

A Model of Microteaching Lesson Study Implementation in the Prospective History Teacher Education

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Abstract

Microteaching lesson study is a model to improve prospective teacher quality by incorporating several element of microteaching and lesson study. This study concern on the implementation of microteaching lesson study in prospective history teacher education. Microteaching lesson study model implemented in this study consist of three stages: plan, do, and see. This research employed a case study design. This research finds that microteaching lesson study enhancing prospective history teaching skills as well as improving their knowledge. On the “plan” stage, students in a group of four planning the lesson together. On this stage they share knowledge and ideas, improve their lesson plan, collaborating in teaching aids and assessment preparing, and enhancing their confidence. On the “do” stage modelling teacher performed the lesson while the other group member observed the lesson. Reflection is the last stage which provide modelling teacher with positive feedback to improve the lesson.

Keywords: microteaching lesson study, lesson learned, history teacher education

1. Introduction

History education plays important role on every nation or communities. History helps us to understand our own identity in the present by giving us an understanding of how we came to be and what we are (Lichtman & French, 1978). History lesson plays a great role to build a national identity and internalization of historical consciousness as a nation (Utami, 2014). Historical consciousness is a potential source of aspiration and inspiration to evoke sense of pride and sense of obligation as a nation citizen (Kartodirjo, 2005).

Unfortunately, the image of history lesson among Indonesian students is infamous. They see history as useless lesson that do not correspondence with their life in present time or future. History lesson is full of rote, unimportant, and boring (Sayono, 2013). Those negative image of history lesson can be traced to the low quality of history teacher.

The efforts to improve the quality of history teacher should be started from institution producing history teacher. The teacher training institutions (Lembaga Pendidik Tenaga Kependidikan/LPTK) are the current teacher training agencies in Indonesia. Fasli Jalal, et al. (2009) asserts that the government has assigned the LPTKs the institutional responsibility for preparing sufficient numbers of teachers to fulfill national education policy targets and of advancing professional knowledge and skills in the field of education through research and experimentation, curriculum improvement and professional development.

Universitas Negeri Malang (State University of Malang) is one of teacher training institution in Indonesia that prepared quality teachers in many field including history teacher. Many efforts has taken by our institution to improve teacher's quality, including integration of lesson study with Field Based Experience (Kajian Praktik Lapangan/KPL) program since 2014.

Lesson study is a teacher learning approach through the study of teaching and learning process conducted collaboratively by a group of teachers (Suratno, 2010). Lesson study involves a group of teachers meeting regularly over a period of times (ranging from several months to a year) to work on the design, implementation, and improvement of one or several research lessons (Stinger and Hilbert in Rock & Wilson, 2005). Thus, lesson study isn't method or model of teaching. It is an effort or system to enhance teacher's ability and skills collaboratively to improve lesson and learning quality (Susilo, 2015). Widiadi & Utami (2015) asserts that the implementation of lesson study in Indonesian context has been modified and simplified in three phases: plan, do, and see. It is important to ensure that research lesson is an actual classroom lesson rather than a polished classroom lesson. Teacher or prospective teacher could learn from those real classroom lessons (Utami & Nafi'ah, 2016). They will develop their own teaching and students learning by planning, observing, and reflecting from those research lessons.

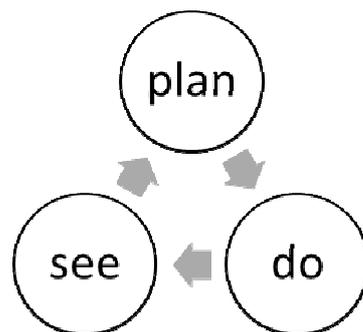


Figure 1. Lesson Study Phases Developed in Indonesia

Unfortunately, the integration of lesson study on KPL during 2014-2015 was unsatisfied. Most of prospective teachers didn't understand lesson study well. Eskasasnanda (2016) stated that during the implementation of lesson study, not all of prospective teacher look serious and enthusiast. Some of them just do lesson study in perfunctory manner. Thus, they can't implement it on the field based experience at school.

Most of our students were introduced lesson study at KPL. At the beginning of the program, all prospective teachers who took KPL program in our university (approximately 3.700 students) must attend a public lecture about lesson study that held by the university. During those two hours lecture, a lesson study expert will explain about what and how to do lesson study. Those public lecture was not effective. Thus, most of prospective teacher do not understand lesson study well.

To resolve those problem, we try to introduced lesson study concept and practice on microteaching course that must be taken by the students before they take KPL program. Microteaching provides teachers with a practice setting of instruction in which the normal complexities of the classroom are reduced and in which the teachers receives a great deal of feedback in his/her performance (Cooper & Allen, 1970).

Combined with lesson study, microteaching results in microteaching lesson study, that is a combination of microteaching and lesson study in which the student teachers, following the cycles of lesson study, practise teaching in front of the small groups of their peers or K-12 students (Suryani, 2014). Microteaching lesson study is a modification of lesson study and based on the principles of lesson study developed in Japan.

