

# Artikel 21

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## DEVELOPING COLLABORATIVE HABITS OF PROSPECTIVE TEACHERS

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### ***Abstract***

*One of the weaknesses of teachers in Indonesia is a closed attitude and less accustomed to collaborating. One of the efforts that can be done in LPTK is through the habit of collaborating since the college, especially through lesson study in the micro-teaching course. Some types of prospective teachers seem to be active and some are passive in the discussion, but the important thing to note is the interaction between students. The process of habituating collaboration in micro-teaching begins by doing joint planning (plan), implement learning and observing (do), and reflect the implementation of learning together openly (see). The activity is done repeatedly during lectures with each student changing roles, sometimes as a teacher, a student, and an observer. Habituation through the lesson study is expected in turn will awaken a culture in the student self or a group of prospective teachers as a habit. This lesson study activity has a positive impact on the ability of prospective teachers in managing to learn in the classroom. Because with lesson study, there is a learning community which involved learning, listening, mutual correction, help, and respect. The process occurs gradually starting from the time of the first, second and third model, both individual or the classical also increase the average ability to teach prospective teachers.*

*Keywords: Collaborative, habit & prospective teachers*

Higher education has a role in developing a culture that supports the quality improvement of the learning process. The Cultural process to improve the quality of learning can be done by adopting lesson study program. Beginning with introducing the lesson study program, followed by habituation in carrying out the activity to form a community that has a habit of mutual learning. Lesson study target is to realize the learning community, in which the need to develop the ability and willingness to collaborate with students and lecturers based on the principle of collegiality and mutual learning. According to Sato (2014) through the learning community, the students will learn and develop each other, the teachers as experts learn each other and grow, and parents support and engage in school to learn and develop each other.

Lesson study for teachers is to forming a learning community by conducting a study of the learning conditions that are conducted at every time, which means facilitating members to build a culture of mutual learning, mutual correction, mutual respect, and mutual help, in an effort to achieve innovative and collaborative learning conditions. Quality education can not be achieved instantly but must be passed step by step and improved continuously. Hendayana, (2007) suggests that Lesson study is a model of professional development of teachers through research learning with collaborative learning and

continuous learning based on the principles of collegialist and mutual learning to build learning communities.

An important aspect of building a learning community is the collaboration in learning. Collaborative learning opens the opportunity for all parties to learn from each other and be open to give and take advice from fellow colleagues. In implementation of the collaborative learning no one should feel superior or inferior, all collaborating parties should have the intention of mutual learning. This allows cross-breeding of inter-student, inter-teacher, inter-lecturer or all parties involved in collaborative learning.

Study of learning conditions in Lesson Study is not theoretical and pragmatic, but the study is based upon real facts that occur in learning, and is improved continuously, as well as from various aspects and not fixated on a particular point of view. It is in the opinion of Slamet (2010) that Lesson Study is an ongoing continuous activity and an effort to apply the principles in Total Quality Management, which is to improve the process and student learning outcomes continuously, based upon the data.

Suseno's research (2015) found that the average lecturer performance after the Lesson Study program is better than before, the lecturers who have open class perform better than those who have never open class, and student learning outcomes also increased with the implementation of lesson

study. The result of Lesson Study implementation in LPTK, especially in FKIP UM Metro has a positive impact, both for lecturers as learning actors, and for students as targets in learning. Therefore LPTK Students as teacher candidates need to be equipped and trained through lesson study in order to grow attitude and ability to collaborate with students and lecturers based on the principle of collegiality and mutual learning in a learning community. Based on the description, it is necessary to make efforts to build the habit of collaborating students in a learning community through the micro-teaching course based lesson study and see the impact it has caused.

#### **RESEARCH METHODOLOGY**

This research was conducted in the majoring of mathematic-science education FKIP UM Metro in the micro teaching course. The number of respondents for this study was 15 students. Data collection is done through observation, document, and performance in practice of implementing micro learning. Observations were made to the students' activities within the process of applying the lesson study, both at the time of the plan, do and see, and the facial gesture shown by the students. Documents are obtained from the device and the results of the students' notes in the implementation of lesson study-based teaching practices, while

the performance is obtained from the assessment of the students while doing teaching practice.

