

The Effectiveness of School-Based Lesson Study in Improving Teacher's Competence in Learning Indonesian Language in SD IT Tumaninah Yasin Metro Academic Year 2020/2021

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Abstract: The problems raised in this study is related to the effectiveness of school-based lesson study in an effort to improve teacher competency. This study is conducted with the aim of improving the competency of Indonesian language teachers at SD IT Tumaninah Yasin Metro for the 2020/2021 academic year. The results shows that the implementation of the teacher's ability done in cycle I and cycle II. The meeting in the first cycle of the implementation of the teacher's ability in planning learning is 78.3% and the implementation of the teacher's ability in the implementation of learning is 77.9%. The implementation of the learning evaluation is 79.1%, this value is lower than the total value in the second cycle, namely the implementation of the teacher's ability to plan learning of 84, 2% and the implementation of the teacher's ability in the implementation of learning is 86.3%. However, the implementation of the learning evaluation is 87.5%. The conclusion obtained from this study is that the implementation of lesson study at SD IT Tumaninah Yasin Metro based on the research findings in cycle I and cycle II as a whole can improve the pedagogic competence of Indonesian language teachers at SD IT Tumaninah Yasin Metro. The implementation of lesson study at SD IT Tumaninah Yasin Metro on the performance of teachers in doing the lesson study stage in each cycle has increased. It is hoped that the support from various parties can continue and sustain the implementation of school-based lesson study.

Keywords: the effectiveness of lesson study, teacher competence

INTRODUCTION

The current National Education System is regulated through the National Education Law. In Law number 20 of 2003 Chapter II Article 3 it is stated that: National Education functions to develop capabilities and shape the character and civilization of a dignified Nation in the context of educating the life of the Nation, aiming to develop the potential of students to become human beings who believe and fear God. Almighty, noble, healthy, knowledgeable, capable creative, independent and become a democratic and responsible citizen. Based on what is contained in the constitution, education is required

to produce human resources who are intelligent and able to keep up with technological advances that continue to develop. Furthermore, it is hoped that education is also required to produce superior human resources who can bring this nation up immediately from being left behind in various aspects of life to achieve the expected progress (Wicaksono et al, 2015).

The quality of education in Indonesia is not in line with what is expected by the Constitution. The description of the low quality of education is reflected in several survey results conducted in the field of Mathematics and Natural Sciences, the Trends in International Mathematics and Science Study (TIMSS 2003 in Mullis et al, 2004) reports that among 45 TIMSS participating countries, Indonesian class 2 Junior High School students are in the 36th rank for Science and 34th for Mathematics. Indonesian students can only answer rote questions but cannot answer questions that require reasoning or process skills. This proves that there are problems in education that must be addressed immediately in order to create quality education. The quality of education can only be realized if it is found in schools along with complementary elements, such as teachers, infrastructure, and other administrative staff with good quality. Without ignoring the role of other important factors, the quality of the teacher has been found by various research studies as the most important factor in influencing the quality of education (Supriyono et al., 2020). The teacher's task is not only to transfer the knowledge possessed by the teacher to students with the target of conveying the topics written in curriculum documents to students.

The reality in the field is that there is still a gap between educational practice in the field and education policy, for example, Government Regulation Number 19 of 2005 concerning National Education Standards reads as follows: "The education process must be interactive, inspiring, fun, challenging, motivating students to participate actively, and provide sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. In practice, the lessons presented by the teacher are less challenging for students to think. As a result, students do not like the lesson. The learning process that occurs in the classroom no one knows except the teachers themselves. This fact is compounded by the lack of functioning of school principals and supervisors. Principals and supervisors as an inseparable part of the implementation of education in schools very rarely enter class to observe learning. Principals or supervisors are generally more concerned with teacher administrative documents.

