

# Enhancing Students' Awareness on Cross-Cultural Understanding Course through Lesson Study

Erwin Gay

English Department, UMMU, Jl. Ki. H. Ahmad Dahlan, Ternate, Indonesia

[erwin\\_gay@yahoo.com](mailto:erwin_gay@yahoo.com)

## Abstract

Lesson study was first introduced during the Indonesian Mathematics and Science Education (MIPA). Recently, it has been developed in some other courses at UMMU Ternate such as at department of education of primary school teacher, department of public health, and especially at English department in Cross-Cultural Understanding course. Students' awareness on local culture, national, domestic, and international first was not too easy to apply in the learning process, especially in individual interacting among students and teacher related to the material. To overcome these problems, it needs to implement the lesson study that includes 3 stages: planning (plan), implementation (do), and reflection (see). The goal of this lesson study in this course is to enhance students' cultural awareness in-group discussion, improve the quality of teaching and learning, and build the pathways for ongoing improvement of instruction. This qualitative research was conducted in 4 cycles with its object was the fifth semester students consisting of 25 people. After reflection (see), the results found that students were actively participated and thought insightfully to explore the ideas about the culture of what they met in their daily life through group discussion. Besides, teachers' pathways in instruction had changed from being teacher center to be student center.

**Keywords:** enhancing, cultural awareness, cross-cultural understanding, lesson study

## 1. Introduction

Education seems to lag behind many decades by still aiming exclusively at functionality alone and it thus seems to miss the opportunity to enhance the learners' involvement. It brings the impact to students learning that may be caused by instructional practices. Even though many college teachers may reflect in improving their practicing, there are view occasions to share with other colleagues about what they discovered about what they encountered. In fact, individual teachers are looking closely at the strategies and techniques to improve their teaching and their students' achievement in courses. In addition, the deepest desire is needed to experience sustained, high-quality professional development in order to improve students learning and teacher instruction.

After discovering some strategies, teacher professional development efforts are often criticised by educators for their lack of continuity and ability to produce effective change in teacher practice and student learning (Loucks-Horsley, Hewson, Love, & Stiles, 1998 in Rock & Wilson, 2005). Many educational scholars believe that a critical component of any educational reform effort should be to provide teachers with opportunities and appropriate support structures that encourage the critical work of on-going improvement of pedagogical practice (Darling-Hammond & McLaughlin, 1995; Garet, Porter, Desimone, Birman, & Yoon, 2001; Sparks & Hirsh, 1997 in Rock & Wilson, 2005). To overcome these critical components from educators, one of the best ways is through lesson study practice that can improve teaching and learning in higher education.

Lesson study is an on-going, collaborative, professional development process of teaching improvement activity in which instructors jointly develop, teach, observe, analyse and revise lessons for the courses in a single class lesson in a form of classroom (Cerbin & Kopp, 2006). Many teachers in Japan, the United States and Canada are interested in this process, particularly in light of the TIMSS (Third International Mathematics and Science Study) results, which highlighted the advanced performance and deeper thinking in mathematics by Japanese students.

In Indonesia, the essence of lesson study was first introduced by Japan International Cooperation Agency (JICA) through the Indonesian Mathematics and Science Teacher Education Project (IMSTEP) (1998-2003),.

however, it was not recognised as lesson study until a follow up to IMSTEP (2003-2005) was implemented. Moreover, the successful implementation of lesson study was first introduced in Mathematics and Science Education (MIPA) as a model of professional development for educators in teaching and learning, recently, it spreads-out not only in Teacher Education Institutions (TEIs), but also in Non Teacher Education Institutions (TEIs) such at the university of Muhammadiyah North Moluccas at faculty of health, public health department. Another practicing this model of teaching and learning in this faculty, it has also been practiced in faculty of education at English department in one of the courses, which is Cross-Cultural Understanding.

Lesson study is really as much of a culture as it is a professional development practice [to improve students learning and teacher instruction] (Watanabe, 2003). Not only a goal of implementing lesson study, as a culture of professional development practice, but also it becomes a system of beliefs, values, and assumptions about life that guide behaviour and are shared by students as group of people. It could be the main reason why Cross-Cultural Understanding course is applied as a model of lesson study.

