection after the lesson ended, draft remedial learning, practice doing the improvement learning, and prepare the quality of learning refinement/improvement report and journal articles from the reports that have been made. Practice inquiry through reflection, planning, executing and assessing the quality of learning refinement/improvement is done systematically with intensive supervision. Face-to- face mentoring conducted to share experiences and discuss the process and the improvement of learning outcomes. Moreover, guidance is also done in preparing reports for the improvement of learning and scientific journal articles.

The Nature of Lesson Study

Lesson study is an approach to improve the quality of learning that comes from Japan. In this country, that word or term is more popularly known as " jugyokenkyu" (Lewis, 2002). According to the Indonesian term, it can be referred as " the study of learning" or "learning examined". According to Wang - Iverson (2002) the word " lesson" includes not only a description of what will be taught in a certain period of time, but it includes things that are much broader.

Lesson study is a major form of improving the quality of learning and professional development of teachers selected by teachers of Japanese. In implementing lesson study teachers collaboratively:

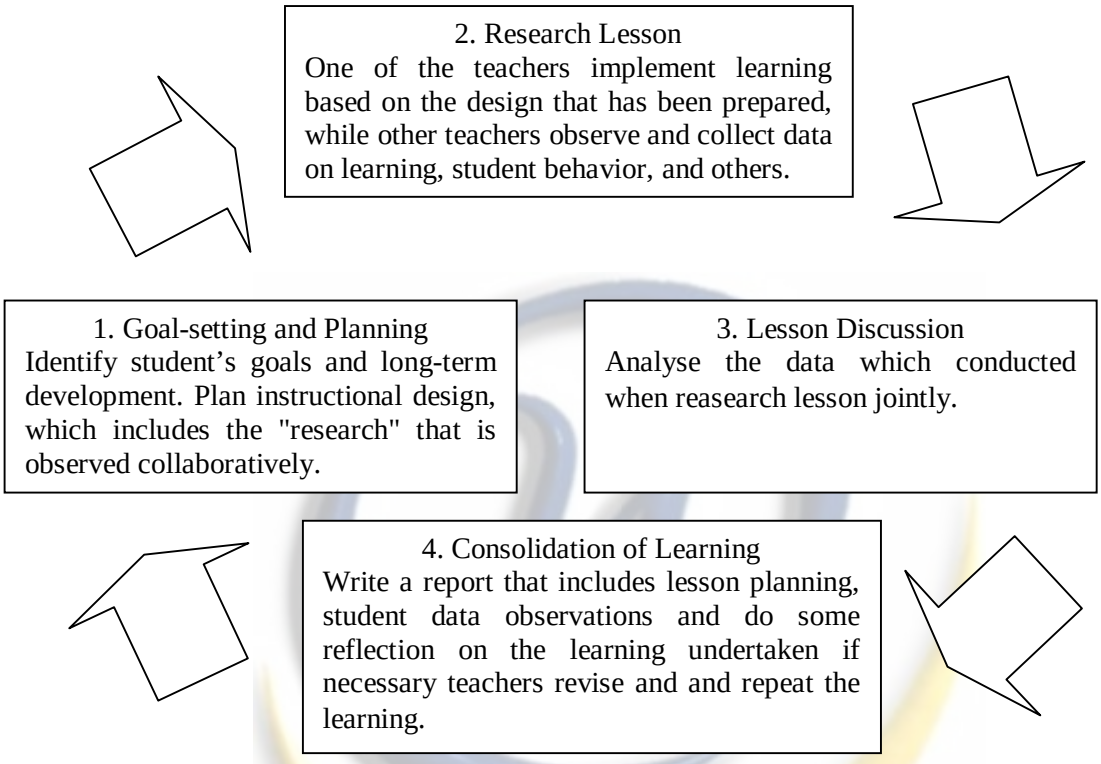
a. Learn the curriculum and formulating learning goals and objectives learner development (life skills development)
b. Design learning to achieve goals.
c. Implement and observing a research lesson (learning assessed)
d. Reflect and discuss the assessed learning, refine and plan the next lesson.

According to Styler and Hiebert (in Spark, 1999) lesson study is a collaborative process to identify a group of teachers when identification learning problems, designing a learning scenario (which includes searching for books and articles on topics that will be taught), teaching learners under the scenarios (one of the teacher carry out the learning process, while the others observe), evaluate and revise the learning scenario, re-teaching the learning scenario that have been revised re-evaluate the learning and share the results with other teachers (disseminate it).