According to Prasojo and Sudiyono (2011:16), the implementation of supervision shows a significant correlation to the improvement of teacher competence. As a result, teachers are not challenged to do good teaching

preparation, think about various teaching methods, and prepare materials for experiments in the laboratory. This means that so far teachers have paid less attention to the importance of the learning process in the classroom. Should, Sardiman (2011: 20) reveals that learning is a change in behavior or appearance, with a series of activities, for example by reading, observing, listening, imitating and so on. In line with the understanding put forward by Sardiman, Hamalik (2011: 37) states that learning is a process of changing individual behavior through interaction with the environment. Furthermore, Sardiman (2011: 28) reveals that there are three learning objectives, namely: (1) to gain knowledge, (2) to cultivate concepts and skills, and (3) to form attitudes. So in essence learning is a process of changing behavior to gain knowledge, skills and inculcation of mental attitudes or values.

The government has always made efforts to improve teacher professionalism, including the ratification of the Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers. The law further emphasizes the government's commitment to improving the quality, competitiveness, and relevance of education. The law demands adjustments to the implementation of education and teacher development to become professional. A teacher will get a higher award but the teacher is required to achieve a number of requirements to become a professional (Wicaksono, 2019). Recognition of teachers as professionals will be given when they have qualifications, competencies, and educator certificates. Qualifications are obtained through a bachelor's or diploma IV program. Certification is obtained through professional education. The competencies referred to in the law are pedagogic competence, professional competence, social competence, and personality competence.

To answer all the shortcomings of the facts above, a new innovation is needed to further improve the professionalism of teachers. Therefore, an in-service training model was developed that focuses more on efforts to empower teachers according to their respective capacities and problems. The innovation is Lesson Study, which is a model for fostering the teaching profession through collaborative and sustainable learning assessments based on the principles of collegiality and mutual learning to build a learning community. Lesson Study is not a learning method or strategy, but Lesson Study activities can apply various learning methods/strategies according to the situation, conditions, and problems faced by the teacher.

According to the Lesson Study Team of the Ministry of National Education, Ministry of Religion, and JICA (2009: 2) lesson study began in Japan around the 1870s. This is in accordance with the meaning of lesson study which is supported by the statement of Santyasa (2009: 4) lesson study is a translation from Japanese *jogyu* (instruction = teaching, or lesson = learning)

and *kenkyuu* (research = research or study = study). Lesson study is not a method or learning strategy. In lesson study activities, various learning methods can be applied according to the situation, conditions, and problems faced by the teacher. This is in accordance with the statement of Safrudiannur and Suriaty (2008: 260) lesson study is a coaching model in which various learning methods and approaches can be applied and then studied together with the aim of creating quality learning. The same thing was expressed by Prayekti and Rasyimah (2012: 56), lesson study is not a strategy or method in learning, but is one of the coaching efforts to improve the learning process done by a group of teachers in a collaborative and sustainable manner. This lesson study is a case analysis method in learning practice aimed at assisting the professional development of teachers. Lesson study provides an opportunity for teachers to learn from each other based on real practices in the classroom.

The process of applying lesson study is the same at any level. According to Lewis (in Abizar, 2017:66) "explains the 6 stages of lesson study as follows: 1) Forming other lesson study cohesiveness in the form of recruiting group members, preparing special time commitments, arranging meeting schedules, and agreeing group rules; 2) Focusing lesson study on three main activities. First, agree on the research theme (research theme) for the long-term goals for students. Second, have material coverage. Third, choose learning units and agreed objectives; 3) Plan lesson plans. This includes the activity of conducting an assessment of existing learning; develop learning instructions; and ask for input from experts in the field of study from outside, whether it's a lecturer or other experienced teacher; 4) Doing class activity and observe it (observation). In this case, the learning is done by one of the group member teachers while the other members become observers. What the observer does is observe so that it is not allowed to provide an introduction to the course of learning, both to teachers and students; 5) Discuss and analyze the lessons that have been implemented. Discussion and analysis should include reflection by the instructor, background information on group members, presentation and discussion of learning observation data, general discussion, comments from outside experts and thanks; and 6) Reflect on learning and plan for the next steps. At this stage, group members are expected to think about what steps to take next. Do you want to make improvements so that learning becomes better, try out in each class, and check the satisfaction of group members with the objectives of lesson study and how to work in groups?