Data analysis is done through qualitative approach with several stages. The first stage, examining and selecting data related to the problem under study. The second stage, important data or information grouped according to aspects and problems. The third stage, tabulating data based on its classification, in order to appear the class, nature, type, and frequency, so easy in reading and categorizing. Fourth, read all the data and perform the initial analysis by encoding the data, then describing and connecting various types of data and information to create a description, then perform further analysis to formulate a theme that fits the research focus by linking some related descriptions and eliminating the data. Which is not related to the research focus.

The fifth stage, making interpretation of the results of data analysis related to the issues studied and make conclusions. Analysis of this data is directed to see the attitude of student openness and cooperation as a manifestation of the ability to collaborate, students, as well as performance data to see the improvement of teaching skills of prospective teachers.

## RESULTS AND DISCUSSION

### 1. Attitude of openness of prospective teachers in collaboration

Collaboration can be interpreted as a attitude to mutual giving that can be described as the willingness to accept/hear others and the willingness to give/help others as opinion or argumentation or give feedback. Based on the learning device

document of participants of micro teaching course, it can be grouped into 3 categories, that are good, enough and less. After each has a lesson plan, then the next communicate with colleagues who in Lesson Study called planning activities. In the plan activity was observed and obtained data of student openness attitude as follows:

Table 1 The attitude of openness in accept suggestion based on the quality of lesson plan during the plan activity

No	Category Document Planning	Attitude to feedback		Amount	Percentage
		Accept/ Open	Reject / Closed		
1.	Good	3	1	4	27%
2.	Enough	5	0	5	33%
3.	Less	2	4	6	40%
amount		10	5	15	
Percentage		67%	33%		

Table 2. Willingness to give advice based on the openness to accept suggestions

No	Attitude	Active Giving suggestions	Passive in giving suggestions	Information
1	Accept / Open (67%)	40%	27 %	60% of open students are willing to share and 40% do not want to share
2.	Reject/Closed (33%)	13%	20%	40% of closed students are willing to share and 60% are not willing to share.
				53% want to share

Based on Table 1, it can be explained that of the 15 respondents, 67% have an open attitude, and 33% have a closed attitude. From Table 2, it turns out that open attitude (willing to accept the opinions of others) does not always have the attitude of willing to share (give advice to others). Nevertheless, there appears to be a tendency, that respondents who want to accept also tend to give, and otherwise closed respondents also tend

not to want to share. Based on the data, students' collaborative attitude can be differentiated into four types, namely: (1) students who will receive and give suggestions of 40%, (2) students who want to accept suggestions but do not want to give suggestions as much as 27%, (3) do not want to accept suggestions, but want to give suggestions as much as 13% and (4) students who do not want to receive and give advice as much as 20%.

## 2. Performance of Prospective Teachers in Open class (Teaching Practices)

One of the lesson study activities is to carry out open learning (open class), where teachers or others can see and observe in the classroom in order to learn.

Each student from 15 respondents became a model teacher and implemented the open class. The performance data of the students who do open class are reviewed based on the quality of the learning plan they made and can be shown in the following diagram:

