

Lesson Study Solution of Learning Economic Improvement in SMAN 1 WringinanomGresik

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Lesson Study Solution of Learning Economic Improvement in SMAN 1 Wringinanom Gresik

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Abstract:

There were many factors cause the low the quality of education. Based on the results of the national examination in 2010, subjects still low, one of these subjects economy. Of factors causing the low test scores national among the learning process in class who not optimal, competence teacher low, device of learning (standard processes), standard education facility and infrastructure and eight educational standards as a whole not fulfill ideal standards. Settlement problems done through priority scale. See the condition in SMAN 1 Wringinanom district Gresik, priority solving problems through improving the learning process in class. Improvement a learning process in class performed with the lesson study. Stages as done 'plan' through focus group discussion 'do' through the learning in the classroom and 'see' do reflection the observation in class. The lesson study exercised effective improve the education quality through improving the quality of learning in class. All parties involved give a positive response really hope can be tried in future time

Keywords: Lesson study, learning, economy, high school

1. INTRODUCTION

The implementation of the ASEAN Economic Community in 2015 demanding the quality of its human resources ASEAN members should have a good competence. Good competence will be able to win the competition in the region

Indonesia as one of the ASEAN member countries, in the year 2015 will certainly face more severe competition. Currently Indonesia, including the State, who has abundant human resources aspects of the amount, according to data from the Central Bureau of Statistics, (2010) the number of Indonesian population as much as 237 641 326 the soul. The large number of people who do not have a high value, if it has high competence. Improved human resource competence continuing through the development of education. Since the reform era in the development of the education sector has increased significantly. Improvement on all elements of the education system continues to be done.

According Basaruddin, Chan, 2013 describes the Organisation for Economic Cooperation and Development (OECD) periodically measure the quality of education in the country through a program suatau for International Students Assessment (PISA), which measures three basic capabilities, namely reading, math, and science. The results of PISA

2000, 2003, 2004, and 2009 consistently showed, the quality of education in Indonesia is far below the OECD average. Even the test results in 2009 showed that Indonesia was under Cambodia.

According to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System Article 3 which states that: The National Education serves to develop the ability and character development and civilization of dignity in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable. According the Act education should be able to develop the potential of students to even become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable. Indonesian human resources when appropriate with these provisions, is expected to compete in the global era.

The results of the study W.S., Rustono. (2008). among others, an increase in students' ability to apply learning strategies is also a good response from students and teachers on the implementation of Lesson Study in primary schools.



Research Hakim, et al. (2011), describes some basic competence on subjects national tested in 2008, 2009 and 2010 achieving consistency acquire low value. Results of teacher competency test subjects in school national tested the sample in the study Hakim, et al. (2011) obtained an average value of 60, meaning that the teacher's competence can not be considered good. this affects the learning process is done in the classroom.

Conclusions from the study Hakim, et.al (2011), factors that cause the high-low competence mastery of high school students on subjects that national tested, covering all eight national education standards, proving the quality of education is still not able to meet the quality standards education. the recommendations of the study Hakim, et al. (2011), the model it is possible to improve the quality of education that can be done is to improve the implementation of the learning on the subject teachers who national tested.

Darmadi, et al. (2011), Nur, (2011) and Sanusi (2011). That did the Do stage can improve the quality of learning in the classroom. The results of the study Winarsih, (2012) describes the lesson study can improve professional teachers, improve the process and student learning outcomes. Haryanti, et al. (2013), describes the Lesson study helps faculty and students in learning effectively and efficiently can improve critical thinking skills.

Research Suprpto, (2013) an increase in the competence and professionalism of teachers, improving the quality of processes and outcomes, and the development of democratic learning based on constructivism.

Refers to the phenomenon and the results of these studies Improvement Solutions Learning Lesson Study Economics in SMAN 1 Gresik Wringinanom.

