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THE IMPLEMENTATION OF LESSON STUDY IN STUDENTS FIELD EXPERIENCE PROGRAM AT PRIMARY SCHOOL

Siti Halidjah

PGSD FKIP Universitas Tanjungpura, Pontianak, Indonesia

E-mail: siti.halidjah@fkip.untan.ac.id

Abstract

The main focus of the implementation of lesson study was student activity in the classroom, assuming that the student's activities are related to the activities of the teacher while teaching in grade. Lesson study is a way to improve the quality of education that never ends. This study aimed to describe the application of lesson study in the implementation of practical experience programs for students in primary schools. This research used a qualitative approach. The source of data in this study was the students field experience program by applying the lesson study. The data were obtained from PGSD (primary teacher education) in FKIP (Faculty of Teacher Training and Education) students in the 7th semester. The research procedures used the stages of planning, implementation, data analysis, and report writing. Data collection techniques were direct observation techniques with data collection tools in the form of observation sheets. The results showed that the ability of students to compile learning plans increased 86.68 with the excellent category.

Keywords: *Lesson Study, Field Experience Program*

Introduction

Lesson Study is an approach to improving the quality of learning carried out collaboratively by teachers. The main steps of designing learning to achieve goals, implementing learning, observing the implementation of learning, as well as reflecting on discussing the learning being studied and refusing it, and planning subsequent learning. The main focus of the implementation of lesson study is student activity in the classroom, assuming that the student's activities are related to the activities of the teacher while teaching in grade.

Lesson studies are carried out in three stages: the first stage is plan, the second stage is do, and the third stage is sustainable see. In other words, lesson study is a way to improve the quality of education that never ends. During this lesson, the study is conducted by teachers and lecturers in an effort to develop their professionalism. In this study, researchers sought to apply lesson study in the Field Experience Program (PPL) in an effort to equip students as teacher candidates. PPL is one of the compulsory subjects weighing 4 SKS, which is carried out for three months at school. The process of placing students is governed by PPL Unit in FKIP Universitas Tanjungpura, while the determination of supervisors is coordinated with the study program.

Based on the description above, the problem in this research is "How is the application of lesson study in the implementation of the student practice experience program in primary schools?". This study aims to describe the application of lesson study in the implementation of practical experience programs for students in primary schools.

Lesson study is a direct translation from Japanese *jugyoukenkyuu*, which comes from two words *jugyou*, which means lesson or learning and *kenkyuu*, which means study or research. Thus the lesson study is a study or research or study of learning (Hendayana, 2006: 20). According to Lynn C. Hart, Alice Alston, and Aki Murata (2011: 1), Lesson study is a collaborative teacher-based professional development originating from Japan. To obtain maximum learning, teachers in Japan carry out planning and evaluation of learning in-depth with other teachers.

Lesson study is a model of fostering the teaching profession through collaborative and continuous assessment of learning, based on the principles of collegiality and mutual learning, to build learning communities. Furthermore, Hendayana (2006: 10) states that lesson study is not a method or learning strategy, but lesson study activities could apply various methods/learning strategies that are appropriate to the situation, conditions, and problems faced by the teacher. Lesson studies are carried out in 3 (three) stages, namely plan (plan), do (carry out), and see (reflect) that is sustainable and never ends (continuous improvement).

Lesson study activities are useful to improve the professional abilities of teachers. Lesson study becomes important because the activity is useful to improve the ability of teachers to master the subject matter, improve the skills of planning learning, improve the skills of applying methods and implementation of learning in general, improve the ability of teachers to make observations of students who are carrying out learning, improve the ability to work together with friends colleagues and by expanding the network, improving performance through the implementation of daily tasks and opening grade isolation so that the increase in ability is obtained by not reducing the right of students to receive learning services. The results of the lesson study activities are expected to contribute greatly to improving the quality of education, in this case, improving the professional quality of teachers. Thus the benefits of implementing a lesson study could be used as a reference for improving teacher professionalism.

