

Lesson Study-based Learning Community Model of Junior High School Students in Reading Class

Eri Sarimanah and Atti Herawati
Pakuan University, Jl Pakuan, Bogor, Indonesia
erisarimanah@unpak.ac.id

Keywords: Learning Community, Reading class, Lesson Study.

Abstract: This research is aimed at creating learning community model of low secondary students. The research was taken place in Cigombong 1 Junior High School, Bogor in Indonesian language subject focusing on reading class. It was conducted as an effort to create students' reading habit and to develop a learning community through a habit of communicating their understanding of the reading text. Through the implementation of lesson study with plan, do, and see steps learning community model is wrapped in chapter design and lesson design consisting of pre-reading, whilst-reading, and post-reading activity. In the learning activity learning community model was implemented and developed. The research method used in this study is Research and Development from Borg and Gall covering 10 steps: 1) collecting information from literature study and field study, 2) planning, 3) developing the first product, 4) trying out #1, 5) revising the result of try out#1, 6) trying out #2, 7) revising the product, 8) doing properness test, 9) revising the result of properness test, and 10) implementing and disseminating. It was done to find out the effectiveness and efficient of the model. The study shows that learning community model in lesson study-based reading class is needed by Junior High School students. Structurally, this model is proper, relevant, and appropriate with the principles of learning model development both in its substance and its model structure. Based on the properness test, learning community model is effective to implant in Junior High School to develop students' reading passion habit and to communicate the reading text. Besides, students' positive character can be achieved by implementing learning community in learning activities.

1 INTRODUCTION

National education is functioning to develop character value and civilization of the nation that values to sharpen the life of the nation. One of the characters that can be built is creating a learning community which will develop students' positive habit in learning from each other. The activity of learning from each other is broad and deep, such as how the students learn to respect others, how the students take and give information from each other, and how the students help each other if their friends have problem in learning.

Character-based education has got important attention to implant in learning at school. The learning activity refers to the core competences in which one of them is character or social attitude. Through the implantation of social attitude, it is expected that the students possess the behavior that reflects the attitude of religious, characteristic, intelligent, confident, and responsible in interacting

effectively with social and natural surroundings in putting themselves as the reflection of nation in global social intercourse. Through a good accustoming in learning and through a good reading text students' character will be sharpened.

In accordance with that, the need of new orientation to introduce the students to various texts or discourses from various disciplines is the right thing to do. Educators and educational practitioners should be able to respond the change happened and change the learning paradigm. Teachers and teacher-candidates should have started to make changes in teaching that will develop the students to be active, creative, innovative in understanding various kinds of text, because they are the mode to mediate various of knowledge.

Concerning that, a thought is needed as an effort to develop Indonesian young generation positive mental. Educational activity should be conducted through a good plan, appropriate approach, and effective learning model and method. Through the

principals' effort and teachers' effort in all school subjects, and become the unseparated part of school practice, the goal will be achieved and the students' right to learn is guaranteed and their learning quality improved.

Teachers as one of the components in education have a strategic role in helping, supervising, and shaping the students' character. The teachers can guide the students in different learning activities. Teachers need to think of an effort to accustomed the students with positive characters. Teachers should be creative in wrapping the lesson to develop cultural value and nation character in every learning activity.

Previous research has encouraged the researchers to find a breakthrough in developing positive habit of teenagers. The students of this age need guidance as an effort to search for self-concept and find out self-identity. If they are led to positive activities, they will gain positive characters. Learning from each other as one of positive characters need to develop in reading class in Junior High School. Reading has a big role in student's life for reading can actualize self-potential to make them a qualified person.

2 THEORETICAL FRAMEWORK

2.1 Reading Class

Reading is a process of developing communication between the writer and the reader. Generally, language information is sent by the writer to the reader through writing that the meaning is interpreted by the reader (Wallace, 1992). There are three reading models in the reading process that are developed to describe the ways the reader develops meaning of a text.