The success of the lesson study program in improving teacher professionalism began in Japan, and has spread to various countries in the world, including Indonesia. Several regions in Indonesia have also implemented lesson study activities and felt the benefits in improving teacher

competence (Wicaksono, 2019). Some of the benefits obtained through lesson study in Mathematics and Natural Sciences in West Java, Yogyakarta, and East Java Provinces include raising awareness to share experiences, solving PBM problems together, and getting used to documenting findings as material for making scientific papers. The success of lesson study activities is felt by mathematics and science subjects, so it needs to be transmitted to other subject matter at school. The MGMP-based lesson study program needs to be developed into School-Based Lesson Study. This program is more effective and comprehensive because it involves all teachers in a school.

Based on the background above, the authors are interested in researching "The Effectiveness of School-Based Lesson Study Activities in improving Teacher Pedagogic Competence in Indonesian subjects at SDIT Tumaninah Yasin Metro".

METHODS

The procedure of the learning system development method applied in this study is Lewis' lesson study model (in Idrus, 2009), which is to develop the teacher's pedagogic competence in learning Indonesian. Lesson study is done in collaboration with Action Research activities. Before doing cycle activities, pre-cycle activities must be conducted, which serves to compare the success of Teacher Competencies in learning Indonesian with the Scientific Approach which is applied to lesson study in cycles I and II activities.

This study is conducted in two cycles, while each cycle includes planning, implementation, observation and reflection. However, it is possible that additional cycles can occur if the second cycle has not reached the target or expected results. This research is a School-Based Lesson Study Research conducted collaboratively, meaning that this study invites other people or colleagues to participate in observing the implementation of the action and also providing input to this study in order to make this study more objective. Other people or colleagues referred to in this study are Indonesian language teachers and several colleagues to become observers (Susyanti et al, 2020). This study aims to improve the pedagogic competence of teachers in learning Indonesian. The teacher's role in this research is as a learning practitioner, while the researcher is a designer or observer who is also assisted by two observers. Teachers are involved starting from the planning, implementation, observation and reflection processes.

RESULTS AND DISCUSSION

Implementation of Cycle 1

From the implementation of cycle 1, it can be concluded that School-Based Lesson Study can help improve the pedagogic competence of teachers,

but in the first cycle the action has not achieved the expected results. The following table is an increasing ability of teachers to plan and implement learning from pre-cycle to cycle I.

Table 1. Results of Teacher's Ability to Plan, Implement and Evaluate Pre-Cycle Learning to Cycle I

No	Aspect	Precycle	Cycle 1	Enhancement
		Average	Average	
1.	Planning Lessons	64.1	78.3	14.2
2	Implementing Learning	61.0	77.9	16.9
3	Learning Evaluation	66.7	79.1	12.4

The following graph is the increasing ability of teachers to plan, implement and evaluate learning from Pre-cycle to Cycle I.