There are several variations or adjustments on how to carry out lesson study. Lewis in Ibrohim (2010: 10) suggests that there are 6 (six) stages in the initial implementation of lesson study, namely forming groups, focusing, planning learning plans, carrying out learning in grade and observing it (observation), discussing and analyzing learning that has been carried out, and reflect on learning and plan for the next stage of learning

The six stages above are simplified into 3 (three) stages, namely the planning, implementation, and reflection stages. The planning phase aims to produce a learning design that is believed to be able to teach students effectively and awaken students' active participation in learning. At this stage, the model teacher collaborates to enrich ideas related to the learning design that will be generated, both in the aspect of organizing teaching materials and aspects of the preparation of learning aids.

The Field Experience Program (PPL) is a program that is an integrated research arena for applying various knowledge, attitudes, and skills in the context of forming professional teachers. PPL is a program that pre-empt application capability and is integrated from a previous learning experience into a training program in the form of performance in a matter related to teacher positions, both teaching activities and other activity assignments. This PPL is an activity carried out in the form of independent training directed at the formation of systematically scheduled teacher skills under the guidance of qualified supervisors and tutors. Substantially PPL could also be referred to as field experience because PPL students are indeed in the process of learning from the education profession at school. It is expected that students will gain practical knowledge and professional abilities not obtained from colleges or universities.

PPL is one of the courses given to prospective teacher students or who have become teachers to master integrated teacher skills so that they are ready to independently carry out

their duties as teachers and professional educators (Umar, 2014: 5). PPL courses are an integral part of the educational workforce education curriculum based on competencies included in the structure of the Pontianak Tanjungpura University curriculum program. Therefore the practice of field experience must be implemented by students of educational programs (Umar, 2014: 6).

The amount of PPL credit in the curriculum of S-1 FKIP of Universitas Tanjungpura, especially in the PGSD Study Program, is 4 SKS. PPL was established in the 7th semester for undergraduate students, namely introducing the basic concepts of the teaching-learning process and presenting various basic teaching skills namely, asking questions, explaining, giving variations, opening and closing lessons, managing gradees, guiding small group discussions, and teach small groups/individuals (Umar, 2014: 5).

PPL is part of the curriculum of the Teaching and Education Faculty (FKIP) that must be taken by PGSD Study Program students as in accordance with the mission of this program is to provide and improve teacher and education skills to prospective teachers or who have become teachers but do not yet have qualifications educational profession (Umar, 2014: 7). PPL is given to students with the intention to provide and equip prospective teacher students with diverse abilities to carry out both teaching assignments and other educational tasks (nonteaching). Specifically, the PPL aims for a prospective teacher through a field experience program to contribute and develop his knowledge according to his profession and possession (Asril (2017: 95).

Research Method

This research is a qualitative approach. Bogdan and Taylor in Aminuddin (1990: 14) state that qualitative research is a research procedure that produces descriptive data in the form of written or oral words about people and observable behavior. The source of data in this study is PPL by applying the lesson study. Data were obtained from the subjects studied, namely PGSD student in FKIP of Universitas Tanjungpura at the 7th semester.

The research procedures used in this study consisted of planning, implementing, analyzing data, and writing reports. Data collection techniques used in this study were direct observation techniques with data collection tools in the form of observation sheets, which consisted of (1) observation sheet of lesson study implementation, and (2) observation sheet of students' ability to prepare a lesson plan. Data analysis of this research was carried out by following the data analysis flow developed by Miles and Hubberman (1992: 15-20). The analysis activity starts with data collection, data reduction, data presentation, and conclusion/verification.

Results and Discussion

Results

Research with the title Implementation of Lesson Study in Students Field Experience Program at Primary school begins with the implementation of the perception on 2nd August, 2019, at 10:00 WIB in the courtroom. The perception equalization activity was attended by supervisors and 10 (ten) PPL guidance students. The meeting discussed matters relating to the application of lesson study in the PPL and the role of each student in the activity. The implementation of the PPL by applying lesson study is carried out in the swimming time on 9th August -17th September, 2019. The learning outcomes of the PPL by applying lesson study from each student were as follows.