Phase Activity of Lesson Study

In broad outline, 'lesson study ' includes three (3) stages: planning activities (planing), learning implementation (action) and observation as well as reflection (reflection), the details of the three phases as follows:

Figure 1. The Review Learning Cycle Lesson Study Oriented



1. *Planning (Design)*. This stage is to make the design/planning lessons (lesson design) that will be implemented in the form of: 1) identification of learning problems related teaching materials, teaching materials, learning strategies, 2) define the practice teacher as a model, planning the formation of a group of students during the learning process, as well as seating chart to be easily observed by observer, 3) determine the parties that will be invited as a teacher observer such as subject teacher, other subject teachers, principals, education experts in subject study, officials concerned, and public education observers.
   At this stage, the identification of problems that exist in a class will be used to lesson study activity and alternative solutions. Identify the problems and solutions related to the subject (the subject matter) that are relevant to the class and subject matter, the characteristics of the students and the atmosphere of the class, method or approach to learning, media, props and evaluation processes and learning outcomes. Further discussion on the selection of subject matter, selection of methods and appropriate media to the characteristics of the students and the type of evaluation that will be used. At that time there will arise opinions and suggestions from teachers and experts. At this stage experts and senior teachers can bring up new things that need to be known and applied by the teacher in the learning process later. Things that are also important to be discussed is the preparation of the observation sheet, especially determinations indicators during the learning process takes place, both the views of the teachers and students.
   The indicators are compiled based on the lesson plan which is created and defined basic competencies that will be owned by the students after participating in the learning process. From

the results of the problem identification and the solution, then it compiled and packaged in a learning device comprising:
a) Unit Studies (SP)
b) Teachers Instructions to teach (teaching guide)
c) Students' worksheet (LKS)
d) The media or teaching aids
e) The process of assessment and learning outcomes
f) Observation sheet. (Susilo, 2009)

Do (Implement). The stage of implementing learning refers to the learning design that has been designed on the current plan, before the implementation of the directives of the head of the school is done. Briefing which is conducted by the principal explained: 1) LS that will be done in general, 2) distribute the learning design, 3) invites the practice teacher explains the lesson plan, 4) read out the order while doing the observation, 5) invited the practice teacher into the classroom to implement the learning and observer put themselves in the strategic places according to each observation plan whether it through video or other audio recordings. In the implementation phase and observation, learning (open class) teacher/lecturer will attempt to implement a model of learning stages as planned together, while the observer trying to find interesting facts and phenomena associated with the process/learning activities as well as its association with the effectiveness of the achievement of learning objectives and the long-term goals of education. Through this open class activity, each observer and models teacher/lecturer will understand and be aware with their responsibilities in serving learners to learn. Lesson Study implementation phase aims to implement the lesson plan. During the implementation process, one of the teachers act as the executor of Lesson Study and other teachers as observers. The focus of the observation is not on the teacher performance, but it's more focused on student learning activities based on the procedures and instruments that have been agreed at the planning stage. Observers are not allowed to interfere with the learning process.

2. See (Reflection). This activity is in the form of excavation findings of all observers during the 'do' implementation that then collectively discussed along the solutions. These 'see' activities are called as follows: 1) The principal (facilitator, discussion guides), practice teacher, and experts that sitting in the front, 2) facilitators introduce the reflection participants, 3) practice teacher give comments on the learning process that has been done, 4) Each observer filed the observations and opinions as well as provide a solution, 5) Findings of experts to analyze and summarize/conclude the results of the discussion, 6) announcement of the next open class.

   After do the learning activities that are observed, the teachers/lecturers gathered to discuss reflection (see) to reveal the interesting facts and discuss it to analyze the possible causes and think of alternative solutions to fix it. Through the reflection activities sensitizing teachers/lecturers to deficiency and excess in the learning task can be increased. The purpose of reflection is to discover the advantages and disadvantages of implementing learning. The event begins with the submission of the impression given to the learner and further observers. Criticism and suggestions are directed in order to improve the quality of learning and delivered wisely without disparaging or hurt the teaching teacher's heart. Positive feedback can be used to design a better re-learning.

Lesson Study Activity to the Teacher Teaching Cultural Changes

The implementation of lesson study was able to create a positive impact on teachers' teaching culture change. Namely, they are:

1) Establishment of communication between fellow teachers. Lesson study encourages collegial interaction and communication. It creates a sense of shared responsibility in solving the problem of the difficulty of learning.

2) The ability of the teacher to make a more detailed learning plan and oriented on the attempt of the student's guiding.
3) Position or classroom setting is no longer a conventional pattern. Lesson study learning pattern affects the way classroom management towards the group learning models. Seating arrangements with the model group almost become the teacher teaching characteristics and culture.
4) The opening insight of the teachers explores various methods and techniques in the classroom learning. In lesson study, teachers are more understanding about their duties to enable the students dare to try a variety of learning methods and techniques. It changes the teachers' culture which is tends to speak in lectured mode to adjust into the classroom situation and familiarize the students to begin bold presentation in front of the class.
5) The teachers' development in the creation and creating instructional media. Before the open class teachers prepare learning media as optimally as possible in order to increase attention, understanding and participation of students in learning. The more teachers can create and innovate to provide a unique, exciting and challenging media; it will trigger the students in learning and facilitate students in classroom management.
6) Availability of database of students who often have learning difficulties and require special management. When open class, the teachers can be more optimized to observe the students who encounter the trouble.