Microteaching lesson study incorporates aspects of microteaching with central elements of lesson study to form an experience that is designed to challenge preservice teachers' conceptions regarding teaching and learning while simultaneously encouraging their connection between theory and practice (Fernandez in Molina, 2012). Microteaching lesson study provides a context for prospective teachers to develop pedagogical content knowledge, knowledge of teaching, content and learning, and images of reform-oriented teaching (Fernandez, 2005). Within microteaching lesson study, prospective teachers will gain better knowledge, practice and many valuable lesson learnt.

Some recent studies on microteaching lesson study (Fernandez, 2005; Fernandez, 2010; Molina, 2012, Iksan, Zakaria, & Daud, 2014) reveal that microteaching lesson study is effective to enhance prospective teacher's content knowledge, pedagogical knowledge and skill. Unfortunately, none of those studies conducted in history subject for prospective history teacher. Therefore, this study aims to investigate the implementation of microteaching lesson study on prospective history teacher education.

2. Method

This research involves a case study of microteaching lesson study implementation in Microteaching course. This study was done to a class involving 40 students who took Microteaching course at History Department State University of Malang at 2015/2016 academic year. Students were divided into ten groups and each group consists of four students. They must plan, implement and reflect on their teaching collaboratively. While a member of group become modelling teacher, the other member must become observers. Students in each group are required to teach as a modelling teacher for 30 minutes. All students are required to perform micro teaching involving all members. Every microteaching lesson study phase was videotaped. Those videotape record are used to give feedback or improve the next lesson plan. Lecturer plays as lesson study expert who help each group to reflect and improve the next lesson plan. Lecturer also focus to observe and assess the prospective history teacher's pedagogical competencies.

The multiple data source stated above were used to triangulate the findings. Written lesson plan, videotape record, observation note and assessment note were analyzed using Miles and Huberman's interactive analyses model.

3. Findings and Discussion

On Microteaching course conducted by History Department in State University of Malang, student must do microteaching in two modes. At the first mode, each student simulates specific teaching skills for approximately 5-10 minutes. There are ten types of teaching skills to be learned in this course. Student will get feedback from their friend and lecturer right after they finished their simulation. This mode is a pure microteaching form. While in the second mode, students must simulates all of teaching skills in a 30 minutes lesson as part of microteaching lesson study. On the first mode, each student plan their lesson individually, while on the second mode they plan, observe and reflect the lesson collaboratively in a group of four.

3.1. Plan: Preparing the Lesson

On this phase, students should plan their lesson collaboratively with their group member. They must set the goal of a lesson, teaching model, teaching strategy, lesson content, media and assessment. The output of this activity is written lesson plan.

Unfortunately, the first group didn't plan the lesson collaboratively.

We were running out of time. There are many assignment this week, therefore we can't meet to plan the lesson together. We decided to plan the lesson individually as microteaching mode before. It's really difficult to plan each step of lesson by myself. (David, Group 1).

Therefore, this group didn't implement the microteaching lesson study well. Lecturer ask them to refine the lesson collaboratively and tape it. Lecturer also demonstrate how to plan a lesson in microteaching lesson study. Each member of the group must give a constructive feedback to refine the lesson. If it necessary, they could think like a student to predict student's responses of a teaching strategies and how to deal with it. Thus, they could plan a more student centered learning.

Having learned from the first group, the later groups plan the lesson together.

We used to watch teacher teach in the class, we don't know how a teacher prepare their lesson. Within this course, I realize that a good lesson plan is required in everyday teaching. Having my friends next to me, help me to plan a lesson better. They gave me many ideas that I never taught before. They are not only help me to make a good lesson plan, but also help me to find proper literature to develop subject material, develop assessment form and preparing teaching aids. A well prepared lesson plan helps me to cope my nervous (Ropi'i, Group 2).

The successful of second group planning inspired other groups to plan their lesson collaboratively.

The planning phase implemented in this microteaching lesson study refers to Soesilo (2013) who stated that the group members meet and share their idea to enhance current lesson plan drafted by the modelling teacher. Therefore, the modelling teacher gets feedback and suggestion from the group members (about the subject matter, teaching strategy, teaching aids, and assessment) to generate a lesson plan which considered the best.

The lesson plan produced in this phase jointly owned by the group member. Therefore, every member of the group share responsibility of the failure nor successful of the lesson plan. Having a good lesson plan and shared responsibility of it currently boost the prospective history teacher confidence. From the implementation of microteaching lesson study, things that are highlighted from lesson plans by students in the groups are (1) sharing knowledge and ideas, (2) improvement of lesson plan, (3) collaboration in preparing assessment, (4) collaboration in preparing teaching aids, and (5) enhancing confidence.

3.2. Do: Implementation of Lesson Plan and Observation of the Lesson

This microteaching lesson study phase is intended to implement the lesson plan that has been arranged together on the plan phase. A member of the group plays as modelling teacher while the other group observe the lesson. The focus of observation is directed on students' activity and how they learn, not the appearance of the modelling teacher (Susilo, 2013). The main objective of the observer presence is learning from the ongoing teaching and learning.