Lesson 1

Monday, August 19, 2019, the model teacher taught in VB grade at SDN 39, Pontianak Kota. The material taught was Theme 2 Clean Air for Health Subtheme 1 How the Body Processes Clean Air Learning 6. The main material contained in the learning was the Indonesian Language about identifying information from the text and writing opinions from

the text relating to what and how questions, PPKn about types of responsibilities as citizens, and SBdP about songs marked with major and minor marks.

When implementing teaching and learning, the model teacher forgets to convey the learning activities and learning objectives to students, besides all the activities written in the lesson plan the teacher has carried out. The obstacle that the model teacher feels when teaching was during group division, students, do not want to be selected by the group, and when choosing their own groups, there was some students who do not get a group. There were some students who do not want to listen to the explanation of the material, but most students want to follow the learning well.

As for the suggestions and comments were given by the observer, which were about activities when studying. There were some students who prefer to play and do not focus on learning, and teacher, feel able to overcome them. However, the observer appealed that it would be better when disciplining the teacher did not use local languages. In addition, other observers think teacher could manage the grade, so students want to do the work. Model teachers always come to students to make sure they could do the assignments.

When planning activities, the advice from the observer is in the apperception section. According to the observer, apperception must be added again in accordance with learning. Then there are suggestions from observers to improve indicators on SBdP subjects. In the do activities, the model teacher forgets to convey the activities and learning objectives, and at the time of the group division, the model teacher is not ready to divide students into groups. In the seen activity, there are several observers who provide input based on their own experience.

Lesson 2

Lesson Study activities were carried out on August 20, 2019, in IVA grade at SDN 39 Pontianak Kota. The observer in this activity consisted of 3 people. The results of this lesson study activity are as follows.

Plan; Generate a set of lesson plans in IV A grade with theme 2 (Always Save Energy), subtheme 1 (Source of Energy) in 5th lesson. Among the 14 points of student activities at the planning stage, 13 were said Yes, and one was said No (on the points of the learning device compiled together in a meeting) because the model teacher or student concerned had made the learning kit before the plan activity.

Do; At the do stage, it could be obtained from the results of the observation sheet/observation and documentation of the learning process. Observations were made by observers using observation sheets. These activities were carried out without disrupting learning activities.

See; The team held a discussion in order to reflect on what the observer had just captured and observed from the do activity. The activity began with the submission of the lesson study team by the moderator, then the delivery of impressions by the model teacher, and subsequent delivery of the advantages and disadvantages of the model teacher as well as suggestions and criticisms by the observer. Criticisms and suggestions are directed in the context of improving the quality of learning and are delivered wisely without humbling the model teacher who has taught. Positive feedback could be used to redesign better learning. Of the 17 aspects of the observation sheet, the activities see 15 implemented and two not implemented. The aspect that was not implemented was that the moderator did not convey an outline of the rules of reflection, and the activities of the discussion of reflection were not dominated by someone or just a few, but all had the opportunity to speak.

Lesson 3

The lesson study activities were carried out on August 26, 2019, in grade IVA SDN 39 Pontianak Kota. The observer in this activity consists of 4 people, namely, Fitri Balkis, Kurnia Sari Mulyani, Claudia Titin Tutu Sari, and Hoiriyeh. The results of this lesson study activity are as follows.

Plan; Of the 14 activity points at the planning stage, 13 were said to be Yes, and one was said to be No (at the point of learning tools compiled together at the meeting) because the model teacher or student had already made the learning kit before the plan activity. Although the lesson plan has been prepared in advance by the model teacher, there were inputs from the observer; there were some activities in the lesson plan changed according to what has been discussed.