Reading lesson is a process done by the teacher and the students in the class to get information from the writing symbols with the help of a discourse along with checking the result which is in accordance with the goal. In reading class the teacher is supposed to encourage the students to understand different types of text. There are three steps of reading activity: pre-reading, whilst reading and post-reading.

Pre-reading activity is a reading step that aims at making the readers recognize the material they are going to read deeply. Reading activity will be easier if the readers have figured out in advance what they will read. After doing the pre-reading activity, the next step is whilst reading. In this step, the readers have an opportunity to interact directly with the text, and the teacher should lead the students to concentrate reading. The students need supervision in

order that the students understand the text by doing reflection and recitation towards the text. The next activity is post-reading activity, which is done to help the students to combine new information from the text into the schemata they have possessed so that they can achieve higher understanding by rebuilding and enlarging meaning. This step has a function as a confirmation of the previous reading steps. In the post-reading activity, besides reviewing the text that hasn't understood yet, the students can share their understanding to each other.

2.2 The Nature of Lesson Study

Lesson Study is an activity that can encourage an establishment of a learning community, which consistently and systematically does self-construction, both in individual and managerial side. Teacher profession through examining the learning process collaboratively and continuously based on collegiality and mutual learning to build learning community, constructed through Lesson Study (Hendayana, 2007). Lesson Study construction model can be used as a model of teaching supervision for teachers or lecturers towards their students, and as an effort to increase the teacher's quality and professionalism in facilitating the learning process.

Lesson Study or originally is called *Jugyokenkyu* in Japan is developed to build continuous collaboration based on the principles of collegiality and mutual learning to build learning community (Yoshida, 1999 in Lewis, 2002). Lesson Study is a collaborative process where a group of teachers identify a learning problem, plan a teaching scenario, put the students into the scenario, make the students learn from each other, evaluate and revise teaching scenario, use the revised scenario in the class, evaluate the class and share the result with other teachers or disseminate it.

If a teacher wants to increase the learning quality and build students' autonomy, one of the ways is by collaborating with other teachers to plan, observe and reflect the learning process that has been done (Lewis, 2002). Thus, Lesson Study is conducted in three steps: first is 'plan', second is 'do', and third is 'see'. The three steps, which are included in one cycle, are done continuously. In other words, Lesson Study is a continuous improvement of the quality of education.

Lesson study is one of the efforts to improve teacher's quality and professionalism to facilitate the learning process. Lesson study is an activity that can encourage learning community which consistently and systematically does self-correction in individual and managerial level. Through this study the researchers state the question "How to develop a community learning model of Junior High School

students in reading class based on Lesson Study?" This question is expected to find a learning community model of Junior High School students.

2.3 Learning Community

Learning Community is the most important factor in social life of classroom activity in accordance to the teaching learning process. Different from individual, in learning community the community sets the goal of learning which is mutual and shows care towards each member's individual learning. Learning Community becomes a place to encourage the learning process of its member.

As mentioned by Manabu Sato, an expert of Lesson Study, from Japan, Learning Community will create learning right of every student and can improve learning quality. Learning Community simply means as a group of people who learn something together intensively and continuously. Therefore, they will think independently. Because they are encouraged to share information to each other, they will actively interact with their friends, respect each other's thought and will always try to develop their thinking capacity further. Learning community is a creative step because even the teacher is demanded to plan the material concept to make the students are triggered to analyze the learning material. The teacher conducts the lesson by emphasizing on students' thinking process through dialogue. Then the teacher gives a task and opportunity to the students to understand and be skill full in learning other materials.

School has a mission and responsibility to guarantee the learning right of every student and improve their learning quality. In the learning process in the classroom no student is taken away their learning right because they are fully facilitated to learn. The teacher centered learning does not happen, because the teacher realizes the importance of facilitating the students to become active, creative, critical, communicative, and well behave generation. The preparation needs teachers' total seriousness in planning the lesson.

If the Learning community has established and even developed in Indonesia, the students' orientation will change; they will not be tempted to join activities that destroy their mental and morality because inside of them they possess motivation to live better in the future.