Lesson Study Activities Against Teacher Attitude Change

The impact of lesson study execution will form the attitudes of teachers as follows (Susilo, 2009):

1) The spirit of self-criticism is one of the values developed in lesson study, which is an honest reflection to correct deficiencies of themselves. Self-reflection is done at the end of each hour of learning or the end of the school, the end of the week, and the end of the semester. Teacher do the reflection by asking questions, such as: "Do I have tried with all my mind in teaching the students?", "Do I remember what material should I bring to school all this week?", "What do I still need to improve?". Implementation of reflection conducted by learners and teachers is contagious. People who listen to the reflections of others will also ultimately begin to ask about themselves, whether he has done his best. The habit of self-reflection is one of the key supporters of the implementation of lesson study.
2) Openness to feedback given by others. Various experiences through lesson study are a matter that needs to be studied because teachers usually feel embarrassed when the learning process is seen by others. In fact, there was a teacher fell sick because of the need to conduct peer teaching. Therefore, teachers who are able to implement lesson study is the teacher who wants to "lifelong learning" and want to get some input from others.
3) The teachers implementing lesson study emphasize the attitude of willingness to admit mistakes. Changes will happen when people want to take the time and effort to make changes because might be there will be a mistake. As humans are not infallible, teachers rarely implement learning perfectly. Through lesson study teachers had the opportunity to slowly improve and enhance their lessons and at the same time building a school culture that is tended at the inquiry and improvement stages. Thus, teachers can learn from imperfect learning after designing, implementing and discussing the learning.
4) Be open to others' ideas, not trying to find the "authentic" or "pure" ideas, because the important thing is the result of thinking that can encourage learners to learn. The key relies on how to help the students to learn rather than looking for "the pure idea (the idea itself)" of the implementation of learning that may be less precise learners study. Therefore, in the lesson study teachers do not start from zero, but the start of an existing, committed people and maximizing themselves on how to improve on an ongoing basis and the content of the learning process.
5) The teacher would provide feedback honestly and respectfully. This attitude needs to be developed by teachers who are involved in lesson study. Together they have to find a way to

avoid the two extreme things, namely the "happy talk" (where people are embarrassed to disagree or to criticize) and “harping" (where people feel and act in a way as if they are dependent on the ego or will go up if they can drop or embarrass another person). According to the teachers in Japan, the critical feedback indicating that teachers whom give it respect for their lessons. With criticism given it is expected that we can thrive because in learning there must be something to refine. Conversely, it would be very disappointing if the colleague who observed the learning do not declare something.

Methodology

Studies using a qualitative research approach designed to interpret the use of lesson study in modeling practice guidance on the consolidation of the Professional Capabilities PGSD-UT Undergraduate student. The study was conducted using a participatory or emancipatory paradigm as a basic concept that departs from participatory action research (Mac Taggart, 1988, Carr and Kemmis, 1990, Connole, 1993). Qualitative research used by researchers is descriptive qualitative. The aim of this descriptive study was to describe systematically and accurate facts and characteristics about the population or about a particular field. This study sought to describe a situation or event. Data collected is purely descriptive, so it does not mean to seek clarification, test hypotheses, make predictions, and study the implications.The research approaches based on the preliminary study are:

a. The initial concept of lesson study, includes: (1) the components of lesson study as a means, (2) the study of the theory of reflective thinking and attitude, ability, and (3) the condition of the implementation of the PKP modeling guidance.
b. The design, implementation and reflection of lesson study.
c. Lesson study design validation using stages: (1) technically reflective, (2) reflective contextual, and (3) the critical, reflective applied in 14 elementary teachers/student PKP guidance. This stage can be visualized in the following chart.

The population in this study was the PGSD-UT Undergraduate teacher/student who enrolled active in UPBJJ Serang 2013. The number of samples was determined by 14 elementary school teacher/student PGSD Undergraduate program who follow the PKP guidance registration period 201 and representing 10 different schools.

The factors underlying the decision of UPBJJ research sites in Serang, namely:

a. The character of tenth semester students who will follow the PKP guiding.
b. The condition of the schools for students to practice PKP guiding modeling with adequate and affordable lesson study in the district area.
c. Principals and teachers involved in the study gave permission to conduct the research and providing the appropriate time to schedule the planned research.

Data collection in the study conducted by observation techniques was done by learning journals, interviews, and documentaries. An observation technique was made with observations on the application process started from the preparatory stage to the development stage of the modeling PKP consolidating guidance with lesson study. Techniques and data collection tools include the search of (a) documents to obtain accurate data on the condition of the teacher partners and students, (b) interviews and questionnaires to explore the understanding of lesson study in PKP practices, (c) observation execution/implementation of lesson study in the application to determine the ability of reflective thinking and attitude of students towards learning. Analysis of the data is adjusted to the data collected, which were analyzed by descriptive qualitative, and quantitative as supporting data. Interview guide used to conduct interviews as an additional data source.

Triangulation used in this study is the triangulation method, which compares the research findings obtained from multiple data collection techniques. The study findings are compared include (a) the findings of the observations with the results of the interview, (b) the findings of the observations with documentation of activities, and (c) the findings of interviews with documentation of activities.