Do; The results of the four observers were as follows. There were several aspects that did not implement. Namely, the model teacher did not convey the objectives and material, and the results of student group work were not presented. The observations on the "student-student interaction" aspect were considered quite good in discussions because group work was carried out by two people (grademates) but became a bit noisy because at leisure the students used the opportunity to chat outside the learning material and there were two groups that could not do good discussion of this is because one friend does not trust his friend to do the work so when the friend wants to help even scolded. Observations on the aspect of "student interaction with the teacher" were good enough. The model teacher goes around, making sure all students work on the given assignment. The teacher also conducted questions and answers related to assignments and subject matter. There was one female student who was very difficult to manage. The results of observations on aspects of "student interaction with the media/learning resources" learning resources are student books. Each student had a student book so that all could read the text reading/material directly. The results of observations on the aspect of "when students are not active / stop learning" that is when students finish working on a given task but must wait for other students to finish also in order to continue learning. The results of observations on the "valuable experience of learning activities" aspect were when students make mind mapping to make it easier to understand the learning. The teacher's effort in encouraging students who were not active to learn was to do question and answer (impromptu questions) on students who were less focused, do the continuous reading so that students listen to the reading and approach students.

See; The team held a discussion in order to reflect on what the observer had just captured and observed from the do activity. The activity began with the submission of the lesson study team by the moderator, then the delivery of impressions by the model teacher, and subsequent delivery of the advantages and disadvantages of the model teacher as well as suggestions and criticisms by the observer. Criticisms and suggestions were directed in the context of improving the quality of learning and are delivered wisely without humbling the model teacher who has taught. Positive feedback could be used to redesign better learning. From the 17 aspects of the activity observation sheet, there were aspects that were not "No" such as the observer does not share his experiences, reflection discussion activities were dominated by a person or several, but all have the opportunity to speak.

Lesson 4

Wednesday, August 28th 2019 lesson study activities have been carried out in IIB grade at SDN 39 Pontianak City. The model teacher in this activity was Kurnia Sari Mulyani, and there were four observers, namely Cici Sri Widya Agustina, Claudia Titin Tutu Sari, Dyah Meisaroh, and Julma Melisa. The results of the lesson study activities were as follows.

Plan (August 27, 2019); At this stage, the learning tools (RPP) were discussed. I have compiled the learning kit before the activity. So at the time of this activity, I only conveyed the learning tools that I had compiled and the activities that I would do while teaching in grade. During the discussion, there was a slight change in apperception and evaluation.

Do (August 28, 2019); At this stage, the teacher carry out learning in accordance with the lesson plans that have been discussed in the activity plan. The teacher felt that this activity disturb the teaching and learning activities a little because the attention of the child does not only lead to the teacher but also to the observer.

See (August 29, 2019); At this stage, the lesson study team reflected on the activities carried out by the model teacher and observed by the observer. The moderator gives the model teacher the first opportunity to convey self-reflection. Then proceed with the submission of criticism and suggestions by the observer. Because observer comments mostly focused on students who were busy themselves, and the call was not responded by the teacher. In this discussion, there was a slight difference of opinion about the teacher who must respond to student calls. In my opinion, not all student calls must be responded to, because some of them call the teacher just to get attention, not really need learning activities. I realize there were still many shortcomings in the learning activities that I do. Therefore, I accept all suggestions for improvement gracefully. Positive input I will use for further learning to be better. Thank you to the observer who has been willing to take the time to observe, give criticism and suggestions, and the solution. Hopefully, with this activity, the teacher could improve the quality of myself to become a good educator.

Lesson 5

The lesson study was carried out in IIB grade at SDN 39 Pontianak Kota. The Observer Team in this activity consisted of 3 people and this activity consists of three stages as follows.

Plan; The plan activities were carried out the day before the do activity, which was on Thursday, August 29, 2019. The activity plan was guided by a moderator. On the first occasion, the moderator conveyed the objectives of this meeting, then gave the opportunity to the model teacher conveyed the learning activities that he would undertake. In this activity, the model teacher had arranged the learning device in advance so that from the 14 Point 1 point plan activity was declared not done (point 4). The learning tool compiled by the model teacher was taking theme 2 (Playing in my neighborhood) Subtheme 2 (Playing at a friend's house) learning 5. After the model teacher submitted the learning activities to be carried out, the moderator then gave the observer team the opportunity to provide input and comments if there were activities or instruments that were felt to be incompatible with learning activities. The input provided by the observer was on the type of evaluation to be conducted. The observer gave a suggestion about verbal evaluation that the verbal questions should attached to the learning tool.