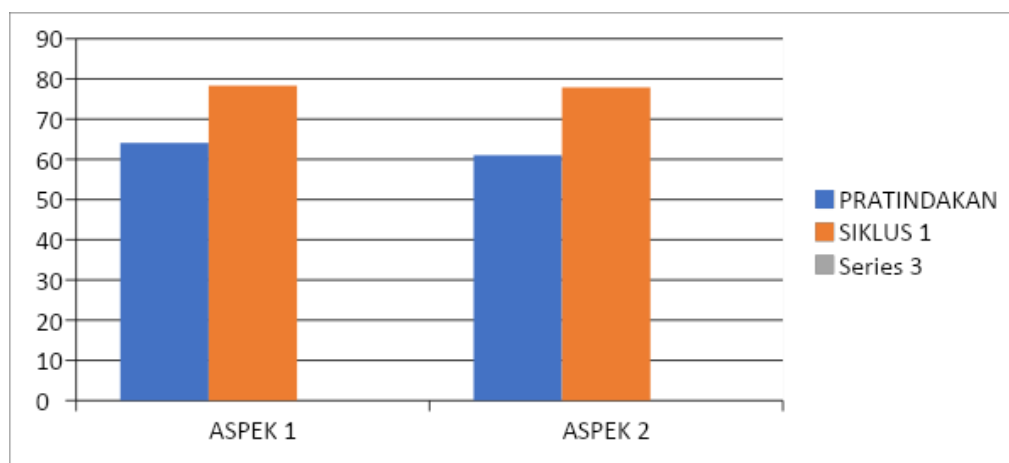


Figure 1.
Graph of Teacher Ability Improvement in Planning, Implementing and Evaluating Learning from Pre-cycle to Cycle I

From the data in Table 11 and the graph above, it can be concluded that the teacher's ability to plan learning has increased, in the pre-cycle the total score of 64.1 increases to 78.3 in the first cycle. The teacher's ability to perform learning increases from a score of 61.0 to 77.9. Meanwhile, the teacher's ability to evaluate learning increases from a score of 66.7 to 79.1. The increasing ability of teachers to plan, implement and evaluate learning cannot be separated from the role of School-Based Lesson Study by using a scientific approach that can spur teachers to be more skilled in managing learning.

Implementation of Cycle II

From the results of study that has been done based on the teacher's ability assessment instrument in planning, implementing and evaluating Indonesian language learning, the following data are obtained.

Table 2. Improved Learning Process Assessment Score Indonesian Language on Teacher Ability to plan, Implement and evaluate learning From Pre-cycle, Cycle I, and Cycle II

No	Aspect	Pre-cycle	Cycle 1	Cycle 2	Enhancement
		Average	Average	Average	
1	Planning Lessons	64.1	78.3	84.2	20.1
2	Implementing Learning	61.0	77.9	86.3	25.3
3.	Learning Evaluation	66.7	79.1	87.5	20.8

In graphic form, the results of the assessment of the Indonesian language learning process to improve the pedagogic competence of teachers are as follows.

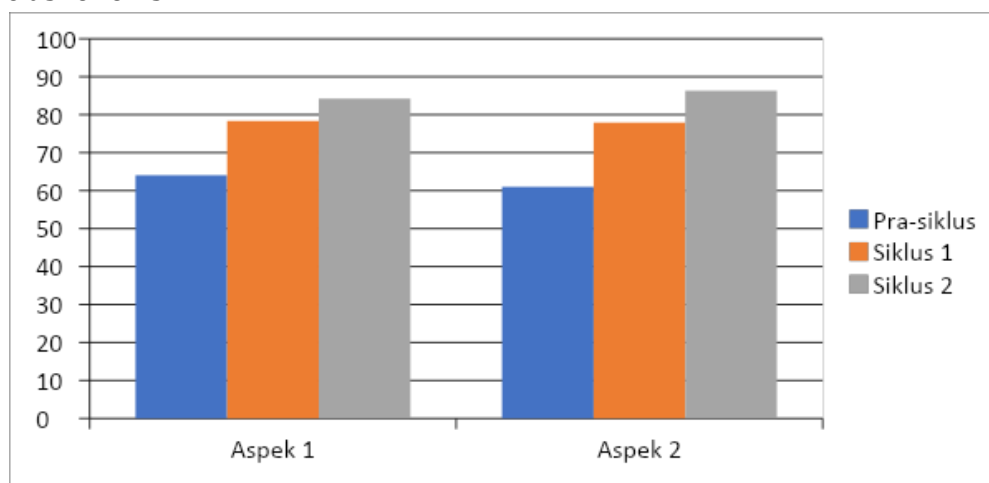


Figure 2.
Graph of Improving the Indonesian Language Learning Process On the Teacher Ability Assessment Instrument (IPKG) from Pre-cycle, Cycle 1, and Cycle 2

Based on table 2 and the graph above, it can be seen that the score of the teacher's ability assessment instrument in planning Indonesian language learning has increased in order to improve the pedagogic competence of teachers with School-Based Lesson Study using a scientific approach that has been conducted starting from the pre-cycle of 64.1 and after being given action in the first cycle increases to 78.3, and the second cycle increases to 84.2. The increase in the average score from pre-action to cycle II is 20.1.