Chart 2.
Systematics Flow Visualization Design Validation Stages of Lesson Study

Procedure
Technical Reflective Phase Using variety of techniques (methods/media/example), so PKP guidance students is understand the concept of lesson study as a PKP guiding model.
Contextual Reflective Phase • Exploring thematic lesson plans and subjects. • Linking the material being studied with knowledge/experience of PKP guiding students. • Sharing/discussion experience/problems of teaching and routine work related to the administration of the class. • Self-reflection and raise issues that will be practiced in the lesson study.
Critical Reflective Phase - Discussion of questions/problems, causes and solution alternatives in the PKP modeling guidance with lesson study. - Analyze the feasibility of PKP modeling guidance, establish criteria and indicators.
PKP Modeling Guiding Test Phase (*goal-setting and planning, research lesson, lesson discussion, and consolidation of learning*)
PKP Modeling Guiding Result through *Lesson Study*

Discussion

The result of the researchers' interviews with PKP guidance student indicates that in general administratively they have never done PTK in the school and merely perform the PTK practice activity as the assignment of the lectures. So in this case the PKP guidance student wishes to perform the better and optimized PTK with the hope of a change in the pattern of learning which have been less meaningful in results. However, the biggest obstacle faced regarding the implementation of the PTK on PKP guidance student begins from the incomprehension to design a study in the class in accordance with the existing problems.

Limitations of PKP guidance student in exploring the PTK concepts often make teachers "lazy" to do the PTK because of the lack of group sharing and continuous guidance that supports the effectiveness of doing PTK. Meanwhile, with regard to the understanding of the concept of lesson study so far it only to the extent of the existing theories in various references. However, its use has not felt fully deliver maximum results. So in this case the researchers consider that the general implementation of the PKP guidance for learning improvement based on PTK does not have a "spirit" (inanimate). The learning repair based on PTK which is the PKP task carried out in the absence of systematic

framework and research problems that actually exist in the classroom. Consequently the execution of research report through the PKP courses run limited to activities that are not based on teacher desire to investigate. This problem is attributed by the culture where research is still less likewise the teacher's perspective on improving the learning based on PTK as a work that is " instant", which was made without the stage and clear data field.

Most of the characteristics of PGSD-UT Undergraduate students who are studying in tenth semester, has period of teaching experience ranged from 5-10 years. In the case of this study, there is one student who has never been taught in school. The student work as clerical workers in the company With the program where the elementary teacher follows the undergraduate education equality at UT, it provides a good condition to improve the professionalism of teaching performance. Knowledge that has been obtained from the college can contribute to the application of learning in the classroom. It has been observed by researchers that in general students who are in the PKP guidance has had teaching experience and know the teaching process in the classroom situation longer than others.

In general, physical and spiritual development of students has grown mature. Students have been able to get to know more friends in the wider social environment. The desire to explore the world around is also grown and directed along with the development of thinking that has entered the mature stage of maturity.

At this time students are expected to develop a range of basic skills, the academic and non- academic nature are guidelines to behave and become more independent and learn maturity.

Here are the results of observations of the condition of the PKP guidance student. The data collected from August 25-September 1, 2013. Here are the general characteristics described by cognitive development, skills, language (speaking), emotional, social, moral, self-concept, and interest.

a. Cognitive conditions. Students have the maturity to think logically, but the observation of the learning problem is still shallow. The parts to think logically limited to the experience of the routine in the local environment. Usually the parts of the curiosity coupled with the growing variety of new information.
b. Skills Conditions. Students generally have been able to coordinate the skills according to the needs and potential. Fulfillment limited to the functions of personal skills and the demands of the profession. For example the expertise in speech and writing lacked on science because it has not become a functioning personal needs.
c. Language Conditions (speaking). Students like the use of community languages (language groups) to communicate with fellow colleagues. Many of the observations found in the classroom when PKP guidance, for example the local language is often expressed when communicating with colleagues or with the other partners. Generally speaking, their language much influenced by the local environment and culture of the inherent profession.
d. Emotional state. Students are already aware that they cannot state encouragement and emotions granted without considering the environment. Students learn to express feelings in a manner which is socially acceptable in accordance with the quality of the experience. The awareness growth depends on how environmental attitudes and peer communication on social behavior and how to discipline his/her emotional behavior. In some of the students began to emerge anxiety, worry that comes from a combination of fear of losing the opportunity and weighed against one of the tasks of the school or college. Fulfillment of their responsibilities has started to appear and the expression of feelings of anxiety began to emerge when they make contact discussions and question and answer.
e. Social conditions. The desire to become a member or group and the larger group. The acceptance by the peer group is so meaningful for students. Because of that, students tend to follow the values of the group, although sometimes they have to awaken themselves to follow the rhythm of a group that is often contradictory.
f. Morale conditions. Appraisal about good and bad can be done by students, and they begin to consider the specific circumstances underlying an event or behavior. Students begin to

understand that judgments about good and bad can be changed, depending on the circumstances or situation that emergence the behavior. Students' moral concepts are influenced by peer groups or group counterparts. This can lead to conflict if the moral concept of peer groups is not appropriate or even against with the morals of his/her experience. Female students tend to be more mature in forming moral judgments than male students. For example, in the situation of counseling female students re more orderly, enthusiastic and hard-wired compared to male students that are more likely to ignore the elements of guidance because it has different patterns of independence.