Do; The do activity was held on Friday, August 30, 2019. From this do, the observation sheets were obtained by three observers and photo documentation during the learning process. On the activity sheet 1, the model teacher has carried out all activities. However, the learning group division activity (point 7) was not carried out because, in the learning activities, the teacher did not use group activities. Likewise, activities 8 and 9 were not implemented because activity seven did not use group activities. On the activity sheet 2, the activities have been carried out well. Interaction between students went well, even though during the role-play activities, students who did not appear cool chatting themselves with their friends. The interaction between students and teachers is done well where students and teachers respond to each other during the question and answer activities. Student interactions with the media/learning resources are well implemented. Students enthusiastically pay attention, mention, and guess the media posted on the board. The interaction of students with their environment, before learning, begins students actively throw trash in the grade. Students also appear to be comfortable undergoing learning activities in grade. When students are not active / stop learning, that is, when students finish working on the assignments given by the teacher and wait for the other friends to finish working on the students' assignments, they are a little unconditioned and engrossed in chatting with their friends. All students have really learned about the topic of learning, although there are still students who don't listen and are busy chatting with the theme. Students who could not take part in the learning process are Afika because they did not enter. And in the role-playing activities, there were three students who did not participate in the activity, because they were not confident, and there were those who

could not read. The teacher has tried to persuade, but the student still did not want to. The teacher's effort in encouraging students who were not actively learning was by asking questions to students who were deemed less active when learning and when there were students who do not want to advance to play the role of the teacher trying to persuade.

See; The see activity was held on Monday, September 2nd 2019. Firstly the moderator introduced the observer team, delivered the arrangement of the program, and delivered an outline of reflection. Then the moderator gives the teacher the first chance to present self-reflection during the activity process. After the model teacher gives a moderator's self-reflection, then gives the observer the opportunity to convey strengths and weaknesses during teaching as well as constructive criticism and suggestions. From the reflection discussion activities, all observers were given the opportunity to submit comments to the model teacher.

Lesson 6

The lesson study activity was carried out on September 5th 2019, in II A grade at SDN 39 Pontianak Kota. In this lesson study activity, my observers were Esti Dwi Hardiningrum, Fitri Balkis, and Titin Nurul Huda. The results of the lesson study activities that I have done were as follows.

Plan; produce a set of lesson plans in IIA grade with theme 2 (Playing in My Environment), sub-theme 3 (Playing in School Environment) third learning. In this activity, 13 activity points that were on the observation sheet in the activities plan were said to be yes, and one was said to be no (in the points of the learning tool were arranged together in a meeting). This was because the model teacher has already made a learning tool before the activities plan.

Do; In this activity, it was found from the results of observations made by three observers. Observation was carried out by the observer by using the observation sheet. This activity was carried out without disrupting learning activities. All aspects of activities have been done quite well, but there were still some activities that need to be improved, one of which was when conditioning students while learning. The observations on the point "conveying the learning objectives" are still fixed on the lesson plan. The results of observations on the point "interaction between students" students were allowed to discuss with their peers about material that was not yet understood so that the grade atmosphere became a little scramble. The observations on the point "student interaction with the teacher" teacher was quite good in interacting with students, it could be seen when the teacher responded to students who were interested in the teacher and when the teacher approached students who appeared to have difficulties when working on assignments given by the teacher. The results of observations on the point "student interaction with the media/learning resources" students observed the media carried by the teacher with enthusiasm. It was because of the media teacher's concrete objects. The results of observations on the point "student interaction with the environment" students were able to maintain the cleanliness of the environment and also maintain the neatness of the row of benches. The results of observations on the aspect of "when students were not active / stop learning" students like to chat with friends and walked away from their seats. Students have learned, according to the themes and sub-themes studied. Most students have followed the lesson well. There was only one student who could not follow the lesson well. It was because the student was very naughty, and he just wanted the teacher to pay attention to himself. The solution was that the teacher could move his seat to a position closer to the teacher. The teacher's effort in encouraging students who were not active to learn was to use concrete objects to attract the attention of students and teachers also often advised and approached students who were not actively learning. Valuable lessons that could be taken in today's learning activities were learning concrete media objects that were very attractive to students' learning enthusiasm and provide a real picture to students.

