



## Developing ERIES Learning Model to Improve Students-Teacher Basic Teaching Skills Through the Implementation of Lesson Study

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**ABSTRACT**

*This study is aimed at developing ERIES learning model to improve semester V student-teacher's basic teaching skills in Teaching Learning Strategy lecture in Indonesian Language and Literature Study Program. Through the implementation of Lesson Study, ERIES model was developed by Exploration, Reflection, Interaction, Elaboration, and Summary steps. The method applied in the study is Research and Development and the approach used is qualitative and quantitative. Qualitative data were gained from needs analysis and response to the developed product, while quantitative data were gained from the test of the product and the effectiveness of the model. Research result shows that ERIES learning model is needed by student-teacher. Structurally this model is valid, relevant and fit the principles of learning model development both in its substance and its structure. Based on the try-out result from experimental research, ERIES learning model is effective to improve student-teacher's basic teaching skills. The achievement is better than non-ERIES learning model.*

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### INTRODUCTION

#### 1. Background of the Study

The implementation of Curriculum 2013 that focuses on the change orientation to active, creative, and innovative students center learning needs teacher's skill in facilitating the learning process. Learning will be productive if the lecturer is able to apply basic teaching skill such as opening and closing the lesson, delivering questions, explaining, reinforcing, and managing the class. These teaching skills can be gained through serious practice.

Teacher Education Institution has a task to produce skillful teachers in making effective learning. One of the activities given in the class is practicing the basic teaching skills in Teaching Learning Strategy subject. In this subject, one of the competencies that should be possessed by the students is applying basic teaching skill as the skill needed for practice teaching in real schools as a real teacher.

Based on the observation found in Teaching Learning Strategy subject, many students still have problems in practicing the basic teaching skills. The problems are among other: they are

shy to practice, they do not know what to say in front of the classroom, they do not know the aspects in each of the teaching skill that should be practiced, and they are careless in analysing basic competence and learning goal. It affects on difficulty to develop basic teaching skills. One of the ideas that the researcher will apply is developing learning model that is found through the implementation of lesson study.

Basically lesson study is one of the efforts to increase the teacher's quality and professionalism in facilitating the learning process. Lesson study is an activity that can develop a learning society which consistently and systematically do self development both individually and managerially. It is hoped that through lesson study the researcher can develop a learning model which optimally can practice basic teaching skills for student-teacher in Teaching Learning Strategy subject.

Based on the description, it needs a design for lesson planning model. ERIES as a learning model through the implementation of lesson study is one of alternatives that can be applied by the student-teacher to develop basic teaching skills. Therefore, the researcher is interested in conducting the research and development for ERIES learning model to the 5th semester students of Indonesian Language and Literature study program of Faculty of Teacher Training and Educational Sciences of Pakuan University.

## 2. Research Focus

This research is focused on the development of ERIES learning model through the implementation of lesson study.

## 3. Research Problem

Based on the background of the study and research focus, the researcher states the problem: "How to develop ERIES learning model in semester 5 of Indonesian Language and Literature study program of Faculty of Teacher Training and Educational Sciences through the implementation of Lesson Study?"

## Theoretical Foundation

### 1. The Nature of Model Development

Research and Development is a research method used to produce certain product and evaluate the effectiveness of the product. As stated by Gall and Borg that research and development in education is an industrial based development model in which the research finding is used to plan new product and procedure which then is tested in the field, evaluated and revised until until fulfilling certain criteria that is effective and qualified. (Gall, etc. 2003:569).

Research and Development emphasizes on useful and beneficial product as a form of expansion, addition and innovation from the available product. To produce certain product, it needs research that focuses on need analysis, and to test the effectiveness of the product so it can function effectively. The product of education and learning can be in the form of learning model development.

Model development is an effort to find a new formulation based on the principles and certain method to produce a new expected formulaion. The result of model development is an instructional system consisting of goal, material, learning strategy, learning media, and evaluation developed to achieve certain learning goal.

Besides, learning model development covers the steps of analyzing, designing, applying, and evaluating. The process of model development is an activity to revise the previous learning design or model to become a new model that can be applied in the learning process.

Learning model development is a systematic way in identifying, developing, and evaluating a set of materials and strategy led to achieve a certain education. (Twelker, Paul, 2009: 6). Learning model consists of a series of activities which include (1) planning, (2) developing, (3) evaluating learning system that is being developed so that after having several revision, the learning system can satisfy the learning developer. The product of learning model development is a learning system which consists of materials and teaching learning strategy developed empirically and consistently to achieve certain learning goal.