g. Conditions of self-concept. With the ever-expanding horizons of thought and social interaction, the new factors also began to influence the development of his/her personality. As a result, students often fix the self-concept. Change does not just happen to the concept of self, but also on the nature of other people who were assessed and studied from the students' character. For example, when researchers provide classical guidance and groups, most students tend to be passive in conveying the concept of self. This is because the limited knowledge and teaching experience they have merely on the situational paradigm.
h. Condition of interest. Students begin to realize the roles and responsibilities as part of a group guidance activities. Their Interest in the activities influenced and adjusted with the group interest or other colleagues who were part of the group as a part of confidence in guidance activities. Additionally earnest guidance situation of Supervisor 1 as a facilitator and peers in the guidance give the positive value of his/her interest in PKP program.

The Learning Review Cycle Oriented on PKP Practice

1. Forming Lesson Study Group

At least there are four activities that need to be done in the form of lesson study groups. These four activities are (1) recruiting the members of the group, (2) develop a commitment on the tasks to be performed, (3) develop a meeting schedule, and (4) make the group rules. Lesson study group members basically can recruit from teacher colleagues (Supervisor 2), lecturer (Supervisor 1), education officials, and/or education observers. The most important is they have a commitment, interest, and willingness to innovate and improve the quality of education. Each lesson study group member must be committed, so he/she set up a special time to realize or implement the lesson study. In addition, they can also act as a teacher to conduct a research lesson.

As noted above, members of the group meetings are necessary to schedule and must be adhered by every member of the group. The schedule, organizes all tasks related to the activities of the group members, including regular teaching duties. Members of the group who served as a teacher certainly should not leave the classroom teaching, so that lesson study activities do not interfere with the basic tasks of teaching. Therefore, in preparing the schedule of meetings, consider the principal task of teaching, so that the principal task is not left out.

2. Focusing the Lesson Study

At this step there are three activities to do, namely agree on the theme issues, focus issues, or primary purposes of troubleshooting, select subfields of study, as well as select topics and units of study. Related to the determination of problem theme of a lesson study, we need to consider three things. First, how is the actual quality of the students now? Second, how the desired of ideal quality of the students in the future? Third, there is a gap between the ideal and the quality of the actual quality of the students who were subjected to the lesson study? This discrepancy can be appointed as the theme problem material.

Subjects used for lesson study determined by members of the lesson study group. Group members can choose, for example, science, English, or mathematics subjects, and so on according to the interest of the members. As a guide to selecting the subjects, we can use the following three questions. First, what subjects are most difficult for students? Second, what is the hardest subject for teacher to teach? Third, what subjects in the new curriculum that want to be controlled and understood by the teacher?

After determining the subject, the next step is to choose a topic and learning. The selected topic is a topic that should be the basis for the next topics, topics that are always difficult for a student or unpreferred by the students, difficult topics are taught or not liked by the teacher, or a new topic in the curriculum. The topics chosen should match to the basic competencies that need to be owned by the student. Based on these basic competencies we structure the learning that will support the achievement of these outcomes.

3 . Planning the Lesson Plan

In the planning of learning (instructional improvement), besides to reviewing the learnings that are taking place, we need to develop a plan to guide learning. The plan will guide the learning process, observation, and discussion of the study as well as reveals the finding that will arise during the progressing lesson study. Plans to guide learning are a complex thing. A lesson plan is expected to answer a very important question, namely "what changes will happen to the students during the lesson and what will motivate them".

Data collected during the lesson study in the PKP guidance typically contains evidence of the activity of learning, motivation, and social climate. Although data collection is more focused on the students, but it also can be made to record the speech, teacher's movement, and the time teachers spent on each element of learning. One important part and that should be considered in planning the lesson study is the presence of experts/specialists from the outside. They can come from a senior teacher or lecturer who has knowledge of the subject areas being studied and/or how to teach those subjects. The involvement of experts/specialists from the outside will be more effective if it occurs from the beginning. In this way, the expert/specialist has the opportunity to help design the learning, giving advice on curriculum resources, and act as a commentator and a motivator towards the implementation of lesson study.

4 . Learning Practices and Observation

Lesson plans that have been prepared jointly are implemented by the appointed teacher (approved) by the group and observed by other teachers and expert specialists from the outside. Observers will collect the necessary data during the lesson. To document the implementation of the learning process usually it can be done using audiotapes, videotapes, camcorders, cameras, student work, and narrative observations note. The role of observer during the lesson study is to collect data and is not helping or distract the students. The students should be informed in advance that the observer or other teachers in their classrooms only served to study the learning that takes place and not to assist or assess them.