See; The team held a discussion to reflect on the things that the observer had just captured and observed from the do activity. This activity was started by introducing the people

who served in the lesson study team by the moderator, then continued with the delivery of impressions by the model teacher and then the strengths and weaknesses of the model teacher as well as suggestions and criticisms by the observers. Critics and suggestions conveyed by observers were made to make efforts to improve the quality of learning by the model teacher. Positive feedback could be used by the model teacher to redesign better learning. The 17 points on the observation sheet, the activity saw 15 points already implemented and 2 points did not carry out. The point did not carried out that the observer did not tell his own experience, and at the point of the discussion activity, the reflection did not dominated by someone or just a few, but all had the opportunity to speak.

Lesson 7

When the lesson progresses, the students condition were ready to learn, but the teacher forget one of the activities, namely singing one of the compulsory national songs (Character Strengthening Education Activities: Nationalism) in the preliminary activities. At the core activity of students, the teacher asked to read silently a reading text contained in a student book, the activity went smoothly, and students read quietly even though they still made no loud sounds. Entering the stage of group division, the teacher divided students based on the location of their seats which consisted of four people, at this time students began to be a little less conducive, the contributing factor was they feel they don't fit in their group partners. However, the teacher gave reinforcement to them did not pick and choose friends, finally, they agreed, and the discussion took place.

In discussion activities students were very enthusiastic about watching the experimental video that the teacher showed, maybe when taking photos there were students who stand next to their friends' table, it was caused by the reflection of light that made the video less clear to the eye of those who sit in the last row of chairs. My students asked to observe the pilot steps in the two videos that the teacher showed. When the discussion took place, there were four students who did not pay attention and did not discuss properly. The effort that I did was, giving a reprimand, continuing to impose sanctions, and giving penalties. Haikal was in a different group from Albani, Rendy, and Shawwal. The students indeed gets the nickname "troublemaker" or problem maker. He often did not heed the words even reprimands from the teacher. A rude way of speaking for children his age made his friends often tell me about it. The effort the teacher made, giving a reprimand, inviting him not to create problems and explaining the cause and effect of his actions, continued to impose sanctions and punishment.

After the discussion activity was over, the students invited the teacher came back to remember alternative energy sources that we could use. Then my students asked me to return to the starting position. Students were asked to restructure the experiment steps in the first video independently in order to determine the level of student understanding. Then students together summarize learning activities and conduct evaluations. After that, students with the teacher reflect on learning activities and pray. Teaching and learning activities were finished.

The observations of the observer (a) lack of conditioning in grade, (b) not carrying out the activity of singing compulsory songs and cheers, (c) there were some students that were difficult to control, (d) lack of explanation to do LKPD, (e) firm in disciplining students, (f) responds to students well, (g) actively controls students from all directions (left, right, front, back), and (h) was good at making students active when discussing which appointed students who were somewhat passive to be able to answer questions.

Lesson 8

Tuesday, September 17, 2019, a lesson study plan was held, which was attended by seven students. Plan activities took place smoothly, where the model teacher submitted the results of the lesson plans he has made. There were no additions or input from the observers regarding the lesson plan that was made by the model teacher. The observer said that the lesson plans made by the model teacher were good.

Lesson study activities in 4A grade conducted on Wednesday, September 25th, 2019 . The learning process took place smoothly and in accordance with the scenario created by the model teacher. The objectives and material designed by the teacher, thank God, have been conveyed entirely in the learning process. In the learning process, there were obstacles faced by many model teachers in general that there were still students who were noisy or disturb the classroom conduciveness during the learning process, besides that when the model teacher uses the discussion method in the learning process, there are still groups that could not discuss with both of which resulted in a noisy grade. The method used by the model teacher to overcome this is to reprimand the student and give a little threat to students by saying they will record the names of children who like too noisy and give it to the homeroom teacher, in this way is effective enough to overcome the commotion in the classroom.