Learning community practice design in learning activities can be started by changing the learning orientation, which all this time focuses on teacher, into the students. In learning community, the teacher needs to work hard to prepare a jumping task in the

form of learning material or tasks that make the students interact to each other. In this case, the teacher needs to practice and have a skill in mediating the lesson so that the students are optimally learning. Besides, in order that they are comfortable and able to learn the teacher need to start making learning groups to discuss in which one group consists of four students. The reason why four students is stated by Sato (2012) that four makes everyone has a partner and not left behind because they face each other and have the same opportunity to listen to other's opinion and tell their opinion. Learning in a group of four makes it easy to monitor, who asks and who explains so it will be more focused, and the most important thing is all students can get their right to learn.

3 RESEARCH METHODS

The method applied in this study is Research and Development. The development design that will use is Borg and Gall model (2003) which covers ten steps, as follows: 1) collecting information from literature study and field study, 2) planning, 3) developing the first product, 4) trying out #1, 5) revising the result of try out#1, 6) trying out #2, 7) revising the product, 8) doing properness test, 9) revising the result of properness test, and 10) implementing and disseminating. The teaching method that is applied is small project and outside classroom practice.

First is the small project. In this activity the teacher and the students plan a project of learning community in reading class. Students practice understanding the text correctly through the process of pre-reading, whilst-reading and post-reading, practice to work together and communicate. Their project is presented, and in the presentation the students are train to be good listeners, tolerant, and able to give opinion orally. This small project plan is in the form of chapter design and chapter design.

Second, the outside classroom practice. The students are asked to practice building learning community outside the class. They are asked to use their spare time to discuss useful things as their habit. In open lesson session or try out session the observers consisting of the teachers from inside the school or outside the school, the principals, lecturers and stakeholders are present in the classroom. After the learning activity, all observers together with the model teacher and his team reflect the learning process to share their finding about students' activities that need to improve and to strengthen.

4 RESULTS AND DISCUSSION

The try-out of Junior High School students' learning community model development in reading class based on lesson study is started by needs analysis step, development step and implementation step to make the learning community model complete. This learning model is called "Lesson study-based learning community model of Junior High School students"

The implementation of the model is arranged in the steps of Plan, Do and See. In Plan step the model teacher and his team make chapter design and lesson design. The Plan develops after the second and the third cycle. In the Do step, the model activity starts to be seen from the students' activity of asking question and giving answer. Based on the observation, the learning activity develops in the second and the third cycle. The students start to show their mental involvement in the process of pre-reading, whilst reading and post-reading. The effort to enhance the chapter design and lesson design and suggestions based on the observation in the learning process is done in See step, which is done directly after the learning process ends. It is done so that the problems and weaknesses appear in learning can be discussed and solved immediately. All the observers share their findings. The result of the See step is the development of a new lesson design, which is a revised lesson plan to implement in the next cycle Do.

Based on the research result and based on the indicator, the learning model is decent. The expert's evaluation result shows learning community model is decent to be used in reading class in which the class is started by pre-test and ended by a post-test. After the requirement of the t-test is fulfilled by the normality and homogeneity of the data, the t-test shows that the pre-test and post-test result is significantly different. It indicates that lesson study-based learning community model is effective to increase the average score of student's competence in understanding and communicating the text they read.

From the t-test result, with experimental and control group, it can be concluded that the lesson study-based learning model in the seventh grade students of Cigombong 1 Junior High School is effective and decent to use as a learning community at school.

The finding from observation shows that lesson study-based learning that is done through **plan, do, and see** can make the students active and autonomous in learning and practice to communicate to each other. The learning process with lesson study is a new experience for them, in which they enjoy the learning

process and feel satisfy in learning activity. They mentally involve in pre-reading, whilst-reading and post-reading activity. Learning community model give a new horizon and experience for the students. Thus, the first significance of this study is the learning community in making chapter design and lesson design, and in the teaching and learning activity established. Second, the students' activities in piloting schools in creating learning community developed.

The Table 1 shows the steps of lesson study-based learning activity in developing learning community.

Table 1: Lesson study-based learning Community Model in Reading class.