Cross-Cultural Understanding course (CCU), which is applied to the English department students at university of Muhammadiyah North Moluccas, concerned with cultural diversity and with understanding and identifying the problems that can occur when persons from different cultures engage in daily life. It includes the different characters of students and teachers background in teaching and learning process. Ones cultural factors cause someone seem intolerant and less generous for interpreting ideas, behaviour, attitudes and communication style to each other on discussion in the classroom, students' performance will decrease automatically in improper target. The decrease of students' performance in the subjects not only comes from students internal factor itself, but also it comes from teacher interpersonal during the lesson. These problems are definitely true found in classroom instruction during the lesson. To overcome these problems, Rock & Wilson (2005) claimed the research about the model of lesson study might be required that it may provide the valuable insight of real improvement in how teachers teach and examining the process of lesson (p. 78).

The purpose of this study in this course is to enhance students' cultural awareness in-group discussion, improve the quality of teaching and learning, and build the pathways for ongoing improvement of instruction. The study will specifically address the following research questions: (a) how will lesson study enhance students' cultural awareness in classroom instruction? (b) How will the quality of teaching and learning be improved through lesson study? The findings of the study are important in determining if the model is effective in helping teachers to examine and improve their practice.

## **2. Theoretical Framework**

### **2.1 Model of Lesson Study in Cross-Cultural Understanding Classroom**

In formulating a model of lesson study for college teachers, it could be reviewed back the sense on the model of Japanese who making necessary changes to adapt to the contexts and purposes of American higher education, which are in no way uniform across institutions or disciplines. Chokshi & Fernandez (2004), Fernandez & Chokshi (2002), Fernandez & Yoshida (2004), Lewis (1998a, 1998b, 2002), Lewis & Tsuchida (1997, 1998), Stigler & Hiebert (1999), Yoshida (1999) acknowledge the Japanese model as the intellectual inspiration for their work and recommend the work of scholars who have brought lesson study to the attention of Western educators and researchers (in Cerbin & Koop, p. 250, 2006).

These two experts also stated four main reasons that lesson study is worth the time and effort in higher education as: (a) Teaching Improvement: It is an ideal venue for teaching improvement. In contrast to workshops and seminars that discuss general teaching strategies, lesson study looks directly at one's classroom. Teachers focus on how their students learn and what kinds of instructional activities support student learning and thinking. By focusing on one lesson, instructors can learn about students, instruction, goals, and subject matter without undertaking extensive course revision. (b) Instructional Materials: Lesson study results in a field-tested lesson and materials that can be used and adapted by other instructors. The systematic, evidence-based approach makes it possible for teachers to build on one another's work. By the end of the lesson study process, teams produce knowledge about how students learn from instruction. (c) Teaching Community: The Lesson study process helps build communities of practice around teaching. Instructors report that collaborating with their peers is a particularly

rewarding experience. Lesson study cultivates mutual understanding of goals, teaching practices and student learning among teachers. (d) Scholarly Inquiry: Lesson study is a form of the Scholarship of Teaching and Learning—the final products are suitable for professional presentations and publication. Lesson study integrates teaching and research, theory and practice.

As a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called "research lessons", lesson study is implemented to improve teachers teaching especially in CCU lesson. The research lessons at the heart of the lesson study process are actual classroom lessons that provide opportunities for teachers to bring their ideas about effective teaching to life as they learn how to carefully record student learning in order to evaluate the research lesson, the students, and their own understandings about teaching and learning (Lewis, 2002). Research lessons are actual classroom lessons, taught to one's own students, that are (a) focused on a specific teacher-generated problem, goal, or vision of pedagogical practice, (b) carefully planned, usually in collaboration with one or more colleagues, (c) observed by other teachers, (d) recorded for analysis and reflection, and (e) discussed by lesson study group members, other colleagues, administrators, and/or an invited commentator (Lewis & Tsuchida, 1998).

To begin the lesson study as the research lesson in cross-cultural understanding, the researcher first follow the lesson study process in order to focus on not only what students learn, but how they learn, which are: (a) Choose a research theme: A group of teachers in English department works together to come up with a research theme. This theme is school-wide and focuses on a broad research question regarding to students that involves skills or attitudes they would like to foster. For example, a research theme may be to determine how to increase independent thinking in students in classroom instruction. (b) Create the lesson: The teachers then select a lesson within the unit to develop, and follow an established lesson plan template. This template focuses on how the lesson fits within the broader school curriculum, linking the lesson topic and skills to previously learned content, and to content that will be learned in future grades. This lesson plan template also focuses on ways to assess student thinking during the lesson. (c) Teach and observe the lesson: The lesson is taught by a member of the group and observed by the other members. The focus of the observation is on student thinking not on the teacher's abilities. (d) Discuss the lesson: The group then gets together to discuss the lesson and their observations. This is usually done on the same day. (e) Revise the lesson: Revisions are made to the lesson, based on their observations and analysis, and another member of the group is selected to teach the lesson again. The process of observation, discussion, and revision repeats. (f) Document the findings: At the end of this process, the group produces a report that outlines what they learned in regards to their research theme and goal (Hurd & Musso, 2005).