During the modelling teacher teach, the observers not allowed to interfere the teaching and learning process although they may record or take picture. In fact, some observers (particularly on few early group) interfere the process such as talking with student, helping the modelling teacher distribute the worksheet, talking with modelling teacher or other observers, etc. Those activities make the teaching and learning process unnatural. Lecturer must warn the observers several time that the microteaching lesson study should be as natural as possible.

Nervous is a great problem that must be faced by the modelling teacher. *"Teaching isn't easy. Even I already practice before, I still nervous. Thus I forget all the lesson plan that we've been arranged"* (Tiari, Group 3). Tiari isn't the only one who felt nervous, Robirth also admit that *"I really nervous. I almost forget the subject matter that I must teach. Fortunately, I saved by my media."*

Most of modelling teachers' performance were good. They also apply various interesting teaching

strategy such as connecting the subject matter with students' daily life, using game to teach, using digital media, etc. Thus, their students were enthusiastic and not bored. For example, Rendy from group 1 using interactive prezi presentation as his media to teach about Sri Tanjung from a series of relief at Penataran Temple which built at Majapahit era. He also connected the love story of Sri Tanjung with students love story. The modelling teachers encourage their student to be more active and involved in learning process. Their teaching skills performance on this phase are better than previous performance on the first form of microteaching.

Most of observers played their role well. They observed every detail of students' activity learning carefully, such as how students react when modelling teacher explain the lesson, using the media, asking questions, etc. They also observed students' gesture and mimic on learning. That is necessary because those body language reflect students' feeling on teachers' teaching. While students perform small group discussion, each observer also tried to observe students' activity and listening to students' talk on that discussion.

3.3. See: Reflection and Refine the Lesson Plan

Reflection is an important stage of lesson study, including in microteaching lesson study. Reflection discussion provides feedback for modelling teacher and lesson learned for observers. On this stage the modelling teacher and observers discuss about the previous lesson. This discussion held right after the open lesson ("Do" stage). In every reflection, one of the observers acts as moderator who guides the reflection discussion. The modelling teacher was given the first chance to reflect on his/her lesson, then the observers would present his or her observation. The purpose of this reflection discussion isn't judging or evaluating the modelling teachers' teaching, but to learn from the lesson and improving lesson's quality.

There are many lessons learned from microteaching lesson study by the modelling teachers as well as observers. *First*, they learn about teaching and learning approach. Most of the modelling teachers planned to perform a student's centered learning in constructivism approach. But, not all of them were successful. Some of them still trapped in teacher's centered learning. For example, Mahmudi (group 4) stated that

"From my friend's teaching I learned that I might be did same mistake as him. Taking too much time to explaining the lesson material, so that my student only have a very little time to discuss or learn on their own, whereas on my lesson plan actually I want to perform a student centered learning..."

The reflection discussion help them to analyze their own teaching and learning approach, so that they could refine their lesson. The observers also learn from the lesson study practice to avoid the weakness of teaching approach performed by modelling teachers. They also could enhance their own teaching approach from the strength of a teaching approach performed by modelling teachers.

Second, they learn about teaching strategy. *"I learn something new today, we could integrating traditional game in teaching to engage student. I think I want to do the same thing when I have opportunity to teach."* (Dika, group 9). They also learn many teaching strategies from MLS, as Kyky (group 10) stated that *"My friends are very creative in teaching. From microteaching lesson study this semester I learn that there are so many new in history teaching"*.

Third, they learn about student's characteristic in learning. Every student has his or her own characteristic in learning and teacher must facilitate all of them to learn. There are students who are too shame to present his or her argument in front of many people and only could present it in a small group. There are also students who like to listen to teacher's explanation while the other might feel bored. *'It is important for every teacher to understand their student's characteristic to help them in learning, to choose the right way to interact with their student as well.'* (Ropi'i, group 2).

Fourth, their historical knowledge also improved. Some modelling teacher developed very good teaching material which contains new sources of facts in history. Therefore, students and observers could gain new historical knowledge or interpretation. For example Puji from group 1 stated *"...from Rendy's lesson I learn that Sri Tanjung story in Penataran Temple is a part of Panji story which has spread through nations, including Thailand. And that's really awesome!"*.

Having learned from previous lesson performed by a modelling teacher, each group highlighted its strength and weakness to refine the lesson. Each group working together to plan a better lesson. The refinements carried out such as the selection of learning strategies, selection of instructional media, or the class management.

4. Conclusion

Implementation of microteaching lesson study showed that it has a great result. Things are highlighted from implementation of microteaching lesson study in prospective history teacher education. This model of microteaching lesson study enhancing prospective history teaching skills as well as improving their knowledge. Microteaching lesson study provides experience and opportunity to learn from an open class. It also provides an opportunity to get a positive feedback from the observers. Observers gain many lesson learned from microteaching lesson study as well as modelling teacher.

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