At the beginning of the learning process, the model teacher has delivered the objectives to be achieved in the day's learning, as well as the model teacher gives an introduction before entering into the core material. In the learning process, the teacher divides students into several groups, then asks them to discuss, after that present the results of the group discussion and other groups respond to the answers to the results of the discussion presented. In the learning process, the teacher also uses a projector and looks the child is very interested in the media the teacher displays from the projector. In addition, students also do not feel awkward or afraid to ask questions about the material that they have not understood.

On the same day, Wednesday, September 25, 2019, there were also lesson study activities. This activity took place smoothly and in accordance with the agreed event arrangement. First, the model teacher presented the results of his appearance. Furthermore, the observers responded and conveyed the advantages and disadvantages of the model teacher. In the learning process with the discussion method, there were still groups that could not discuss well that cause the grade became noisy. Children who were difficult to be directed were not noisy. The advantages of the model teacher in the learning process were the media used by the model teacher are good and attract the attention of students, the model teacher always responds to questions from students well, the model teacher was patient in dealing with students and approaches students who were not active in learning, the activities carried out by the model teacher were also structured and in accordance with the lesson plans they made, the model teacher could manage time well, the model teacher gave appreciation to students who were active by giving gifts that were adding value, and the model teacher provides valuable experience to students by introducing traditional Indonesian food.

Discussion

The Process of Implementing the Field Experience Program by Implementing the Lesson Study

The main focus of the implementation of lesson study was student activity in the classroom, assuming that the student's activities were related to the activities of the teacher while teaching in the classroom. In general, the lesson study included three stages, namely, plan, do, and see. Technically, the three stages were described as follows.

Plan (Learning Planning)

Having a previous meeting with the tutor teacher to identify KI and KD, which will be taught during PPL II at school, the initial step taken by students in a series of lesson studies was to design learning. In this case, students arranged collaborative learning tools. The intended tools included lesson plans, teaching materials, and learning media. In PPL II, this activity was carried out collaboratively between students, peers, PPL II supervisors, and tutor teachers.

Do (Learning Implementation and Observation)

This step was intended to carry out learning in the classroom based on the learning tools that have been prepared previously. The activity was carried out by one of the students involved in learning planning activities. Along with the implementation of learning, carried out observations of the implementation of these learning. During PPL II at school, observations were made by students in one group. In PPL II, it was permissible to involve students/teachers in allied studies and other fields of study to take part as observers. During taking PPL II, each student conducts lesson study (as model teacher ') each time one meeting (not including when acting as an observer).

See (Reflection on Learning)

After carrying out the learning and observation, all parties involved in the observation activity reflected to discuss the learning and refine it and plan for the next learning. In this reflection stage, the discussion was not intended to comment on the activities of the 'model teacher' when carrying out learning but rather directed at the observations of student behavior during the learning process in class. Thus there was no comment on the teacher's behavior when teaching. Hopefully, based on the exposure of observations to the behavior of these students, the 'model teacher' will be able to reflect on himself. It is expected that the 'model teacher' and each observer could find good learning from the lesson study practices that he follows.

Based on the learning activities that have been carried out, the real steps of lesson study in PPL II were described (1) preparing lesson schedules. The schedule component included the implementation time, the model teacher, the class where the lesson study is conducted, and the individual who will be the observer. The schedule was arranged based on an agreement between students and lesson study could be carried out in accordance with a predetermined schedule, (2) planning and compiling learning tools (plan) Learning tools prepared were lesson plans, teaching materials, learning media, and assessment. Learning tools were prepared by students in groups. Furthermore, the results of this planning were consulted to the PPL II Supervising Lecturer, (3) preparing the formats, job descriptions, and procedures needed for lesson study activities. The format was structured to document all lesson study activities so that accurate reflection could be carried out, (4) following the do activities; The do activities referred to the activities of the model teacher (in this case played by one of the students practicing) in carrying out learning in accordance with the planning that has been done, as well as the activities of other group members in observing the implementation of learning with a focus on student learning behavior in the class. Observations were based on the format of observations that have been prepared and carried out with due regard to established rules, (5) follow the activities see. The see activity was a formal discussion activity that discusses the results of observations on the implementation of learning by the 'model teacher.' The discussion was led by a moderator and assisted by a notepad. This activity was intended to improve the quality of subsequent learning for the model teacher, as well as self-reflection for the observer, and (6), archive all the results of the activities in a portfolio format.