## 2.2 Objectives and Hypotheses

The present study investigated the relevance perceived of students task (question sheet, group discussion, and group presentation), students journal reflection, and observers existing documents and records in learning environment. The results of this investigation were used to validate the data of students' activity and journal reflection for both students and observers that were used for this study. Based on the research questions that were formulated, the hypothesis were proposed that through lesson study: (1) it can improve students cultural awareness in learning based on observations and assessments, (2) students are actively participate and though insightfully to explore the ideas in group discussion, (3) it can improve quality of teaching and learning, and it can change pathways in instruction from being teacher center to student center.

## 3. Methodology

The general theory of constructivism, with an emphasis on social constructivist ideals, provides a framework that supports the use of the lesson study process as a potential method for increasing teacher professional knowledge and development. The primary theoretical principle of social constructivism asserts the social nature of knowledge and the belief that knowledge is constructed through social interaction and is a shared rather than an individual experience (Gergen, 1995; Vygotsky, 1978). Thus, social constructivism emphasizes that knowledge is constructed in response to social interactions through social negotiation, discourse, reflection, and explanation. Therefore, during the lesson study process, professional collaboration occurs as teachers of various levels of experience work together in groups to study their practice through the implementation of a research lesson.

The application of constructivism to instructional design has certain advantages such as more meaningful learning outcomes, more independent problem-solving capability and more flexibility in both design and instruction activities. The constructivist-pragmatist role that the researcher adopted in this study focused on understanding the students as individuals who live and work in the world (Creswell, 2007, p. 20). The identification of personal values, assumptions and biases at the outset of the study were necessary and were an integral part of the primary instrument data collection (Creswell, 2009, p. 196). Particularly methods of qualitative (Cresswell, 1994) is that the role of primary data collection can show the firsthand experiences of participants for teacher in gaining in-depth understanding of the lesson study process in research lesson.

Therefore, a social constructive view of research participants was adopted in this study. This framework allowed for the participants to complete a journal feedback after they engaged the lesson about Cross-Cultural Understanding as part of the study. Open-ended questions in journal reflection sheet were given to the participants at the end of intervention through lesson study practice. The interventions of constructivism covered students' performance individually and within group in social environment before and after having the class. Self-assessment in motivation of enjoyment and effort and assess answer within socially collaborative environments from participants was also used to measure their improvement in learning through lesson study process. Not only students in group discussion are acquired to be assessed, but also teachers in collaborative work through the lesson study process need to reflect on their experience, to create understanding, and share their understanding to others to increase students and teachers professional knowledge and skills (Rock & Wilson, 2005).

### 3.1 Subjects

Twenty-five of fifth semester students of EFL teacher-training program at UMMU were asked to participate in the study. Most participants in this study achieved their elementary and secondary education in a remote area, which comprised primarily traditional approaches to teaching or face-to-face classroom instruction. However, there were a few participants who graduated from school at the city of Ternate. Most students in the English Department at UMMU come from isolated areas in Indonesia and are seeking ways to make the school environment more productive for those who are regarded as marginal in their living environment. Students have been acculturated to a certain degree, having been exposed to the behavior pattern, artifacts, and cognition of make up their own culture such as Ternatenese, Sanananese, Jailolonese, Ambonese, Makianese, Ibunese, Tidorenese, and so forth.

As teachers encounter an increasingly heterogeneous group of students, they will need to acquire new knowledge, attitudes, and skills to be effective in multicultural classrooms. Due to cultural and social circumstances, diverse learners bring differing experiences and knowledge to the educational setting, and therefore have unique needs and varied preferences for learning. Conventional teaching and learning approaches such lesson study may effective or congruent with the learning styles of students from culturally diverse backgrounds. In this perspective on different cultural background, the course of Cross-Cultural Understanding through lesson study is perfectly appropriate used in classroom instruction.

