

LESSON STUDY: A MODEL OF RECONSTRUCTION OF TEACHER'S PEDAGOGICAL EXPERIENCE

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Abstract. The teacher's pedagogical experience is the basis for improving the quality of learning. This study aims to reconstruct the pedagogical experience for elementary school teachers through the Lesson Study (LS) Model. A quasi-qualitative approach explored this study. A total of 20 teachers, a principal and a school supervisor were directly involved. The activities were identification of problems, brainstorming, designing, modelling, reflection, re-designing and re-modelling. The data was collected by class observation, questionnaire, and interview. Data is analyzed by percentage and qualitatively. The results found, as many as 80,63% of participants stated that LS agreed, and 19,37% positively agreed to reconstruct the teacher's pedagogical experiences. Thus, the LS model was very effective in reconstructing more qualified pedagogical experience of elementary school teachers in Bone Regency. The main advantage of LS was desired change by directly events.

Keywords: *Collaborative; Experience; Lesson Study; Pedagogy; Reconstruct*

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INTRODUCTION

The Law of Number 14 of 2005 concerning Teachers and Lecturers, Article 10 verse 1, stated that master of pedagogical is one of teacher competence to increase education quality. Quality education for learners is influenced by the quality of their teachers (Mayne, 2014; Rissanen, Kuusisto, Tuominen, & Tirri, 2019). Pedagogical competence is very important. It is the only teacher competence related to the learning process directly. Pedagogical competencies include understanding students, designing and implementing learning, and developing students to actualize their various potentials.

To carry out teaching work professionally, teachers need professional knowledge, including subject matter knowledge, pedagogic knowledge, curricular knowledge,

pedagogical content knowledge (Bjuland & Mosvold, 2015). The results of the 2018 TCE (Teacher Competency Examination) in Bone Regency, South Sulawesi Province on pedagogical competence was apprehensive, an average of 48.34 by the national standard of 75. Meanwhile, the average professional competence was 52.97. (<https://npd.kemdikbud.go.id/?appid=ukg>).

Articulating the complexity of teachers' professional knowledge development is complicated but highly desirable. Exploration of dilemmas, which interrupt teaching practice, offers the opportunity to view teachers' professional knowledge in action as interruptions signal the limits of knowledge (Mansfield & Loughran, 2018). For now, the models of training that have been doing focus on more conceptual and theoretical levels will be

different when the teachers are facing real classroom conditions.

Making teacher training more practice-oriented and relevant to classroom contexts is an emerging trend in teacher education policy in many countries (UNESCO, 2015). The curriculum content was not always the material that students learn (Churchill et al., 2011). Training results applied initially after training only; there was no act to follow it up well. The teacher enables to apply the result of training continually. After trying the new experience from training for three to five weeks, the teachers returned to the primary teaching method (Sudirman, 2014). They suffered a loss of consistency from their recent pedagogical experience conceptual. It has to be renewable in attractive ways. This nomena indicated that the improvement of the learning process was not sufficient only through discussion of theories and models in training but carried out in the actual classroom.

Professional teachers should make adjustments in implementing their teaching plan. Enhancement of the teachers' professional autonomy needs to be considered in the implementation of the education reforms (Ozturk, 2011). Pedagogical knowledge should serve as the instrument for learning the nature and regularities of pedagogical phenomena and creation by future teachers of new pedagogical objects: systems, processes, technologies connected with the bringing up and teaching (Asadullin & Teregulov, 2015; Mincu, 2015). The power of sharing experiences and ideas is underestimated, especially for teachers who lack particular pedagogical knowledge and skills (Jong, Lazonder, Pedaste, & ..., 2018). This study aims to reconstruct teacher's pedagogical experiences for elementary school teachers in Bone Regency by LS Model. The other difference of this study was to explain the contribution of LS in

updating teachers' teaching experiences by creating experiences.

RESEARCH METHOD

This study used a quasi-qualitative approach. Data was collected from 20 teachers, an elementary school principal and a supervisor who have been directly involved in this LS activity. Collecting data and information used observations for teaching and learning process, structured questionnaire for participants' perception in percentage and interviewed for deeping participant information. The data were analyzed descriptively and qualitatively by reduction, classification, and deep interpretation. The stages of activities were identification of problems, teaching problem solving, designing, open class, reflection, re-design and re-modelling.