However, the score of the teacher's ability assessment instrument in implementing Indonesian language learning has increased in order to improve the pedagogic competence of teachers with School-Based Lesson Study using a scientific approach that has been done starting from the pre-cycle of 61.0 and after being given action in the first cycle increases to 77.9, and the second cycle increases to 87.5. The increase in the average score from pre-action to cycle II is 25.3. Meanwhile, The score of the teacher's ability assessment instrument in the evaluation of Indonesian language learning has increased to improve the pedagogic competence of teachers with School-Based Lesson Study using a scientific approach that has been done starting from the pre-cycle of 66.7 and after being given action in the first cycle increases to 79.1, and the second cycle increases to 87.5. The increase in the average score from pre-action to cycle II is 20.8

Discussion

In this study, the discussion focuses on (1) the implementation of School-Based Lesson Study in Indonesian language learning at SDIT Tumaninah Yasin Metro, (2) increasing teacher competence through the implementation of school-based lesson study, (3) The problems faced in School-Based Lesson Study activities and alternative solutions.

1. Implementation of School-Based Lesson Study at SDIT Tumaninah Yasin Metro

The implementation of School-Based Lesson Study in Indonesian subjects is conducted for the first time at SDIT Tumaninah Yasin Metro for the 2020/2021 academic year. The implementation of learning Indonesian through School-Based Lesson Study using a scientific approach has been applied in two cycles. Each cycle consists of 2 meetings. In practice, the LSBS implementation schedule is adjusted to the school's circumstances. The measuring instrument used to determine the increase in teacher ability in product is when the teacher plans and makes learning tools. School-Based Lesson Study activities are in line with the SDIT Tumaninah Yasin Metro principal program in order to improve teacher competence. This is as stated by the head of SDIT Tumaninah Yasin Metro, Mrs. Menna Sringo-ringo, S.Pd I.:

“The three principal programs of SDIT Tumaninah Yasin are improving the quality of education, completing adequate facilities and infrastructure, and improving welfare. School-Based Lesson Study is an effort to realize school programs related to improving the quality of education; improving the quality of education regarding human resources and processes. School-Based Lesson Study is an activity to improve the quality of education regarding human resources, especially teachers.”

Prior to the implementation of School-Based Lesson Study, teacher professionalism improvement at SDIT Tumaninah Yasin is done through seminars, MGMP, upgrading and others. After studying, it turns out that the principal considers School-Based Lesson Study activities to be very good for improving teacher learning. In the implementation of the first cycle, the process from planning to reflection has not yet obtained results that are in accordance with the planned action objectives. The model teacher's ability to implement School-Based Lesson Study with a scientific approach to Indonesian language learning is quite in accordance with the implementation procedure. In the learning process, the model teacher is able to explain the material quite well. So that learning is more enthusiastic, the teacher divides students into 4 groups, and then students discuss and do the tasks given by the model teacher. Through the School-Based Lesson Study with a scientific approach, the learning process conducted by the model teacher is more conceptual and makes it easier for students to learn Indonesian in the classroom. On the other hand, there are several scores for assessing the ability of teachers to plan lessons, especially aspects of choosing learning methods and media that need to be improved. Overall, all aspects of this cycle need to be improved again because the improvement scores obtained are still not optimal. Based on the results of the implementation of the first cycle, it can be seen that improvements still need to be made in the second cycle. At the time of reflection, the School-Based Lesson Study team provides solutions to find themes that are easy and close to students. The improvements in the implementation of the action will affect the results of teacher competence at the time of post-action.

