

## ***Lesson Study For Learning Community (Lslc) In Early Childhood At Tamansari District***

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### **ABSTRAK**

Lesson study is a process of improvement the quality of learning activities that emphasize a collaborative process for a group of teachers to identify learning problems, design learning scenarios, implement and evaluate through continuous plan, do, see and reflection activities. The Teacher Working Group (Kelompok Kerja Guru (KKG)) for Early Childhood Education in Tamansari sub-district has the potential to form a learning community through lesson study, as an effort to develop early childhood teacher competency in developing materials and designing learning activities in the classroom. Mathematics, Language and Arts are very important to be introduced and mastered by children from an early age. The objectives of this community service are 1) Forming a learning community through lesson study activities at the early childhood education in Tamansari sub-district 2) increasing teacher knowledge about lesson study activities in developing the quality of learning at early childhood institutions in Tamansari Sub-district, Tasikmalaya City, 3) Assisting lesson study activities in working groups in early childhood teacher in Tamansari District. The method used is training and mentoring lesson study. The results of community service are 1) The formation of a school-based learning community in early childhood education at Tamansari sub-district. 2) Increasing the knowledge of early childhood teachers in carrying out lesson study activities, 3) Increasing the professional and pedagogical competence of teachers in developing mathematics, language and dance learning in early childhood education.

**Kata kunci : Lesson Study, Paud, Learning Community**

### **INTRODUCTION**

Early Childhood Education called PAUD (Pendidikan Anak Usia Dini) in Indonesia, is an educational institution for children in the 2-6 year age group. Early childhood education is an investment in developing children's motoric and cognitive skills. At this age, children have the natural ability to be interested in their development and their surroundings. Therefore, as the first level for children to gain informal learning experiences, PAUD institutions need to develop the quality of their learning programs to create an optimal stimulus for children's development.

The program of learning that are rich in experience for children's learning depend on the ability of teachers to identify and design the program according to the characteristics of children's development. The ability of teachers to master the material and manage how children learn or better known as professional and pedagogic abilities is one of the keys to the success of the learning program in PAUD. The strategy to develop professional and pedagogic skills is through the the Teacher Working Group or Kelompok Kerja Guru (KKG). KKG is a forum for a teachers who are in school clusters in certain areas to gather and discuss developments in science and technology, especially developments of early childhood education and teacher competency development.

Based on the results of the analysis, in Tamansari District there are 3 formal Kindergarten, TK PGRI Tamansari, TK Al-Azhar 33 Tasikmalaya, and TK Cerdik. KKG of the three kindergartens in the Tamansari sub-district has been formed and usually carries out programmed activities once a month. However, during the Pandemic COVID 19, the activities stop working. The existence of KKG in PAUD institutions in Tamansari sub-district has the potential to form a learning community. TK PGRI Tamansari has 7 teachers, TK Al-Azhar 33 has 7 teachers and TK Cerdik has 3 teachers. The Partners in this activity are TK PGRI Tamansari. However, KKG activities so far have not focused on discussing how children's learning and how to improve the process of children's learning.

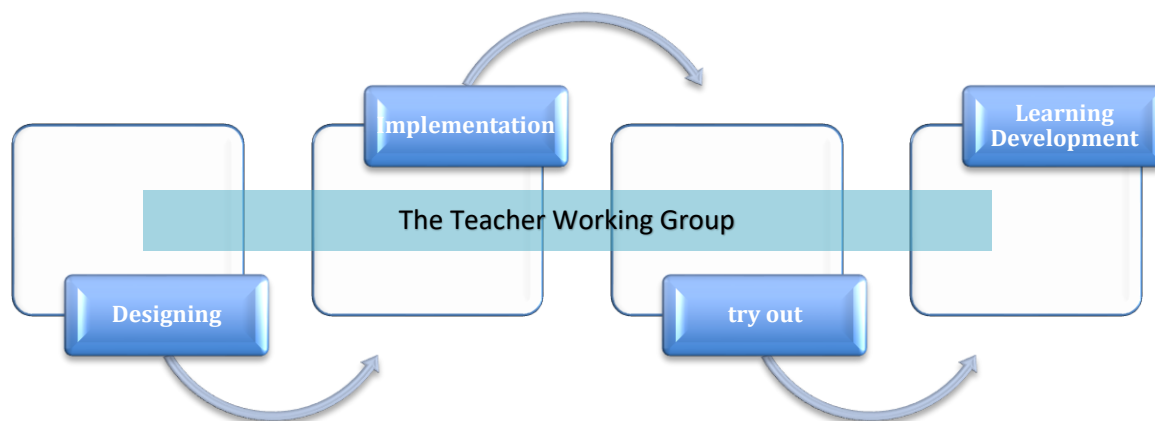
Lesson study is an alternative model of sustainable teacher development to improve teacher professionalism through peer-to-peer (Susilo et al., 2011). This activity is very possible to be carried out through KKG activities, but based on the results of the analysis at the KKG in Tamansari District, lesson study has never been organized.