Lesson Study Steps	Reading strategy	Activity
Plan	Teachers collaboratively develop the teaching plan which covers chapter design and lesson design, teaching material, and instruments, such as observation sheet.	<ul style="list-style-type: none"> ▪ Analyzing the syllabus and lesson plan ▪ Collecting references ▪ Developing a lesson plan ▪ Preparing instruments for the observers, model teacher and the students ▪ Making a seating map for the students
Do	The teacher condition and facilitate the class	<ul style="list-style-type: none"> ▪ Providing a text
	Pre-reading: Focusing reading	<ul style="list-style-type: none"> ▪ The students are divided into groups; each group consists of four students. ▪ Each group get a text ▪ Analyze the text deeply ▪ Associating previous knowledge ▪ Stating reading goal ▪ Directing attention ▪ Identifying the text ▪ Asking question ▪ Predicting the reading content
	Whilst-reading: Directing and reading activity	<ul style="list-style-type: none"> ▪ Organizing the text optimally ▪ Finding information from the text ▪ Finding the main ideas ▪ Concluding the text ▪ Associating the information with previous knowledge
	Post-reading: Communicating reading result	<ul style="list-style-type: none"> ▪ Taking note important things from the text ▪ Making summary

		<ul style="list-style-type: none"> ▪ Sharing information from the text with their friends ▪ Simulation and discussion
See	Learning reflection	<ul style="list-style-type: none"> ▪ The teacher and the observers tell their findings about the learning process, especially the students' activity to learn from each other and their understanding about the text.

Learning community is usually developed among teachers, in which teachers learn from each other and teach each other. Some research's about learning community have been conducted (Lieberman, 2009; Doig and Groves, 2011) show that learning community can be developed among Mathematics and Science teachers to solve the teaching problems.

In relation to other research about learning communities, Lenning and Ebbers (1999) conducted research about the importance of learning communities and found out that there are four categories of student learning communities. They are curricular learning communities, classroom learning communities, residential learning communities, and student-type learning communities. It is also found that the benefits for students and faculty of effective learning communities include higher academic achievement, better retention rates, diminished faculty isolation, and increased curricular integration. This research also relates to learning community built among students inside and outside the classroom which was started from reading class. Thus, the teacher created the learning community among the students in the classroom (classroom learning community).

5 CONCLUSIONS

Lesson study-based learning community model that is developed in reading class in this research is a conceptual framework, which consists of propositions as a guideline for teacher and student in training the habit of communicating the reading result. The knowledge the students have from reading is not to keep for themselves, but to make it stored stonger, it should be accompanied with speaking activity or sharing the information they get from the text to each other. From the research result, it can be seen that the students are interested in communicating their understanding towards the text to each other. By

this learning community model, it is expected that the students who are smart, well mannered, and care can be produced. The hope to create the students who are excellent, competitive, and prestige as the government stated can also be achieved.

REFERENCES

- Doig, B., Susie, G., 2011. Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry. *Mathematics Teacher Education and Development*. v13 n1 p77-93 2011.
- Gall, Borg, 2003. *Educational Research: An Introduction*, Allyn and Bacon. Boston.
- Hendayana, S., Karim, S., 2007. Studi peran IMSTEP dalam penguatan program pendidikan guru MIPA Berbasis Lesson Study di Indonesia. *Educationist*. 1 (1): 28-38.
- Lenning, O. T., Larry, H. E., 1999. The Powerful Potential of Learning Communities: Improving Education for the Future. *ASHE-ERIC Higher Education Report*. 26 (6).
- Lewis, C., 2002. *Lesson study: A handbook for teacher-led improvement of instruction (Brief guide to lesson study)*, Research for better schools. Philadelphia.
- Lieberman, J., 2009. Reinventing teacher professional norms and identities: the role of lesson study and learning communities. *Professional Development in Education*. Volume 35, 2009 - Issue 1.
- Sato, M., 2013. *Mereformasi sekolah: konsep dan praktek komunitas belajar*, The Internasional Development center of Japan inc. Tokyo.
- Wallace, C., 1992. *Reading*, Oxford University Press. Oxford.