### 3.2 Procedure

The intervention for this research is implementing lesson study as teacher practice to engage students' awareness and teachers' pathways in teaching and learning. Students worked on tasks and activities individually, with a peer, and in groups during the lesson. To achieve the students goals through lesson study process, teacher first plays a rule to planning team to decides on lesson to be studied, raises questions and issues about the lesson, makes instructional decisions as a team, completes lesson study meeting log, insures that the gradual release process is in lesson plan (Watanabe, 2003). The material can be designed by thinking about the long-term goals of education - such as love of learning and respect for others; carefully consider the goals of a particular subject area, unit or lesson; (c) Plan classroom "research lessons" that bring to life both specific subject matter goals and long term goals for students; and (d) Carefully study how students respond to these lessons - including their learning, engagement, and treatment of each other.

One benefit of lesson study process called "plan" is design better lessons that promote student engagement and thinking, deepen content/subject matter knowledge, build supportive collegial relationships, learn successful instructional strategies and behaviors from other teachers, share and design best Practice, improve student learning

based on observations and assessments, problem solving, collect and analyze student work and behavior data, directs the teacher's focus to student outcomes, links teacher behaviors to student gains (Watanabe, 2003).

In planning a lesson Cerbin and Kopp (2006) emphasize that teachers predict how students are likely to respond to specific questions, problems and exercises. Teachers try to put themselves in the position of a student and imagine what it would be like to experience the material and lesson activities as a novice, an approach that fosters the development of pedagogical content knowledge. In order to investigate student learning during the class period, teachers try to design a lesson that makes students' thinking visible—that is, open to observation and analysis. Not surprisingly, lesson study involves more time and greater depth of planning than typical class preparation (p. 251). The class preparation includes the schedule of research lesson and volunteers as observers.

The phases of the research lesson included the material followed the schedule of the Cross-Cultural Understanding (CCU) course, which had been done in at the last four week (week XII, week XIII, week XIV, and week XV) before the examination day in the week of XVI. The schedule could be seen bellow:

**Table 1.** Schedule of Research Lesson

<i>Time</i>	<i>Week</i>	<i>Group Presentation/Material</i>	<i>Classroom Practiced</i>
Wednesday, November 28, 2016	IX	Group 1. Local Makian and Sula	Traditional/Conventional
Wednesday, December 5, 2016	X	Group 2. National Sunda and Toraja	Traditional/Conventional
Wednesday, December 12, 2016	XI	Group 3. Domestic Egypt and India	Traditional/Conventional
Wednesday, December 19, 2016	XII	Group 4. Local Ternate and Tobelo	Lesson Study (Phase 1)
Wednesday, December 26, 2016	XIII	Group 5. National (Papua and Bali)	Lesson Study (Phase 2)
Wednesday, January 2, 2017	XIV	Group 6. Domestic (China and Thailand)	Lesson Study (Phase 3)
Wednesday, January 9, 2017	XV	Group 7. International (American and Europe)	Lesson Study (Phase 4)

Teacher first gave introduction about the material then provided the time for students to discuss the lesson based on the handout distributed on that meeting and the article distributed on the previews meeting. After explaining the lesson, students in weekly group base that consist of seven groups answering the questions and doing the discussion based on the reading and their social life experienced. Participants in a group consist of 3-4 members then present about material relate to the weekly assignment scheduled. The material is shown in table 2 as follow.

During the lesson, team members of faculty of education at UMMU that consist of 3-9 instructors in interdisciplinary subject areas observed the classroom during the lesson. Lesson study is one of the first time instructors systematically observe and analyze students' classroom activity. What observers propose in instructional practices are considering on helping students achieve the goals, a process similar to backward design (Wiggins &McTighe, 1998). In observing the CCU class, another to observe the teacher teaches, observers also focus on how students respond to the lesson on helping the pave way for public knowledge building. In this research lesson, instructor was required to be observed about the way of being actor in the class.

**Table 2.** Class Material

No	Cultural aspects of people differ from each other:
1	Personality Age Gender Level of education Abilities
No	How do you see these aspects into community:
2	Cultural beliefs (religion, medicine: traditional, ghoib) Values (diversity, time, family life, dinner or lunch, party, dress code, etc) Behaviors (friendliness, dating, etc) Customs (meeting and greetings, command and request: asking for help, tipping, etc) Language (e.g., percentage of native speaker, communication styles, intonation/rhythm, Material artifacts (historical places, buildings, symbols, etc).