Mathematics, Language and Arts are very important to be introduced and mastered by children from an early age. A person's mastery of mathematics is correlated with future career success (Sarama & Clement, 2009). While language bridges someone to be able to communicate and understand something. Language opens a person's insight into the world and the development of science, including mathematics. Art has an important role in transferring the nation's cultural heritage. Art literacy means emphasizing how students are able to have an awareness of the nation's cultural heritage from an early age. Through awareness of art, it also indirectly invest the characteristics of nasionalism, which is currently starting to erode along with the times, including a love for one's own culture, including the art of dance.

Mathematics have an abstract concept as its characteristics, so that the stigma of mathematics as a difficult subject to learn develops in society. This stigma is not only felt by children but also parents. Likewise with language and dance, children often find it difficult to understand the material in both fields of science. The introduction of mathematics in learning that is less innovative and does not relate to everyday life, the weak phonological awareness of a child that is not detected early on is the cause of weak literacy in these two fields. In fact, the introduction of mathematical concepts, language and dance can be developed from an early age starting from the home environment (Muir, 2012; Nurkamilah et al., 2018; Pratiwi et al., 2018).

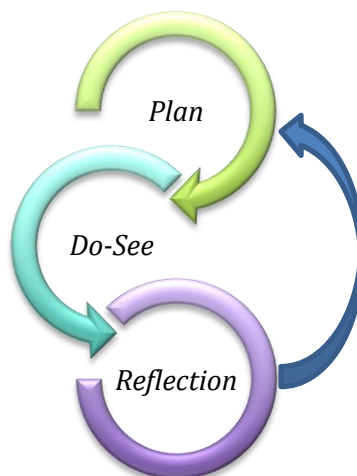
## **METHODE**

The target of this community services are, 1) Forming School based learning community in early childhood at Tamansari District, 2) Improve teacher knowledge in lesson study activities, 3) Improve teachers's professional and pedagogical competencies in developing mathematics, language and art in early childhood through lesson study. Based on the problem defined, organizing training and guidance to improvement teacher's competencies can be a solution (Hashyim, 2018). Lesson study is an alternative model of teacher's training for escalating teacher's professionalism through collegial characteristics (Susilo et al., 2011). Teacher's training through lesson study (Susilo et al., 2011) was represented as follow in drawing 1.



**Figure 1. Teacher training program through lesson study**

Lesson study facilitated teachers to observe what students think when studying. Not only seeing what happens in the classroom, but also finding out why and how it happened. Lesson study activities include the activities described in Figure 2 as below



**Figure 2. Lesson Study Activities**

The method implemented in the community service is guidance and teacher training. The steps taken during the guidance and training activities are as follows:

1. Discussing about the concept of lesson study with teachers and experts.
2. Enhancing teacher understanding about mathematics, language and dance as an arts in early childhood education through education program.
3. Constructing design chapters, lesson designs and lesson plans.
4. Carrying out open class activities
5. Implementation of mentoring activities in schools.
6. Reflection and then redesign learning process.

## **RESULTS AND DISCUSSION**

The community services's result are presented below.