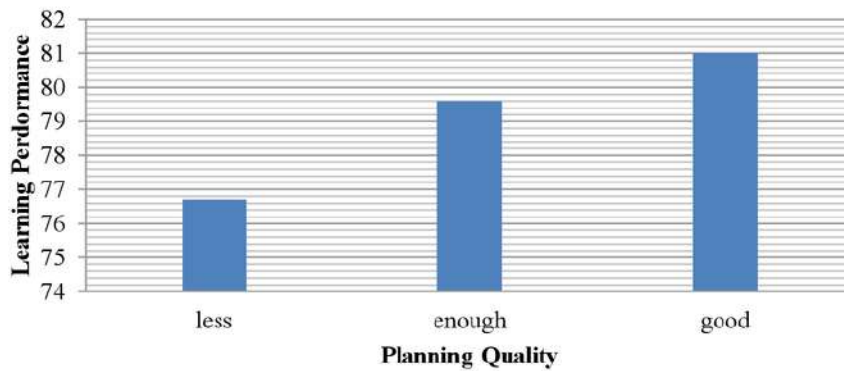


Figure 1. The performance of the open class is reviewed based on the lesson plan

Based on the diagram above, it appears that the quality of learning conducted by students in the open class related to the planning undertaken. The better the lesson plan, the better the

quality the learning process as well as the open class.

Then if reviewed based on the collaborative attitude of prospective teachers, it can be described as the following table:

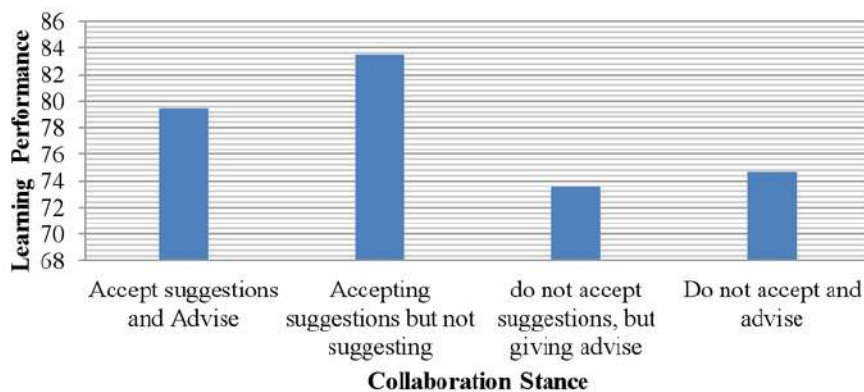


Figure 2. The performance of the open class based on type of collaboration

Based on diagram 2, it appears that the performance of learning is best shown by the students who have the type of willing to accept the suggestion but do not want to give advice, while the lowest learning performance is shown by the students who have typically not willing to

accept suggestions, but willing to give advice. If it is only viewed from attitude of openness (willing to accept suggestions or means to listen to the advice of others) and closed attitude, then it can be described as the diagram below:

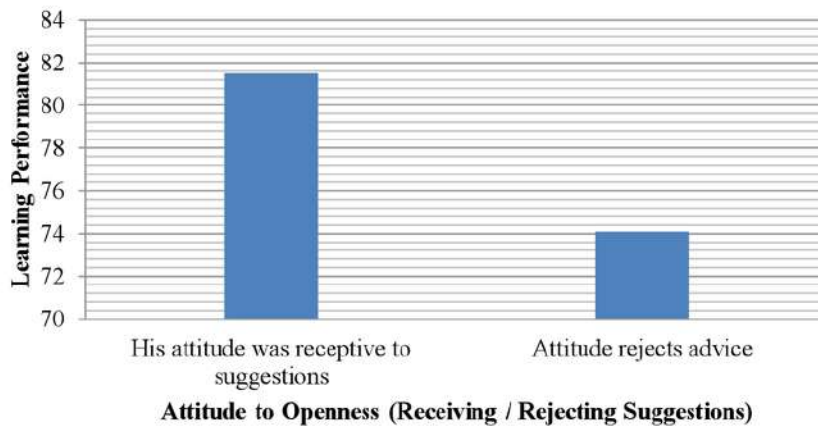


Diagram 3. The performance of the students during the open class is reviewed the attitude of accepting/reject the suggestion

If viewed based on the open attitude or closed students in collaboration, then the performance of prospective teacher when the open class that has an open attitude far better than the performance of students who have a closed attitude.