RESULT AND DISCUSSION

According to research aims, the study results found that taking LS could reconstruct teacher's pedagogical experiences. So, it was an effective model to improve the quality of teacher's teaching. The results of the questionnaire study were able to be described as follows.

LS made experiences develop in serving individual students differences

There were 85% of teachers definitely agreed, and 15% positively agreed. The teachers understood so much that they must not teach all students with similar material difficulty levels. So, taking LS, teachers knew well the material for clever and stupid students or sluggish students.

LS was effective to update teacher's experience in formulating teaching and learning preparation

I agreed 80% dan 20% positively agreed. It means that all teachers felt their knowledge renewable in teaching and learning plan. In doing so, LS could assist

the teachers revived their previous experiences.

LS could improve teaching and learning strategy

I agreed 85%, and 15% positively agreed. The member of LS watched some strategies directly to face the students when they observed the learning process in open class. The teachers could know how to change teaching strategy based on current class conditions, whether noise or calm class conditions.

LS causes teacher's experience to develop in using teaching methods

I agreed 75% and 25% positively agreed. The teachers got new knowledge about choosing and determining teaching methods to achieve learning objectives quickly. They knew when a teaching method was applied and combined with another. They understood how to change teaching methods related to classroom situations.

Teacher's experience increased in activating students in learning

I agreed 80% and 20% positively agreed. The teachers also felt their increased understanding of student activation techniques how to raise the motivation, such as giving praise, making a short story, asking a question in which available to answer correctly. This is so important to maintain student enthusiasm for learning.

LS was effective to encourage changes to better learning practices?

I agreed 80% and 20% positively agreed. The teachers were directly

involved in learning practices, so their teaching practice knowledge feels boosted up with new variant experiences. These experiences became basic instructions for applying them in the school where they teach with adjustments as needed.

LS could improve teacher's experience regarding how to assess student learning outcomes

I agreed 75% and 25% positively agreed. Yes, in general, teachers only assessed students' written work and rarely assessed the process. Through LS, they also feel revived with a variety of knowledge about how to assess students well.

LS is a model for reconstructing teacher's teaching experience

Agreed 85% dan 15% positively agreed. Nearly 100% of teachers stated that they strongly agreed that LS pedagogical knowledge and skills could be reorganized after a long period of lack of attention to improve them. The pedagogical experience was obtained when observing learning modelling activities and in discussions with other peers.

The study results averaged as many as 80,63%, which stated definitely agreed and 19,37% positively agreed. It means that there was a paradigm shift for higher quality regarding the concept of teaching that teaching was presenting subject matter according to the curriculum, but also teaching was a process of guiding students to be able to process their learning. The paradigm shift is illustrated in Table 1.

Table 1 Comparison of Teacher Teaching Experiences

Pedagogical Experience	Before Taking LS	After Taking LS
Concept of teaching	Delivering subject matter according to the curriculum	Creating pleasant classroom conditions that making students enjoy in the learning process

Attitudes towards students who have learning difficulties	Reminds and sometimes simplifies the student's task	Accompanying to find the root of the problem
Planning of teaching and learning activities	In generally adapting teaching plans from the internet	Trying to organize yourself or collaborate with friends to find suitable teaching practices
Opening of teaching and learning activities	Greeting, singing, and conveying themes and essential competencies of the lesson	Giving greetings, asking about the conditions and readiness of students, conveying the themes and objectives of teaching and learning activity procedures
Using of teaching and learning methods	Question-and-answer group work lecture	Lectures, discussions, questions and answers, brainstorming, presentations, inquiries, experiments, group work and individual work (tailored to the conditions and goals of teaching)
Ending for teaching and learning activities	Checking the work of groups or individuals, sometimes verbally only.	Reflecting on the activities of the teaching and learning process, asking students to express what was understood, asking students what should be done to master the content of basic competencies, and sometimes telling short stories containing moral messages
Assess learning processes and outcomes	Assessing learning outcomes by giving scores according to the level of correctness of the answers. Process assessment was carried out generally for administrative compliance.	Give value to work results quantitatively and qualitatively and provide notes or suggestions for improvement. The assessment process look at the progress of learning and character-building of students.