Learning model is a form or special character of learning activity done by the teacher from the beginning until the end. The learning form is something that shows thinking pattern as a whole connected concept. (Pribadi, 2009: 86). (It is called as thinking pattern because model can be defined as a series of approach, strategy, method, technique, and unified and complete learning tactic.

According to Gustafson, model helps us conceptualize reality representation. (Pribadi, 2009: 86). In accordance with the reality, learning activity can be formed through various pattern or model which is caused by various condition and characteristics/conception of learning component. The conception starts from a specific thing such as formulating learning goal, developing learning material, choosing learning method and media and making evaluation, until the more common one such as education. Learning model is the conceptual framework that explains a systematic procedure in organizing learning experience to achieve certain learning goal and function as a guide for learning designer and teacher in planning the teaching learning activity. (Trianto, 2007: 5). Thus, model is a pattern that shows synergic activity of the components to achieve the learning result.

## 2. The Nature of Lesson Study

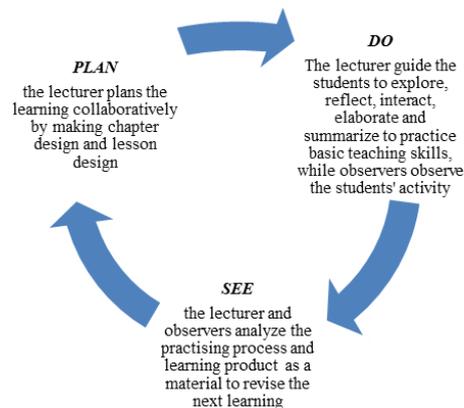
Lesson study is a model of educator profession development through analyzing learning collaboratively and continuously based on collegiality principles and mutual learning to develop learning community. (Hendayana, 2007: 28). Lesson study leadership model can be used as teaching leading model for teacher or lecturer to their students and is an effort to improve the quality and teacher professionalism in facilitating the learning process.

Based on the explanation it is important to design text-based learning plan model for Bahasa Indonesia subject in implementing curriculum 2013. The lesson study based syntax learning design is one alternative model that can be used by teachers or student-teacher to improve the ability to plan a teaching learning activity.

According to Lewis if a teacher wants to improve learning, he should collaborate with other teachers to plan, observe and reflect the learning that has been done. (Lewis, 2015). Therefore, lesson study is done in three stages: plan, do, see. The three stages are done continuously. In other words lesson study is a way to improve the quality of education that never ends (continuous improvement)

The improvement of teacher professionalism is bottom-up because the learning development is done by considering suggestion, critique and advice from observers that are analyzed collaboratively and continuously.

The pattern of lesson study learning that is developed is shown in the following picture:



In implementing lesson study based learning, in do activity, observing by some observers, the students explore various learning video ethusistically.

## METHOD

This research applies research and development method and done to the 5th semester students of Indonesian language and Literature study program in Teaching Learning Strategy subject.

The development of this learning model is based on the analysis of document, observation, and learning process. The research is started by need analysis that consists of document analysis and learning process analysis. The instrument used in this research is observation and questionnaire that has been discussed with experts and the target is providing information about learning components with the characteristic of needed learning model. Then synthesizing information about the need of basic teaching skills. The product is the list of basic teaching skills components, need analysis instrument, the characteristic of model used, perception about the available model and the model that will be developed.

## RESULTS AND DISCUSSIONS

### 1. Description of Plan, Do, See in each cycle

After doing the step of research and development started from need analysis, development, and implementation, the lesson study based learning planning model is considered to be finished. This learning model is called lesson study based ERIES learning model.

In implementing lesson study, ERIES learning model is planned integratedly through plan, do, see. During the plan, the lecturer model team formulate chapter desin and lesson design. The plan stage is developed after the second, third, and fourth cycle. In do stage the learning activity trough ERIES can be seen because ERIES is born from dominant activity that are often done by the students, but there is no name for it. This continuously develops from cycle to cycle. Based on the observation, this learning activity develops in the second, third, and fourth cycle. The students show the mental involvement in doing the activities such as to explore, reflect, interact, elaborate, and summarize in practicing basic teaching skills. The learning documents such as chapter design and lesson design is revised, and suggestion given during the see after the class ends is directly done. It is done to solve the problems found in the class. All observers give feed back based on their observation. The result of see is a new lesson design as the revised learning plan to be done in the next cycle.