The job of observers are collecting the evidence relate to the learning goal during the lesson, capturing the process of teaching and learning, and observing the entire class or focus on specific students during the lesson. The lesson is videotaped sometimes from multiple vantage points, for future reference and review. Then, team members in the collaborative work do the reflection soon after teaching. This step is what can be called as lesson study process.

### 3.3 Data Collection

This constructive and confirmatory study was conducted during a course of 4 weeks in November 2016 to January 2017 to collect the data from the results of student work assignments (task, discussion, and presentation) and journal reflection. Student work assignment had been recorded during Phase I, Phase II, Phase III, and phase IV, and journal reflection in the Phase I-IV at the end of the lesson. A qualitative methods was employed to collect the data and then analyze the same to determine the students' performance during the intervention because of the nature of the research questions and the intent of the researchers to gain an in-depth understanding of the lesson study process and its' meaning for teachers through their own lesson design. Data collection steps for this study included the collection of information from students' journal reflection, documents (field notes/observations), visual materials as well as established protocols for recording information, and teacher reflection.

In addition to work assignment and journal reflection, the researcher observed participants' behavior in their natural and authentic setting happen in classroom such observation focused on how the students doing the activity during the lesson. A qualitative method was adapted in this study, linking key themes by reading the raw data in detail from student journal reflection sheet. The researcher summarized and condensed the intensive and varied raw data to note primary themes to link the research objectives and summarize findings derived from the raw data to produce reliable and valid findings.

Through lesson study, teacher prepares observation guidelines that describe the lesson and indicate what kinds of data to collect, and team members of faculty of education doing the observation of written and spoken during the whole lesson. Teams interested in the question of effectiveness may collect specific and additional data for that purpose the evaluation of student performance such class activity which generally include detail narrative records on what the students said and wrote, how the students used the material, what specific purpose supports encouraged understanding, and what obstacle to learning arose during the lesson. Team members may observe either a single student or several gathered at the table Lewis, Perry, & Hurd, 2004).

### 3.4 Data analysis

Qualitative data was analyzed by student scale reports on task, class activity (discussion and presentation), and journal reflection with open-ended questions. Qualitative data analysis was conducted concurrently with the gathering of data and then making interpretations, and writing reports about what students gained through their participation in classroom activity.

Tesch's (1990) noted that systematic process of analyzing textual data was utilized to segment the interview transcripts, field notes, and teachers' reflection entry into coding categories that allowed for the emergence of themes and patterns in the data. As recommended by Miles and Huberman (1984), a matrix was developed to display data related to the change in the participants' instruction in a systematic format for the reader. Construct validity (Yin, 1994) was addressed in this study through (a) using multiple sources of data, (b) using different researchers to analyze the data, (c) establishing a chain of evidence, and (d) requiring member checking (in Rock & Wilson, 2005). To check against bias by the article authors, who favor the use of inquiry models of teacher professional development, the participants reviewed transcripts and the written report to insure that their verbal and written expressions were accurately interpreted and the nature of the experience was accurately captured.

The data collection that had been collected by the team members, soon after the lesson was taught, the briefing would be held to examine the evidence related to the learning goals and to reflect on the experience. Participants (observers) share their observations and examine additional evidence from the lesson, such as student written work, searching for patterns that may reveal important insights into teaching practice and student learning. The result of this collaborative reflection has a big sense that the research lesson is the team product. The descriptive statistics such as graphs and tables of student measurements from data analysis was identified the comparative scores between their work assignments during four phases.

## 4. Findings and Discussion

Another for students, the goal of the Lesson Study approach in this course is also to professionalize CCU teacher by designing, observing, implementing and evaluating two research lessons. Firstly, the lesson observations completing this study were focused on covering students' thinking processes on task, discussion, presentation, and transcriptions of students' journal reflection as an effect of a research lesson. Secondly, lesson study is as an indication of a successful professional development through observers' reflective journal. In other words, the aim of lesson study is to enhance the learning of students and engage teachers in constructing new meanings about instructional practices.

Data were collected, categorized, and coded to answer the main research questions: (a) How will lesson study enhance students' cultural awareness in classroom instruction? (b) How will the quality of teaching and learning be improved through lesson study?