The results achieved were a synergy of several aspects. Viewed in human aspects, lesson study carried on the positive attitude of teachers to improve their pedagogical experience for the better. The teachers realized that all this time, their way of teaching was far from pedagogical principles. Their pedagogical insight develops that teaching was not by tracing the brains of students with a collection of cognitive

material, but involves the soul and mind of students were able to develop in teaching and learning process and social values must also develop in the classroom (Madden, 2018; Sudirman & Haling, 2019). In addition, the active participation of school principals and supervisors also determines the achievement of the LS objectives. However, the more important attitude was a consistent commitment to

continuously improving the teaching and learning process.

Educational talent has depended on individual teachers since neither the educational system nor teacher education programs have addressed the topic (Rissanen et al., 2019). Meanwhile, the non-human aspect includes systematic activity procedures, facilities' availability, and a conducive school environment. According to UNESCO (2015), there is also a qualitative challenge: teachers often lack good resources, such as teaching materials and textbooks or proper training. The quality of teaching is essential to good learning outcomes. This implies an education system that attracts and retains. Teachers have recognized LS as a powerful process to guide them towards actual action. Teachers who were always actively involved in LS activities will have a meaningful negotiation towards a more professional process of conceptual and contextual change (Jong et al., 2018; White, 2020).

According to questionnaire analysis, 85% of teachers agreed, and 15% of teachers positively agreed that individual student differences serving were very important. The teachers got a kind of experience how to serve the differences students need in their learning process. They witness first-hand the good attitude towards students who have difficulty learning. Teachers serve individually, especially those who need special assistance in learning. The teacher approached, accompanied, and directed students according to the abilities and skills of the student concerned. That way, students were encouraged to do their best because they felt the teacher's attention. The teaching process conveyed the material according to a theme and facilitated students to learn well on their own motivation.

The 1st teacher at 2nd school said, "Actually we knew that we need special attention to children who have learning

problems, but how did you do that, when could it be done ... especially if there were many students ... now this was the problems. However, fortunately, we were here. There was an expert who could guide us in the end ... thank God I could understand.

Understanding student conditions is basic knowledge in planning teaching preparation. However, teachers had some difficulties adapting as long as their teaching plans were adopted from the internet. For this case, stage of LS planning and understanding of the philosophy of teaching preparation was one of the core topics of conversation. In brief, making teaching preparation is the teacher's responsibility, which means planning the quality of students in a certain period. By LS activity, the teacher's experience in planning teaching was re-awakened with a new paradigm due to collaboration with a team of peers and guided by a senior supervisor and a pedagogic. So, 80% of them said they agree. The lesson study team shared their findings beyond the team. The models of sharing included inviting people to the research lesson, distributing the research lesson, presenting at conferences or writing articles (Whitney, 2019).

With good planning based on teamwork, the teacher gets an idea of how it will be implemented. However, the teaching plan that has been made together must be consistent in its implementation. For this reason, teacher pedagogical insights were critical in implementing a teaching plan. Teachers have access to high-quality teacher preparation experiences, which research suggests should include a firm grounding in academic subject-matter content, the development of pedagogical knowledge, and a substantial amount of structured, supervised time in the classroom. There are promising

initiatives in traditional teacher preparation and alternative models (Hightower et al., 2011).

Teachers' insights reflect the complexity and richness of the classrooms they face. So, we have considered the condition of students, the classroom condition, the availability of learning facilities and other supporting elements (Biza & Nardi, 2019). Thus, through direct observation of the implementation of the teaching preparation, it was a "workshop" for the teachers to update their teaching experience with best practices when they return to their respective classes. Teachers attested to potential growth in their teaching afforded through observing the lesson enactment (Rissanen et al., 2019).