5. Reflection and Analyzing the Learning that has been done

Lesson plans that have been implemented needs to be reflected and analyzed. This is necessary to do, because the result of reflection and analysis can be used as input for improvement or revision of lesson plans. Thus the next course is expected to be more perfect, effective and efficient. Reflections on the implementation of learning should include these bullet points: (1) reflection from the practitioner of learning teacher, (2) the general response of the observer/supervisor, (3) a presentation and discussion of the data processing of the observer, (4) feedback and suggestions from experts/specialist.

Some of the important part which is useful as an implementation of learning reflection guide is as follows.

First, the PKP guidance students who carry out the learning is given the opportunity to speak first to express all the difficulties in learning, the mistakes that had been made during the learning, or other things that occur in learning and should be mentioned in the reflection.

Second, the study presented is the property of all members of the lesson study group. It is the "we" learning not the "my" learning or the "you" learning, so that it is reflected in every member of the group. Members of the group are responsible for explaining the thinking and planning that have been compiled with.

Third, the PKP guidance students who are planning the learning should tell why they planned it, the difference between what they want and what actually happens in the implementation, as well as aspects of the lessons they want in order to be evaluated by the Supervisor 1 and 2.

Fourth, the discussion which focuses on the data collected by the Supervisor 1 and 2. Supervisors discuss the specifics of practical activities and recorded report of the PKP guidance students through mentoring journals.

Reflection on the implementation of learning can be implemented immediately, on the same day, after learning plan is implemented. It is as it has been stated previously that the results of the discussion and analysis can be used as a consideration to revise the subject matter, approach to learning, and the media used.

6 . Planning the Next Stages

In reflecting the lesson study, the thing that has to do is to think about what is already going well, according to the plan and what is still needed to be improved. Now it is time to think about what to do next by lesson study groups. Do members of the group want to make improvements in order to make a better learning? Are other members of the lesson study group is eager to try out this lesson in their own class? Is the lesson studying group members are satisfied with the implementation and operation of lesson study groups?

The lesson study approach applied to the implementation of the PKP guidance, primarily for the student PGSD study program, is a problem-based learning approach. With this approach, each practical activity (each cycle) performed through the 4 steps of activities, which include: (1) observation. This activity aims to find the next problem that will be solved through learning programs to be implemented, (2) the forming repair lesson plan activities. After the observation is completed, the results of these observations serve as the basis for the preparation of lesson plans. The fixed RPP is expected as the result of collaboration and discussion between the practitioner with peers and with the teacher tutors and/or lecturers, (3) teaching and training activities. At this stage the student performs the learning activities, while mentors and colleagues observe and record events that are considered necessary to serve as a reflection. One of the characteristics of "lesson study" approach is it is always involved colleagues in observing the learning practice activity. The results of these observations will be used as a material in a feedback, discussion and reflection, and (4) Reflection activity. At this stage, students with mentors and peer do the discussion to discuss the practical activities that have been implemented. Here discussed supremacy, weakness and at the same time improvement for the future practice. The basis of this reflection is the result of the reconstruction of the practitioner in implementing the learning activities and observations from peers, teachers tutor (Supervisor 2) and/or supervisor (Supervisor 1) on the implementation of learning practices performed by the practitioner.

Based on research evidence shows that with the approach the improvement of students' teaching skills can be achieved effectively, although it is recognized that the approach has a disadvantage of requiring more time and student teaching experience can not evenly distributed in each class, because the practitioner students will be bound on the certain class during the practice rounds in order to recycle its activity cycle.

The implementation of lesson study in the PKP guidance model must be prepared properly, should not be arbitrary. Preparation is the main form of the knowledge of lesson study on PKP guidance, lectures (Supervisor 1), and teacher tutors (Supervisor 2). The third group should be given a briefing carefully

before the PKP guidance starting. If there is no adequate debriefing, it is feared there was a misunderstanding between the students with a Supervisor 2 and /or with the Supervisor 1. According to the recorded experience in the field, it is true that misunderstanding between supervisor 2 and the PKP guidance students is often occurs during the implementation of the guidance. Supervisor 2 or the school where students practice often requires the PKP guidance students to teach in accordance with the custom of the teachers, including lesson plans and models of various other learning tools. In fact, there is the school parties that requested any practical activity conducted to move in order to gain experience evenly. Upon further examination, it turns out that the emergence of these problems is caused because of the lack of the concept of the school towards lesson study, lesson study philosophy has not really understood. Field experience also shows that the dissemination of the written concept of lesson study through the PKP guidance book or written circulars found to be ineffective, because most of the schools did not have time or reluctant to read it. Therefore, it is recommended that the dissemination of the concept and perception of PKP guidance to lesson study conducted through a joint workshop between the parties involved in the PKP guidance. Furthermore, to reduce the drawbacks associated with the unequal distribution of the PKP guidance student teaching experience, it should be done at least two cycles, with the varied selection of classes.

Description of PKP Guiding Model through *Lesson Study*

Here is the result of the PKP guiding model through lesson study based on the examine, analyze of PKP guidance implementation on PGSD Undergraduate students.