### 4.1 Lesson Study Enhances Students Cultural Awareness in Classroom

#### 4.1.1 Students Task, Group Discussion, and Presentation

Lesson study practice was holding in four cycles in the week of XII (Wednesday, December 19, 2016: Local Culture of Ternate & Tobelo), week XIII (Wednesday, December 26, 2016: National culture of Papua & Bali), week IV (Wednesday, January 2, 2017: Domestic culture of China & Thailand), week XV (Wednesday, January 9, 2017: Western culture of USA & Europe).

Teacher in each meeting as regular class opened the class and checked students' attendance. Before beginning the new topic, teacher asked students to refresh the last material and homework given in the previews meeting. Teacher then introduced a new topic, briefly explained, and formed the class discussion based on the group that had been formulated in the week of X. To measure the ability of individual achievement on task, discussion, and presentation, it recorded and analyzed as the result that had been accumulated from the four cycles showed in the table below:

The figure above shows that there was some significant improvement from cycle one to cycle four. In the first cycle, the average result was 68.00, rise up to the second cycle, 71.32, then increase to 75.96 in the cycle 3, and improve to 82.44 in the cycle 4. Instructor incorporated the cooperative learning in each lesson to change the strategy of teaching and learning to achieve the students' improvement. At the first week of lesson study process, many students still confused about the lesson and got nervous about the learning environment because they never involved the classroom instruction with the observers in., however, in the next cycles, the teaching learning process was better than the previous one. Many students joined the class activity enthusiastically. Students also became more aware of their own potential for improvement by working together in a group rather than in isolation. In addition, students have a lot of opportunity to active involvement during the discussion process in order to defend their opinions and experiences about culture. So, it could be concluded that lesson study practice is an appropriate model used in teaching and learning for university students.

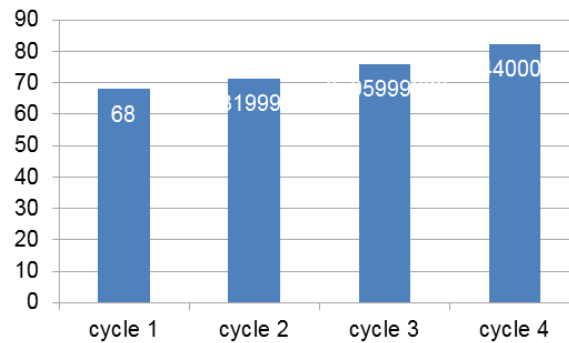


Figure 1. Students achievement on cross-cultural awareness

#### 4.1.2 Students' Journal Reflection

Another to students achievement on task, discussion, and presentation, there was the data was analyzed to establish the outcome of each scale in the instrument of students reflection sheet. The outcome variables were analyzed in two separate themes. The first theme was done to see the students' enjoyment. The second theme was to see the students' effort in the courses of Cross-Cultural Understanding.

From the 25 responses received on the questions in journal reflection are (a) How far did you enjoy complete the task, doing discussion, and presentation the learning process today? (b) How big your effort to participate in classroom activity today? (c) If you have suggestions, what will you suggest for the teacher to achieve your enjoyment and effort. This reflection sheet was distributed in each week at the end of the lesson study class in the week of XII-XV. Descriptive statistics are shown in the following table.

Table 3. Students' Reflection on Journal

	Cycle 1	N	Cycle 2	n	Cycle 3	n	Cycle 4	n
Enjoyment	0.72	18	0.72	18	0.84	21	0.92	23
Effort	0.64	16	0.68	17	0.76	19	0.84	22

Based on the descriptive analysis of students reflection, students reported that, when completing the tasks, doing the discussion and the presentation, they felt enjoy and effort as well as related to the teacher and their classmates. They also perceived the tasks as valuable. In addition, students reported that they enjoyed doing the tasks and devoted a lot of effort to complete them.



These two variables were significant as they exceeded above point of 60 % at the very beginning cycle. Students reported that the enjoyment they expended (0.72) and the degree of effort (0.64) in completing the tasks, doing discussion, and presentation in the first cycle. They also reported that what have they done were of high value for them increase in every single meeting starting from cycle 1 (enjoyment 0.72) and (effort 0.64) to cycle 4 (enjoyment 0.92) and (effort 0.84).

18 responses in the first cycle stated that attributing clear purpose and value to the task would motivate students to enjoy the task even though sometimes they felt that the task was difficult and boring. Students consist of 16 have the big effort to do the class activity. In addition, the task would be perceived as more valuable if it was designed to fit students' needs in learning the language.