2. RESEARCH METHODS

The method of research is a Lesson. Following the steps as follows: first prepare the necessary instrument activities, both to validate the instrument by experts in this regard will be made by the research team, the third stage of coordinating with related parties for the implementation of activities. The next phase of implementation in collaboration with the principal, subject teachers (through MGMPs subjects Economics, and the last stage of evaluation feedback from representatives of teachers and other interested parties).

Lesson Study Implementation Phase include: 1). Activity Focus Group Discussion (FGD), followed by all subject teachers in the sample schools and the UN Department of Education; 2). Implementation of learning observation and reflection, discussion and deepening / recharging materials needed based on the observation; 3). Analysis of student learning

outcomes from the implementation of observation of the implementation of learning.

Draft Evaluation through: 1). Assessment IPKG 1, the completeness of the data analyzed by the percentage of the learning device. Especially for the ability of teachers to develop lesson plans lesson plan are classified as follows: Very well, if $r \geq 4$; Well, if $3 \leq r < 4$; Medium, if $2 \leq r < 3$; Less, if $1 < r < 2$; Very less $r = 1$, r = the ability of teachers to develop lesson plan (RPP). 2). Assessment IPKG 2, data on the results of classroom observations were analyzed with the following criteria: Very well, if $m \geq 4$; Well, if $3 \leq m < 4$; Medium, if $2 \leq m < 3$; Less, if $1 < m < 2$; Very less $m = 1$, with m = the ability of teachers to teach. 3). Ask for feedback and input from representatives of the participants at the end of the activity (reflection). 4). The response of students towards learning undertaken by teachers.

3. RESULT AND DISCUSSION

The location is at the stage of research carried out at the Department of Education Plan Gresik, which was attended by the research team; Chairman / caretaker Economics MGMPs subjects; Principal / representing SMAN 1 Wringin Anom SMA PGRI Kedamaean, SMA YPI Darussalam Cerme Gresik; Economics Teacher subjects came from three sample schools; School Trustees; and the Department of Education (Secondary and Vocational Education) Gresik

3.1. Plan

Place the first Implementation Plan activities implemented in Gresik District Education Office on Saturday November 3, 2012 at 8:00 to 12:00 pm. Participants were representatives of the Economic MGMPs SMA Gresik, 4 school superintendent in Gresik, as well as representatives of the school teachers among other samples Wringinanom SMAN 1, SMA and SMA YPI PGRI Kedamean Darussalam Cerme.

Event activities begin with the opening of Plan/briefing, followed present information about lesson study, the procedures for implementation, and preparation of the device followed by a question and answer. This was followed by direct determination of the model teacher participant, determination of SK/KD and materials shall be in accordance with the low value of the National Examination, then participants will be selected to compose the discussion of matter lesson plans with guidance from the facilitator.

The agreement subjects the model teacher Economy Class XII: Sri Wulandari, S. Pd., M.Pd. of SMAN 1 Wringinanom. Plan activities continued with the revision and refinement of the device in



accordance with the advice of teachers and friends advice lecturers.

Of the activity in this group appeared several problems, including (1) Teachers are still hesitant in the preparation of lesson plans, (2) Determination and selection of learning scenarios according to the nature of the material to be delivered.

Solutions were made, namely: (1) RPP directed learning according to the assessment format IPKG 1, (2) Use of media owned and optimize its use in materi to be practiced to make it more interesting. Assessment results Processing Standards (Completeness Learning Tool) Subject Economics in SMAN 1 Wringinanom data obtained Hakim, et al. (2012) following the completion of learning from data obtained in the subjects of Economics prior to service activities for completeness learning device based assessment IPKG 1 of 2.1, meaning being, and after the service activities obtained values of 3.59 including both criteria, it showed no change and improving the quality of learning devices.

3.2. Do

The "do- See" begins with a briefing held at SMAN 1 Wringinanom started at 08.00 and was opened by the Vice Principal of SMAN 1 curriculum areas Drs. Imam Hadi, MM, then performed some guidance related to the implementation of lesson study in the classroom as well as how to fill out observation sheets provided by the researcher. Attended by participants of the lesson study consisted of a team of researchers; XII class model teacher, Vice Principal of SMAN 1 Wringinanom teachers, Observer (subject teachers SMA PGRI Kedamaean Economics, SMA YPI Darussalam Cerme Gresik); and Supervisors.