Table Description of PKP Guiding Model through Lesson Study

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
1.	First Guidance (Week 1)	• Orientation (the notion of PKP, purpose and benefits of PKP, PKP and PKM connection, experiential learning, PKP mentoring activity patterns , PKP material, the nature of PKP, PKP assessment, PKP materials, PKP assessment and reporting practices , PTK planning, the provisions in the PKP and Karil.	• Study the PKP guidance. • Record the Supervisor 2 candidates.	• Orientation of the PKP nature • Work orientation of lesson study The division of the working group.		• Planning Stages (*Plan*) • Syllabus development, learning improvement planning and revision RPP. • Group work develops the planning stage through discussion and *teaching group*

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
		• Explains how to do a reflection on their own learning (problem identification, problem analysis, problem-solving alternatives and priorities, formulation of the problem) • Explanation of how to prepare the fixed lesson plans and observation sheet as well as other instrument collection data.				
2.	Independent 1 (between first and second week)		• Practicing do the reflection on their own learning. • Ask the willingness of Supervisor 2. • Complete the learning reflection. • Develop the revision of lesson plans and observatio n sheet. • Consultatio	Consultation with Supervisor 1 through *e-mail*	Supervisor 2 do the assistance during the PKP guidance students do the observation in the class. Write down all of the guidance activity through guidance journal.	• Class Observation (Noted in detail the problems of learning through learning journal) • Preparing lesson plans pre cycle with collaborative activities with colleagues.

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
			n with Supervisor 1 via e-mail.			
3.	Guidance 2	• Discussing the reflection result. • Reviewing and discussing the revised RPP and observation sheets.		• Discussing the results of guiding journal record of Superviosr 2. • Discussing the results of reflection. • Reviewing and discussing revised lesson plans and observation sheet. • The establishmen t of working groups to define the model of teacher practice.		Preparing teachers teaching practice model that will directly observe by the elements involved in classroom observation (Supervisor 2, other peers outside the Supervisor 2 and other friends in the PKP guidance group)
4.	Independent 2 (between second and third week).		• Revise the revised RPP and its observation sheet. • Students record the micro teaching in the form of video.	Supervisor 1 communicat es via phone with Supervisor2 related to teacher practice models.	Supervisors and principals as observers. Reported the results of observations of the performance of the models.	• The teacher models practiced in the class. • PKP guidance Student observed together in the classroom. • Discussing to find a variety of conditions and learning problems in the teaching classroom. • Conducting joint reflection guided by Supervisor 2.

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
5.	Guidance3	• Checking and approving the revised cycle 1 lesson plan along with its observation sheets. • Describing the components of PKP APKG1 and PKP APKG2. • Explaining the draft of revised RPP Cycle 2 that should be fixed based on the reflection of cycle 1. • Give an example of using the reflection results to improve the draft of revised RPP Cycle 2.	• Copy the PKP APKG1 and PKP APKG2 for assessment practice (4 duplicate) • Copy the revised RPP twofold.	• Teaching group discussion. • Analyze the result of teacher model performance.	Prepare the PKP practice assessment for students.	• Revise the RPP of teacher performance models. • The students working group fixing each lesson plan for PKP practices assessment in each class.
6.	Independent 3 (between third and fourth week)		• Perform instructional improvement practices inexact / nonexact / thematic in its own class observed by Supervisor 2. • Discuss the results of observatio		PKP practice guidance.	• Acts stage (*Do*) • PKP practice of PKP guidance student in each class according to the revised discussion result with Supervisor 1 and 2.

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
			n and reflection with Supervisor 2. • Assessment of learning practice improvement by 2 assessors. • Gather all the learning outcomes data to be processed.			
7.	Guidance 4	• Discuss the result of learning revised; • Explain how the learning process data revised.	• Students report the PKP practice result. • Discuss the PKP practice result cycle 1.	• Group Discussion • Observe the PKP practice video cycle 1.	Note the students' performance in PKP practice through guidance journal.	• Reflection Phase (*See*) • Students present PKP practice experience by airing video footage of each current Pkp practice in the classroom • Discussion forums (Supervisor 1and PKP guidance student conduct a review of the discussion regarding the results of practice in each class)
8.	Independent 4 (between week 4 and 5)		• Continuing improvement of learning when the learning cycle 2 results have not improved		• Preparing PKP assessment practices for students. • Mentoring PKP practices for students	Analysis of the PKP practice results based on the discussion of improvement with Supervisor 1 and 2.