### **1. Focus Group Discussion**

The Focus Group Discussion (FGD) activity was carried out by the team with the principal and teachers from partner schools. The FGD's were held from November 2020 to December 2020. The FGD's conducted to discussed the main issues that would be the focus in developing early childhood learning programs through lesson study activities. Based on the results of the

FGD, it was determined that the focus of teacher competency development was on the development of learning programs for mathematics, Language and dance. The first FGD was held in November 2020 which was carried out by a group of proposing teams consisting of lecturers and students implementing community service.

Furthermore, FGDs were carried out by involving partners in community services, there are the principal of TK PGRI Tamansari, TK AL-Azhar 33 and TK Cerdik. The documentation during the FGD is as follows.



Figure 3. FGD'S with the principal of the the school partner

## 2. Guidance and Training Program

The guidance and training activities carried out discussing about lesson study activities, the activities then continued with material for developing language, mathematics and dance learning programs through lesson study activities for early childhood at early childhood education in Tamansari sub-district area. Guidance and training activities held on January 28-29 2021. The main theme of the program “Early Childhood Teacher Competency Development through Lesson Study for Learning Community (LSLC)”.

The puposes of the guidance and training activities are:

- a. Equipping teachers with the concept of lesson study
- b. Improving teachers' understanding of mathematics, language and dance learning competencies for early childhood
- c. Guidance in developing learning programs by carrying out lesson study activities in schools

Guidance and training activities begin with the first material about the concept of lesson study. The material was delivered by Aep Sunendar, M. Pd., he is a lecturer in the Mathematics Education program at Siliwangi University, who is an activist for lesson study. This material aims to introduce lesson study to teachers, starting from the philosophy of lesson study, implementing lesson study starting from the plan stage (composing chapter design, lesson design and lesson plans).





**Figure 4. Discussing the concept about *lesson study***

Then, the material continue about mathematics for early childhood education. The theme about how to developing mathematical competencies since early childhood.



**Figure 5. Discussion about mathematics learning for early childhood**

The material presented is how to build early childhood mathematics competence, especially on the material of numbers, geometry and mathematical patterns. The material was delivered by Milah Nurkamilah, M. Pd. Furthermore, the material provided is about language learning programs for early childhood.



**Figure 6. Penyampaian materi program belajar Bahasa**

The material about the phonological abilities of early childhood was presented in the next session. The material was delivered by Anggia Suci Pratiwi, M. Pd. Then, The material was continued by Asti Tri Lestari, M. Pd. Related to dance learning in early childhood education.



Figure 7. Discussion about dance learning program

This material equips participants with the ability to create dances from themes or objects that are known or related to children in everyday life.

### 3. Implementation of Lesson Study

The training activities continue by conducting lesson study activities at school. The step of the activities are explain below:

#### a. Planning Stage (*Plan*)

The first stage of lesson study activities are planning. Planning is doing collaboratively with the orientation to solving children's learning problems in class, to prepare design chapters, lesson designs and lesson plans, which will be used during open classes. At this stage, participants review the learning syllabus in early childhood education, then choose the theme to be used and set learning objectives. The chosen theme is about fruits, for group B students who are in the age range of 5-6 years.

Next, one of the participants presented the results of the designs that had been made, then discussed collaboratively so that the planned learning was in accordance with the learning objectives and student characteristics. Figure 8 shows the documentation during the preparation of the lesson plan including chapter design, lesson design and lesson plan.