As the core of the event is the presentation of RPP Briefing by the model teacher of SMAN 1 Wringinanom class XII will be conducted open lessons. After a short break right in the open class to implement the lesson. The workshop participants acting as an observer. Open lesson Do-see done in class XII with 36 people and the number of students led by teacher models. Open lesson done this time is metri cost of goods sold in a trading company with direct instructional model.

Results of classroom observations about the learning processes Hakim, et al. (2012), the data obtained in the classroom learning process in SMAN 1 Wringinanom average value IPKG 2 subjects before the implementation of the Economics of 3.07 and an increase in research activities is 3.64 with a percentage of 91%. This is because teachers try to make learning better and do the maximum with the variation of methods, media and evaluation.

Observations Activities Students in the Learning Process (Do) the second stage of Lesson Study. Hakim, et al. (2012) obtained observations of activity in the social studies class XII students of SMAN 1 Wringinanom in Economics lesson, students begin to concentrate when studying the early events of all students of 30 people that is equal to 100%, the core activities of the observation of as many as 29 students or 96.66% concentrate on learning and concentration that is not only one student or 3.33% and closing as many as 6 people do not concentrate their study in the amount of 20%.

Results Response Students in the Learning Process (Do) in Lesson Study. Hakim, et al. (2012), the subjects in class XII Economics Wringinanom SMAN 1 states that there are 30 students delighted in learning, motivation, and were actively involved in learning by 100% and the students do not find it difficult to learn, the material is too dense and does not feel disturbed in learning as much as 100 % answered no.

3.3. See

Advantages of the teacher during the learning process that we can emulate. In taking questions from students with patience and diligence of the students replied to understand.

Valuable experience gained from this learning activity. Can answer all questions about the students both in the book as well as in everyday life.

Based on the minutes of reflection (see) Lesson Study there is some input/suggestions from observers, among others, there are still some students who are not the focus, but students are asked to do in front of no one having trouble, as well as teachers are less able to provide feedback and to give attention to students is uneven. The responses of teachers regarding the implementation of learning models is that he said that no difficulty in teaching the material cost of goods sold in the trading company.

From the implementation of Lesson Study in SMAN 1 Wringinanom for Economic subjects, that most of the students of class XII IPS is pleased to Economic lessons on that day, because the student response data no student is annoyed. Although there are still students who are passive, but no students who have difficulty in accepting material or in doing exercises.

Stages of Lesson Study: Plan, Do, and See proven to improve learning in particular Economics in SMAN 1 Gresik Wringin Anom, this is consistent with studies that have been carried out by a senior official, et al. (2011), Nur (2011) and Sanusi (2011). conducting phases Do can improve the quality of learning in the classroom. Winarsih research results, (2012) describes the lesson study can improve



professional teachers, improve the process and outcomes of student learning. Haryanti, et al. (2013), describes the Lesson study helps faculty and students in learning effectively and efficiently can improve critical thinking skills. The research of Suprpto, (2013) an increase in the competence and professionalism of teachers, quality improvement processes and learning outcomes.

4. CONCLUSIONS

Implementation of Lesson Study has been carried out well and responded very well by the parties involved. The effectiveness of the application of the model implemented in Lesson Study to improve the quality of education can be considered successful. This is evidenced from the results of most of the increase related to the quality of the learning, classroom management, observation of student activities, and student response to learning, and the results of the reflection is done. Habituation make improvements of learning by observing student activity (do) in the stages of lesson study, is a very effective way to provide feedback to teachers, schools and education authorities to improve the quality of education, because this model does not directly blame the teachers or the school or department. Because based on observations of student activity. Reflection is done with a relaxed atmosphere and help each other to improve learning is a place of learning to all those involved.

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