The implementation of the second cycle is more focused on improving the results of the reflection of the first cycle. The implementation of the second cycle seeks to improve all aspects to the maximum but is more focuses on the aspect of choosing learning methods and media. In this cycle all aspects have increased in order to achieve the indicators of research success. The results of the score of the instrument for assessing the ability of teachers in planning and implementing post-action learning also shows better results than the previous cycle.

Indonesian language learning through School-Based Lesson Study using a scientific approach done by model teachers was able to make the Indonesian language learning atmosphere more fun, active, creative, the atmosphere in the class is not boring and students seems more interested in the learning. In the initial conditions at the time of pre-action the teacher is still very difficult in designing learning tools such as lesson plans, assessment sheets and determining learning methods or media that are relevant to the character of students. On the other hand, students seem less enthusiastic and

do not want to play an active role when learning Indonesian in class. Conditions begin to improve when the implementation of learning through School-Based Lesson Study using a scientific approach in cycle I. The teacher looks more conceptual in compiling learning tools and is more confident in delivering learning material in class. Overall, the implementation of School-Based Lesson Study at SDIT Tumaninah Yasin Metro for the 2020/2021 Academic Year has gone well and the results obtained are in accordance with what the School-Based Lesson Study team has planned, namely increasing teacher competence in the learning process.

Improving Teacher Pedagogic Competence through the Implementation of School-Based Lesson Study

School-Based Lesson Study activities at SDIT Tumaninah Yasin Metro have been done for 2 cycles and each cycle consists of 2 meetings. The teachers at SDIT Tumaninah Yasin Metro feel the tremendous benefits of School-Based Lesson Study activities. The implementation of School-Based Lesson Study at SDIT Tumaninah Yasin Metro increases the teacher's pedagogic competence. It means that the teacher pedagogic competence of the teacher pedagogic competence is in line with Law no. 14 of 2005 concerning the Law on Teachers and Lecturers.

During the activity, there are many benefits that are felt by SDIT Tumaninah Yasin Metro teachers, especially in the increasing of teacher pedagogic competence. The pedagogic competence of teacher which can be developed in the implementation of School-Based Lesson Study at SD IT Tumaninah Yasin Metro as follows:

1. Lesson Plans are getting better quality

The preparation of lesson plans is a very important as initial activity because the teacher must plan a learning activity by considering student activities with reference to the following: daily activity, hand on, mind on, and local material. The lesson plan must predict or give an initial picture to the teacher before the teacher takes his action in the actual class. Before the School-Based Lesson Study program, teachers usually learned about lesson plans only in the MGMP forum. Through School-Based Lesson Study activities, the form and effectiveness of the lesson plans that have been made by the teacher are discussed together. Teachers' insights about lesson plans will also grow according to the conditions of the school and the students in the school concerned. The making of lesson plans is done jointly in School-Based Lesson Study, thus the opportunity for sharing is very open. In addition, after doing the reflection activities there are many valuable inputs for the improvement of the next learning. This activity increases the quality of

the lesson plan. The components in the lesson plan, such as indicators, learning objectives, facilities, apperception, core activities, and closing activities, assessment is a unit that makes the quality of the lesson plan better.

Action research activities in collaboration with School-Based Lesson Study consist of four stages, namely planning, conducting, observing and reflecting. In doing activities the teacher acts as an observer who observes the learning process. Observers are required to be able to learn from learning. Therefore, the ability to observe is absolutely necessary in School-Based Lesson Study activities.