21 other reflections in cycle 3 stated that the task would be more enjoying if students were given more opportunity to interact and get connected with their classmates in the group. The next major of 23 in the cycle 4, suggested on how to improve the task, were to provide worthwhile examples for students and give fewer assignments with more time to complete them. The remainder of the responses ranged from giving more autonomy to students to choose their own reading materials, giving more relevant practices, making sure that students are familiar with implementing lesson study practice to complete the task, giving clear instruction, and providing extra credits. In addition to enjoyment, students' effort from the quantity of 16 in cycle 1 was getting improved up to quantity of 22 in cycle 4.

## **4.2 Lesson Study Improves the Quality of Teaching and Learning**

### **4.2.1 Observers Reflective Journal**

Lesson study provides one way in which teachers can systematically improve instruction and decrease teacher isolation, if it can be sustained over time. Lesson study also provides a process for teachers to collaborate and design lessons while examining successful teaching strategies to increase student learning because in the process of lesson study, teacher work together to plan, teach and observe a cooperatively developed lesson. While one teacher implements the lesson in the classroom, others observe and take notes on student questions and understanding. The development of an "ideal lesson" is not the critical component in the lesson study process (Lewis, 2000), but it focus on student learning and professional collaboration is what drives the group process. During the observation, findings not only focus on students' improvement through learning across group and individual reports, but also indicated a primary individual focus on teaching.

By doing reflection, teams document their lesson during observation in order to teachers can review and learn from their work. Teachers' conversations during the discussion of reflection confirmed that they appreciated, above all, the opportunity to have time to discuss in detail how they could teach more effectively and how they could develop their students' learning because teachers enjoyed the opportunities to discuss their work together and they wanted greater time to do the observation and the reflection. The time taken to reflect and present this research lesson was crucial to help teachers to understand the impact and significance of the lesson study practice as a research lesson and this became an important aspect to bring into the academy's lesson study work.

In examining the successful teaching in reflection session, observers (teachers) were particularly receptive to the focused professional development activities involved in lesson study. One observer also indicated that she would be more confidence in approaching instruction as a result of engaging in the lesson study experience. She will apply the suggestion from other observers about not blocking the students' view while writing in the board and increase the voice tone while teaching.

Confidence could be achieved through Lesson study, which encompasses the full complexity of teaching and learning in the context of a single class lesson. Essentially, teachers have opportunities to question, explore and reflect on every phase of the teaching and learning process. Lewis (2005) stated that lesson study creates multiple "pathways for learning" that lead to instructional improvement. According to her model, teachers' thinking and practice may improve in multiple ways as a result of; (a) increased knowledge of subject matter, (b) increased knowledge of instruction, (c) increased ability to observe students, (d) stronger collegial networks, (e) stronger

connection of daily practice to long term goals, (f) stronger motivation and sense of efficacy, and (g) improved quality of available lesson plans (p.115).

Furthermore, one way to lead the instructional improvement is keep-observing students during the class activity. Another interesting reflection found from observer:

“During discussion session, I observe a student in group 5. He was just pretend to listen his group members without saying any word. The solution I would suggest to you as teacher, oppsss, I mean to us as teachers, please come closer to students for controlling the their activity. Our closer for them might engage them motivate to speak up”.

Findings revealed from the data clearly indicate that the lesson study model can serve as a means of teacher professional development with positive impact on teacher instructional practice. Fernandez, 2002; Fernandez and Chokshi, 2002; Lewis and Tsuchida, 1998; Stigler and Hiebert, 1999; Yoshida, 1999) have commented that the use of “Lesson Study” has become prominent among teachers and educators. Improving teaching and student learning has become the focus of teachers’ professional development (in Cheung & Whong, p.137, 2013).

Improving teaching and student learning through lesson study practice brings one of benefits which is stated by other observer, “Another benefit I learned in this study lesson was how to facilitate an effective discussion using the model of number head together (NHT) where students answered the questions through confirmation in their group members which that questions were delivered by other groups.

Data from the study indicates that teachers consider themselves and their practice to be more effective as a result of participation in the lesson study model. It means that lesson study process engages teachers as learners within their own classroom.