Students' Ability to Arrange Learning Implementation Plans

The following table provided an overview of the results of students' ability to prepare learning plans in implementing lesson study. The average ability of students to prepare a learning implementation plan is 86.68, with the category of Very Good. More details could be seen in the following table.

Table 1 Student's Ability to Develop Learning Implementation Plan

No .	Rated aspect	Students' Code							
		A	B	C	D	E	F	G	H
1.	Learning Objectives								
	a. Conformity of objectives with indicators of competency achievement.	9	9	9	9	9	9	9	9
	b. The operational words used could be observed and measured.	9	9	9	8	9	9	8	9
	c. Learning objectives.	9	9	9	8	9	8	8	9
	d. Formulation of learning objectives.	9	9	9	8	9	8	8	9
2.	Learning Materials								
	a. The suitability of the learning material with the basic competencies and indicators to be achieved.	9	9	9	9	9	9	9	9
	b. Arrangement of learning material.	9	9	9	9	9	8	9	8
	c. Learning material (in appendix).	9	9	8	8	9	8	8	8
3	Learning Strategy								
	a. Models, approaches, and learning methods.	8	8	8	8	8	8	8	8
	b. Steps/learning syntax.	9	9	9	9	9	8	9	9
4.	Learning Activity								
	a. Stages of learning activities.	9	9	9	9	9	9	9	9

No .	Rated aspect	Students' Code							
		A	B	C	D	E	F	G	H
	b. Determine learning resources.	8	8	8	8	8	8	8	8
	c. Application of active learning / scientific learning / PBL / PBP / CTL	8	8	8	8	8	8	8	8
5.	Learning Media Selection	9	9	9	9	9	9	9	9
6.	Selection of Learning Resources	8	8	8	8	8	8	8	8
7.	Evaluation								
	a. Coverage of assessment aspects.	9	9	9	9	9	9	9	9
	b. The suitability of the evaluation with the objectives/indicators.	9	9	9	9	9	9	9	9
	c. Assessment component	9	9	9	9	9	9	9	9
	d. Formulate enrichment and/or remedial activities.	9	9	9	9	9	9	9	9
Students Average Score		87,78	87,78	87,22	85,56	87,88	85,00	85,56	86,67

Conclusions and Suggestions

Conclusions

The application of lesson study in the implementation of the field experience program for students in primary schools has been carried out according to the schedule that has been prepared. The lesson study activity begins with the implementation of the equalization of perception. Matters discussed relating to the application of lesson study in PPL and the role of each student in the activity. Lesson study was an approach to improve the quality of learning carried out collaboratively by teachers. The main focus of the implementation of lesson studies was the activity of students in the classroom, assuming that the student's activities were related to the activities of the teacher while teaching in grade. In general, the lesson study included three stages, namely, plan, do, and see. Students developed learning tools collaboratively. The intended device included lesson plans, teaching materials, and learning media. The average ability of students to prepare a learning implementation plan is 86.68, with the category of Very Good.

Suggestion

Based on the research that has been carried out, some suggestions could be given (1) the implementation of the field experience program by applying lesson study had a positive impact on the ability of students to carry out learning in grade. Learning tools arranged collaboratively that produced good learning tools. It provided value for the ability of students to prepare plans for implementing learning and (2) field experience program activities carried out with plan, do, and see stages provided a meaning of togetherness, accuracy, and openness for students in observing the practice of field experience.

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