When a teacher is a teacher, maybe a teacher does not have time to examine student learning behavior in depth, but as an observer a teacher can study carefully and in depth how a student has difficulty doing a given task, how a student has difficulty expressing his ideas, how group interactions occur, how is the role of students in group discussions, how is the sharing of opinions among students in groups, and there are many other student learning behaviors that can still be revealed through observation. The ability to identify and understand learning behaviors obtained through observation activities will contribute to developing better learning strategies. Therefore,

2. Increased knowledge of teaching materials

In School-Based Lesson Study activities, teachers develop activities that are done together (collaboratively) starting from the preparation of plans together, the implementation of learning and reflection are also done together with one goal, namely learning from learning. The activity of making lesson plans together allows teachers to be open to sharing about the learning that will be performed.

3. Teachers become more open to accepting opinions

With School-Based Lesson Study activities, teachers are more accepting of suggestions from peers, especially during discussions on reflection activities. Differences of opinion often arise but in this forum the teacher respects the opinions of colleagues even though they are different. Mutual respect for opinions between teachers is an informal agreement that is upheld in every discussion session. The discussion about student learning is a menu that is discussed in every discussion, not only in reflection activities but also during informal conversations between teachers.

4. Collegiality between fellow teachers increases

Action research activities in collaboration with School-Based Lesson Study are conducted in four stages, namely planning, implementing, observing, and reflecting. All activities in School-Based Lesson Study

are not performed alone but together, several teachers can collaborate to enrich ideas that will be outlined in the lesson plan. Planning begins with analyzing the problems faced in learning Indonesian, learning methods, learning models, or dealing with the shortage of learning facilities. Furthermore, the teacher jointly looks for solutions to the problems faced and it is stated in the lesson plan (lesson plan).

5. Always trying to improve the quality of learning

The success of School-Based Lesson Study lies not only in whether the learning which is conducted by the model teacher is good or not because there is no perfect learning process. Valuable lessons obtained from the open lesson are the results of observations about student learning activities and how to follow up on reflection activities. Reflection gives us lessons on how to find the right techniques in teaching, so that the next lesson will be better.

CONCLUSION

1. School-based lesson study activities in collaboration with action research to improve teachers' pedagogical competence in learning Indonesian at the Tumaninah Yasin Metro Integrated Islamic Elementary School are conducted through four stages, namely plan (planning), (action), observation, and reflection. Implementation of LSBS at SDIT Tumaninah Yasin Metro was formed a committee whose members consist of principals, teachers, and administration. School-Based Lesson Study is held in two cycles, namely cycle I (4 and 11 February 2021), second cycle II (18 and 25 February 2021). Participants in the School-Based Lesson Study activity are all 9 teachers of SDIT Tumaninah Yasin Metro.
2. Learning through School-Based Lesson Study activities that have been conducted at SDIT Tumaninah Yasin Metro is effective in increasing the pedagogic competence of teachers in learning Indonesian language. It can be seen that the increase in the score of the teacher's ability assessment instrument in planning learning that has been done from the pre-cycle is 64.1 and after being given action in the first cycle it increases to 78.3 and the second cycle increases to 84.2. The increase in the average score from pre-action to cycle II is 20.1. And the increase in the score of the teacher's ability assessment instrument which is conducted in the pre-cycle is 61.0 and after being given action in the first cycle it increases to 77.9, and the second cycle increases to 87.5. The increase in the average score from pre-action to cycle II is 25.3. Meanwhile, the increase in the score of the teacher's ability assessment instrument in the evaluation of learning that has been done from the

pre-cycle is 66.7 and after being given action in the first cycle it increases to 79.1, and the second cycle increases to 87.5. The increase in the average score from pre-action to cycle II is 20.8.

3. Problems that arise in School-Based Lesson Study activities are the delivery of opinions in reflection and time allocation which do not coincide with the lesson plans, and the lack of knowledge and understanding of teachers about School-Based Lesson Study. Expressing opinions in reflection can be overcome by means of ways, such as how to deliver opinion of the observers do not offend the model teacher personally. When the discussion in reflection is also directed at three problems, namely whether students learn and how the process is, are there students who are not learning, and how are the teacher's efforts to overcome students who are not learning. Time constraints can be overcome by using technology to communicate, thus consultations can be done by e-mail.

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