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
			as expected (can do 3 cycles) • Gathering resources & develop the PKP Draft report			
9.	Guidance5	• Describe the systematic, component of PKP report, Karil adapted to APL-PKP. • Provide examples of how to find and cite literature through the internet and other sources. • Provide examples of the preparation of the report	Students establish a working group to make a draft / outline of the PKP report.	Guide the preparation of the PKP report by look at the work of students in the learning improvement in cycle 1 and 2 Observing the observation results of student performance in the practice of PKP.	Facilitate the preparation of PKP report.	• Planning Phase (*Plan*) Collaborative work by including Supervisor 2, peers and experts (lectures/supervisors) in the preparation of PKP report.
10.	Independent 5 (between week 5 and 6)		• Develop the PKP report draft (Chapter 1-4)	Supervisor 1 look at the draft / outline of PKP report that has been designed by students	Supervisor 2 and student group discuss the problem formulation.	Students do the collaborative work with group members to develop PKP practice report draft.
11.	Guidance 6	Review and discuss the PKP report and Karil.	Discuss the PKP report chapter 1-4	Discuss the PKP report chapter 1-4	Facilitate the preparation of the PKP report by looking at the result of the report that has been made by students.	Discuss the result of PKP report and carefully examine the parts in the PKP report (title, sheet attestation, chapters 1-5 and completeness attachment)
12.	Independent 6 (between week 6- 7)		• Develop the improved PKP report.	Give a consultation service through email	Facilitate students in the preparation of the PKP report	• Implementation Phase (*Do*) Hold the teaching

No	Time	Guiding Activity in Tutorial Class	Students Activity	Supervisor 1 Activity	Supervisor 2 Activity	*Lesson Study* Activity
			• Revise the PKP report and Karil (students can consult with Supervisor 1 via e-mail)	about the PKP report that has been sent by the student.	by providing direction and revised report.	group meeting (students along with Supervisor 2 in groups, discuss the consolidation of PKP report and preparing each section in the PKP report and completeness attachment carefully)
13.	Guiding 7	Review the PKP reports and Karil.	• Looking at the results of the preparation of the PKP report. • Providing the feedback from the group sharing in reflection presentatio n.	Mencermati hasil laporan PKP	Facilitate students in the preparation of the PKP report by giving direction and revised report.	Reflection Phase (See) Sharing group (Student and Supervisor 1 reflect on the PKP report that has been prepared) Together with Supervisor 1, students prepare an abstract for Karil
14.	Independent 7 (between week 7- 8)		• Revising the review of the PKP report as reviewed by the Supervisor 1. • Improved preparation Karil.	Observing and giving a feedback in PKP report revised.	Facilitating student in forming the PKP Kari.	*Sharing group* (Students and Supervisor 2 in the group hold a small seminar activity, that is presenting the report and PKP Karil.)
15.	Guidance 8	Finalizing and validating the PKP report and Karil.	Submit the PKP report that has been approved by the Supervisor 1.	Reflection of the result of PKP report. Discussing the benefit and continuity of PTK culture.		*Class Sharing kelas* PKP guidance (involving lectures as Supervisor 1 and another group colleague)

Conclusion

Based on the discussions that have been described, the following conclusions can be drawn.

1. Lesson study is a coaching model for teacher through collaborative learning and continuous assessment based on the principles of collegiality and mutual learning to build a learning community.
2. Lesson study is a comprehensive approach towards professional learning and support teachers become lifelong learners in an effort to develop and improve the quality of learning in the classroom.
3. The implementation of lesson study in the PKP guidance model should be prepared systematically and well-planned. The preparation is in the debriefing knowledge of lesson study on PKP guidance student, lectures (Supervisor 1), and teacher tutors (Supervisor 2). All the third implementer in PKP program should be given a briefing before PKP guidance with interactive video lesson study.
4. The lesson study approach in PKP guiding provides enhanced teaching skills of students, although it is recognized that the approach has the disadvantage that is needed of a relatively long time (it is not enough with 8 times of guidance and seven times of independent guidance) that had been available.
5. Students teaching experiences cannot be evenly distributed in each class, as a student, practitioner will be tied to a particular class during a practice round 2 cycles of activity.
6. Student's teaching competence is limited to its own conditions, thus it is less varied.
7. The implementation of lesson study consists of six stages, namely (1) form a group lesson study, (2) determines the focus of study, (3) plan the research lesson, (4) the implementation of learning and observation of learning activities, (5) discuss and analyze the results observation, and (6) reflection and refinement.
8. Six stages are implemented in the form of a cycle plan -do -see (reflection).
9. PKP Guidance with lesson study through two phases, namely the PKP practice phase and the PKP report preparation phase.
10. Through lesson study under the guidance of the PKP program improved teaching skills of teachers, quality improvement processes and learning outcomes, development of a democratic learning paradigm based on constructivism to build a scientific mindset.

Suggestion

1. In participatory action research, collaborative role between Supervisor 1, Supervisor 2 and PKP guidance student become a power in the PKP guidance program. So that the role of the early aligned established the partnerships.
2. In the nature of collaborative in PKP guidance it is necessary to attempt collegiality work between students with Supervisor 1 and 2, between Supervisor 1 with Supervisor 2 as well as headmasters and partnership between teachers working groups in each rayon district.
3. Video recording (visual) of the activities undertaken by the model teacher and practicisionstudent performance in teaching group become the source of meaningfulness of lesson study on PKP guidance, so the availability is necessary.
4. It can be followed up through deeper phenomenological research regarding the performance Supervisor 1 and 2 in exploring the role and functions in respect of competence and pedagogical.

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