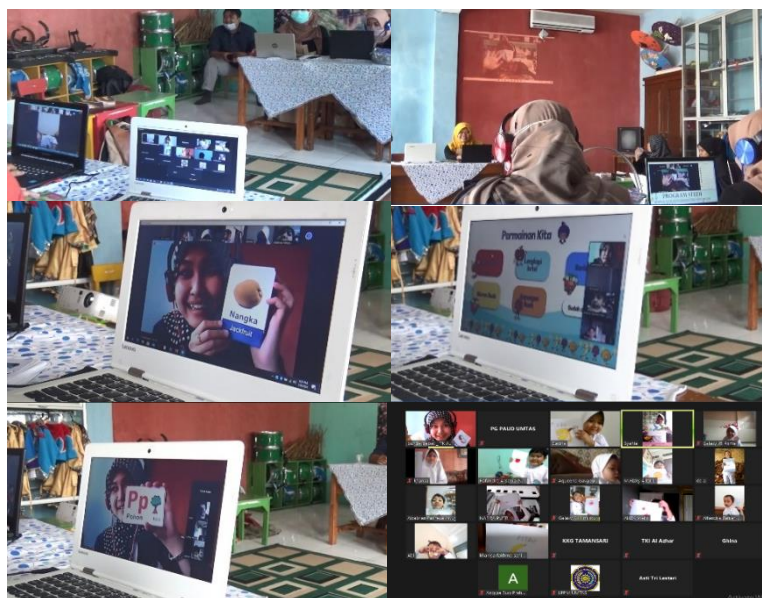


Figure 8. Participants chapter design, lesson design, and lesson plan





An example of *chapter design* shown in the Figure 9 below.



**Figure 9. Chapter design on the fruits sub theme**

The recommendation obtained during the presentation of the lesson plan then accommodated for improvements in lesson design and lesson plans. Learning will be conducted online using the zoom app. Teaching aid used in this learning are fruit pictures and interactive games designed using Microsoft powerpoint.

When developing Chapter Design, early childhood education's teachers who are trainees are facilitated to develop professional skills. The teacher identifies keywords related to the concepts that will be taught to children which include spiritual, emotional, social, language, mathematics and motoric dimensions in accordance with the Core Competencies to be achieved in the learning process

*b. Do-See stage*

After doing the planning, the lesson study activity was continued by conducting an open class as one of the activities in the *Do* stage. The open class activity was carried out on the 2nd day of training conducted at TK Al-Azhar 33, Tamansari District, Tasikmalaya. The following is a documentation of open class activities.



**Figure 10. Documentation of learning process**

The teacher model set consists of 4 people, namely one student as a game operator, two teachers as a companion and one teacher to deliver the core material. During the learning process, other participants and the service team act as observers during the learning process as shown in Figure 11.



**Figure 11. Documentation of learning observation during open class**

The observer observe every detail in the child's learning process. The response given by the child to the stimulus given by the teacher is related to language, mathematics and art materials. Recording things that can be used for evaluation and improvement.

*c. Reflection Stage*

The next stage of the lesson study activity is reflection. The aims of reflection is participants, in this case PAUD teachers in the Tamansari sub-district, can evaluate the learning activities that have been carried out. The reflection activity begins with an explanation from the model teacher as shown in the following figure 12.



**Figure 12. Discussion about teacher's experience during open class**

The teacher explained that the learning activities were carried out well, although there were some technical problems related to the network and some of the children's connections were cut off. Findings related to the learning process, including children having difficulty in pronouncing some letters. In addition, children tend to skip some numbers in the counting process. The problems of the children's learning process observed during the observation activities were discussed with the experts as shown in Figure 13 below.



The discussion was carried out on the problems faced by children in learning language, mathematics and art materials in the fruit sub-theme. Several problems were identified including the difficulty of the child in doing the pronunciation, and the difficulty of the child in mentioning the sequence of numbers. Then the discussion is continued with efforts that can be made to improve the learning design. The results of the reflection are then used to improve the learning design based on input and notes from observers.

Lesson study activities conducted based on the results of interviews and questionnaires, provide an increase in the ability of teachers to identify important concepts that must be mastered by children in accordance with the selected sub-themes. Teachers are easier to identify children's learning activities, including how to condition children in the online learning process. In addition, it helps in identifying the need for tools and their use during the learning process. The existence of a shared learning spirit in lesson study activities encourages teachers to develop together and focus on how children learn. This is an indication that lesson study activities help teachers develop professional and pedagogical competencies.

### CONCLUSION

The results of community service are 1) The formation of a school-based learning community in early childhood education at Tamansari sub-district. 2) Increasing the knowledge of early childhood teachers in carrying out lesson study activities, 3) Increasing the professional and pedagogical competence of teachers in developing mathematics, language and dance learning in early childhood education

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