If it is seen the development of open class implementation of prospective

teachers, it seems that every step in line with the experience as a teaching model has increased the average performance of prospective teachers in carrying out the practice of Learning. This can be seen in the following diagram:

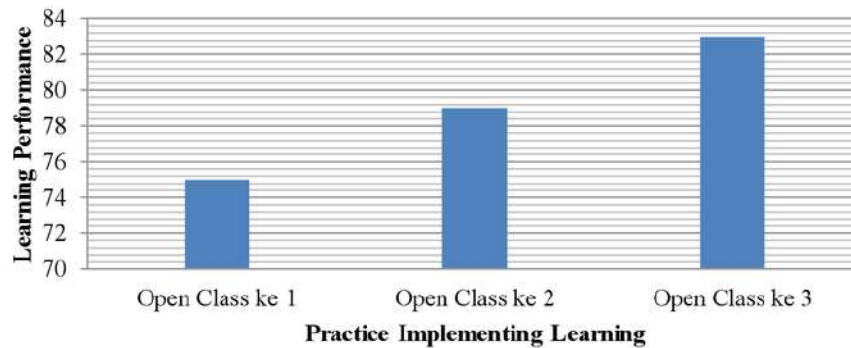


Figure 4. Data Improvement of student performance in practice implementing learning each open class.

### 3. Collaboration Quality in Activities See on Microteaching course Based Lesson Study

Step Lesson study after done open class is see (reflection). In the reflection activities the data related to the quality of the collaboration, which includes the

number of discussion substance (in this case indicated by the number of phrases) and the frequency or percentage involvement of students in discussion of reflection activity. The data can be presented in table 3 below:

Table 3. Discussion activity data, atmosphere, and gestures of participants discussion on reflection activities within 100 minutes intervals

Data retrieval	Number of expressions	Number of active persons	Information
Data 1st	17 statement expressions	6 Students	Atmosphere is good 73% gesture happy face
Data 2st	21 statement expressions	9 Students	Atmosphere is good 87% gesture happy face
Data 3st	15 statement expressions	6 Students	Atmosphere is good 93% gesture happy face
Data 4st	16 statement expressions	7 Students	Atmosphere is good 80% gesture happy face
Average	17,25 statement expressions	7 Students	The atmosphere is good, and the average number of happy gestures reaches 83.25%
Average per minute	1 statement expressions 5,8 minute	47%	

Based on table 3, we can describe the level of collaboration that occurred during the lesson study activity, in the discussion, 1 phrase every 5.8 minutes, the involvement

of participants as much as 47% and the gesture of the faces showing the attitude of happiness to reach 83.25%.



## **CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusion**

This study finds some results that can be summarized as follows:

- 1) Student candidate teachers who have the open attitude as much as 67% and who have a closed attitude as much as 33%. While the type of student collaboration attitude can be grouped into four, namely: type 1 attitude to accept and give advice (40%), type 2 attitude to accept advice but do not want to give advice (27%), type 3 attitude not willing to accept suggestions, but willing to give suggestions (13%), and type 4 attitude unwilling to accept and advice (20%).
- 2) The quality of the teaching practice of carrying out the learning will be good if the quality of the lesson plan is good.
- 3) Performance of teaching practice to carry out student learning that has an open attitude in collaboration is much better than students who have a closed attitude.
- 4) The performance of prospective teachers of implementing teaching practice progressively increases step by step along with the experience of doing the open class in micro-

teaching course based on lesson study.

- 5) The quality of the collaboration was developed in the micro teaching course based on lesson study, which was shown by expression and argumentation average of 1 phrase every 5.8 minutes, 47% of the participants were actively involved and 83.25% showed a happy attitude.

### **2. Recommendations**

- 1) Open attitude and willing to collaborate should be developed and cultivated to prospective teachers as well as teachers in Indonesia, through Lesson study to improve education in Indonesia.
- 2) Ability to be able and willing to hear opinions and suggestions of others are very important for prospective teachers and teachers in order to develop performance in implementing learning.

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# Artikel 21

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## PRIMARY SOURCES

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Publication **1** %
- 2** Susu Liu. "Social Support Networks, Coping and Positive Aging Among the Community-Dwelling Elderly in Hong Kong", Springer Nature, 2019  
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