## 5. Conclusion

After implemented lesson study as classroom instruction, students’ behaviors that support student engagement are likely to contribute to both positive attitudes about the class and to enhanced learning. In particular, student perceptions in the lesson immediately, “present,” or significant to the interaction help establish the cultural awareness in which students attend to one another, share ideas, more tolerance, trust one another, and collaborate. Moreover, the vast majority of students’ awareness was immediately enhanced in their triads, discussing the potential focus and clearly appreciating the opportunity to discuss the lesson with their group members.

This research shows that teacher of CCU was able to engage in the inquiry process of lesson study and successfully bring about change in his practice that addressed the individual learning needs of the students.

In addition, the essential of lesson study has changed the college teachers’ pedagogical thinking and practices because it becomes the most effective way to improve teaching would be for teachers to develop further the culture of sharing and working together. Its essential is also found as the power of collaboration that focused on the classroom and the learning of students.

Furthermore, there was an overwhelming positive reaction to the opportunities that lesson study was providing for many teachers. The positive outcome that it could use to encourage teachers in our community to engage in research as there needed to be a tangible outcome for them which they could relate to in terms of their own development.

This research lesson is a continued need for further implementation and future research on the lesson study model. Implementing lesson study in Indonesia not as an educational project that is supported from ministry of education and culture, but this teaching and learning practice could be continue as the independent practice that should be applied in the Principle of Total Quality Management, which is to improve the quality of learners learning and teachers teaching (Ahmad & Gay, 2012). Darling-Hammond (2003) confirms repeatedly in her work “creating a profession of teaching in which teachers have the opportunity for continual learning is the likeliest way to inspire greater achievement for children” (p. 281). A better understanding of how to make this type of professional-

development model work most effectively not only use the budget from government or foundation, but also it could be as volunteering work for all teachers in a variety of settings and contexts is needed.

## Acknowledgement

I acknowledge the rector of University of North Moluccas: Dr. Kasman Hi. Ahmad, M.Pd, coordinator of lesson study committee: Dr. Nahjiah Ahmad, M.Pd, faculty of education and staffs: Nurlaily Sofyan, M.Hum, Amrin Hi. Saban, SS.,M.Pd.BI, Ummi Salamah Tianotak, S.Pd, Rezky Antony Badaruddin, M.Pd.BI, Abdurrahman Hi. Usman, S.Pd,SH.,M.Pd, Taslim Buaja, SE.,M.Pd, Rahmaniah Sadek, S.Si.,M.Pd.,Taufik Abdullah, SS.,M.Pd, Rahma Hanadi, S.Pd.,M.Pd, Fatimah M.Djen, M.Pd. I would also like to express our gratitude to the students of CCU course, 2016/2017, who were willing participants in this venture.

## References

- Ahmad, N. & Gay, E. (2012). Developing the Professionalism of Lecturers through Lesson Study at Faculty of Education, University of Muhammadiyah North Moluccas. Proceeding of National Seminars of Lesson Study Math and Science. 88-102.
- Cerbin, B. & Kopp, B. (2006). Lesson study as a model for building pedagogical knowledge and improving teaching. *International Journal of Teaching and Learning in Higher Education*, 18(3), 250-257.
- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications Ltd. London, United Kingdom
- Gergen, K.J. (1995). Social construction and the educational process. In M. Larochelle, N. Bednarz, & J. Garrison (Eds.), *Constructivism and education* (pp.156-172). Cambridge, UK: Cambridge University Press.
- Lewis, C. & Tsuchida, I. (1998). A lesson is like a swiftly flowing river: Research lessons and the improvement of Japanese education. *American Educator*, Winter, 14-17 & 50-52.
- Lewis, C. (2002). *Lesson study: A handbook of teacher-led instructional change*. Philadelphia, PA: Research for Better Schools, Inc.
- Lewis, C, Perry, R., & Hurd, J. (2004). A deeper look at lesson study. *Educational Leadership*, 61, 5, 18-23.
- Stigler, J., & Hiebert, J., (1999). *The teaching gap*. New York: The Free Press.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York: Falmer.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.
- Watanabe, T. (2003). Lesson study: A new model of collaboration. *AcademicExchange Quarterly*, 7(4), pp.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association of Supervision and Curriculum Development.

## Biographies

**Erwin Gay** is a worker in English Department at the UMMU, Jl. Ki. H. Ahmad Dahlan, Ternate, Indonesia. He attended the International Conference On Industrial Engineering and Operations Management 2020 in Harare, Zimbabwe.