Based on the research finding, ERIES is a learning model that is properly developed based on the indicator used. Expert evaluation result shows prope r learning model to be used in Teaching Learning Strategy subject. Lesson study based ERIES learning model has been tried out and has fulfilled all

model component stated by experts. Lesson study based ERIES learning model has been validated and has followed a series of continuous research activity process to get the valid final product.

The learning is started by pretest and ended by post test. After fulfilling the t-test with the result of normal test result and homogenous data, it shows that the pretest and the posttest are significantly different. It indicates that lesson study based ERIES learning model is effective to improve the students' average score to practice basic teaching skills.

It can be concluded that the effective test result of learning model with experiment and control group. The analysis of t-test shows that lesson study based ERIES to the 5th semester students of Indonesian Language and Literature study program is effective and suitable to be used as a learning model in Teaching Learning Strategy subject.

The finding is based on observation result, the class with lesson study makes the students to be active and become independent learner to practice teaching. The class with lesson study is a new experience for them, in which they enjoy learning and feel satisfied in doing the learning activity. They are mentally involved actively to explore, reflect, interact, elaborate, and summarize in doing the task. Lesson study based ERIES learning model gives a new experience for the students.

The following table is the lesson study based ERIES learning model:

Table 1. Lesson study based ERIES learning model design

Lesson Study	Model Stage	Lecturer's activities	Students' activities
Plan	The lecturer collaboratively plans chapter design and lesson design	<ul style="list-style-type: none"> <li>• Material orientation</li> <li>• Material exploration and elaboration</li> <li>• Planning TLA through ERIES model</li> <li>• Providing learning video</li> </ul>	<ul style="list-style-type: none"> <li>• Reading lesson design written by the lecturer</li> <li>• Reading various references</li> </ul>
Do	➤ Eksplorasi:	<ul style="list-style-type: none"> <li>• showing learning video related to basic teaching skills that should be mastered by the students.</li> <li>• Guiding the students who find difficulties in finding aspect/components basic teaching skills based on their observation</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the components of basic teaching skills from the video</li> </ul>
	➤ Reflection	<ul style="list-style-type: none"> <li>• Guiding the students to do reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting various components of basic teaching skills they found</li> <li>• Associating the video with the schemata related to the learning process.</li> <li>• Explaining the components of basic teaching skills from the video they watch.</li> </ul>
	➤ Interaction	<ul style="list-style-type: none"> <li>• Organizing the students to discuss and interact to each</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting with their team mates</li> </ul>

	other	related to the components of basic teaching skills
		<ul style="list-style-type: none"> <li>• Discussing and jotting down important information related to basic teaching skills.</li> </ul>
➤ Elaboration	<ul style="list-style-type: none"> <li>• Guiding the students to practice basic teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the components of basic teaching skills they found.</li> <li>• Practicing the aspects of basic teaching skills in front of the classroom</li> <li>• Observing other students and taking notes about their friends who practice the basic teaching skills</li> <li>• The lecturer helps the students who have problem to practice basic teaching skills.</li> </ul>
➤ Summarize	<ul style="list-style-type: none"> <li>• The students get the reinforcement about basic teaching skills they need as a teacher</li> </ul>	<ul style="list-style-type: none"> <li>• The students make a summary and take notes about feedback upon the basic teaching skills practice</li> </ul>
See	<ul style="list-style-type: none"> <li>• The lecturer, the observers and the students reflect to analyze the weakness of the learning process and teaching practice; revising the mistakes for a better learning in the future. It produces revision design in the see stage covering the learning tools, learning stages, and evaluation.</li> </ul>	

## CONCLUSION AND SUGGESTION

ERIES model is developed through the implementation of lesson study in this research is a conceptual framework that consist of propositions as a guideline for the student-teacher to practice basic teaching skills, which cover opening and closing the lesson, explaining, asking, reinforcing, and managing the class. ERIES stage in do focuses on learning activity upon students' activities. By applying ERIES learning in Teaching Learning Strategy it is expected to produce the student-teacher who are able to create teaching learning process that produces the students who are active, creative, and innovative. The government's expectation to create smart, outstanding, and competitive students might be achieved.

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