The 2nd teacher at first school said, "Lesson Study was very interesting for me, especially in improving the quality of teaching. According to her, she studied together with his team in the teaching and learning process, where the teaching plans were also arranged. Then, it was not the teacher who was being highlighted, why was the teacher like this, why was that... but the question was why students could not learn well, for example".

In open class (the stage of observation in the classroom), the teachers gained experience on how to use various teaching methods and between these methods support each other. This method could create conducive and pleasant classroom conditions for students. Pleasant classroom conditions are one of the essential things to attract students' attention in learning. Of course, it was not just chosen combine methods, but it has to be related to the needs and

conditions that develop in the teaching and learning process.

The 3rd teacher at first school revealed, "With the open class in the lesson study, we could see first-hand how a method was applied, how the attitude of the teacher if there were students with problems. From there, we got the experience which for me is quite valuable for me to practice in my class later."

Opening the lessons as enjoyable as possible plays an essential role in the effectiveness of the teaching and learning process. Opening conventional lessons such as greeting, praying, and singing has been developing to create class conditions by greeting students about their readiness, asking about previous experiences, and conveying the importance of the studied material. In one open class, the first teacher at first school said:

"At the last meeting, what did we learn about?" asked the Teacher again. "Writing lessons" "What else?" "Event!" Yes, telling or responding to an event. " (While moving his hands with a looked at all the students. He continued the question, "What events have you learned?"

The model teacher (1st teacher at first school) above opened the lesson by exploring students' experiences related to previous lessons. In practice, teachers did not demand perfect student answers, but habituation of students to dare to express opinions and interact with others. The teacher gave praise by saying "good" to students who expressed opinions. Sometimes it was complimented by giving the nod and a thumbs up. The creation of pleasant classroom conditions

was a prerequisite for the involvement of students in the learning process. Indicators of student involvement were not only seen from physically active, but also mentally active. Mental activity can be seen in the emergence of interest, attention, agility, and a sense of responsibility for students' learning process.

Usually, in the teacher's experience, the active students being taught can only survive in the core activities of the teaching and learning process. They considered ending the lesson unimportant, sometimes not even done. Students needed this activity as the last impression in the meeting. Reflection on the material content and the teaching and learning process course was important as material for improvement at the next meeting. Such was the story of moral messages and stimulating activities that could restore student fatigue during had teaching and learning activities. The condition could student learning achievement be of higher quality (Wiburg & Brown, 2007).

Class assessment consists of process assessment and outcomes. Learning assessment. The teachers understood this concept, and it is just that they do not understand how it was implemented. The 9th teacher at the 3rd school said:

"..... sometimes it is written in writing, sometimes verbally. However, generally, it was an assessment of results. It was also difficult for me to determine which assessment was suitable because there were so many types."

Meanwhile, the 7th teacher at the 1st school said:

"Frankly, sir. I was so active in the TWG (Teacher Working Group), but this lesson study was more memorable. Get over it. In TWG or training, only the skins. So I did not know if what I have been doing so far was

correct or what it was. However, thank God, joining the lesson study group was just the experience of teaching really... what was the name, unravelled Sir. yes developing including how to assess students."

Based on the above analysis, the authors found that there were five reasons why the LS model was effective in contracting the pedagogical experience of teachers, especially in Bone Regency, namely (1) the existence of trusted lesson study tutors, (2) the exchange of ideas and experiences between teachers (sharing each other), (3) observation and improvement of the teaching and learning process were carried out directly, and in real terms, it was not only concepts and theories, (4) improvement continuously, (5) the emergence of a sense of belonging and collegial responsibility for the success of students.

CONCLUSION

Lesson Study activity could reconstruct teacher pedagogical experiences in elementary school teachers in Bone Regency. Its milestone attested was very effective in assisting the teacher in getting new knowledge and skill in the teaching and learning process. The main advantage of LS is the desired change through direct events, and the results of the observations can be directly applied in the class of each observer teacher. It is recommended for teachers to enact the lesson study model as one of the professional solutions to reconstruct the teacher's pedagogical experience more qualified. Lesson study as could as possible be carried out gradually and continuously according to learning needs.

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