

The Implementation of Lesson Study to Strengthen Students: Understanding Participation and Application Capabilities in History Education Research Method on Topic Research and Development

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Abstract

Learning can be observed from three-dimensions called: effectiveness, efficiency and attractiveness of learning. Carefull study carried out by analyzing the learning elements of the system are: input, process and output. Lesson study is an activity designed and implemented as an effort to improve learning in a variety of dimensions. *Lesson study* or LS is carried out in the course of History Education Research Method on topic: Research & Development. Learning problems being addressed are how to strengthen the understanding, participation and application capabilities of students in Research and Development procedures. The approach of learning by doing and cooperative learning model as a choice of teaching strategies; the result shows that the understanding, participation and application capabilities of students are quite good. The unplanned result is that the learning process of History Education Research Methods can strengthen the *resilience* of students as future teachers, scientists and researchers in the field of History Education.

Keywords: Lesson Study, understanding, participation, application, research and development.

Introduction

In WALs (World Association of Lesson Studies) International Conference 2014 in Bandung Indonesia on November 24-28, sponsored by JICA International LS; dozens of activists and hundreds of teachers, lecturers, researchers presenting the results of their research in the use of LS in the classroom in a variety of subjects and various levels of education. Selected as the previous research in this study are related to teacher preparation program or teacher education pre- service (for prospective teachers) as well as in service (practicing teachers); These research are relevant, because this study focus of the use of LS in the KPL of students in Social Studies Education.

In international perspectives there was a study by Akiba & Wilkinson. (2015:74-93) *Adopting an International Innovation for Teacher Professional Development: State and District Approaches to Lesson Study in Florida*. Unprecedented approach to teacher professional development in its Race to the Top (RTTT) Program application by proposing to promote an international innovation that originates in Japan, *Lesson Study* as a statewide teacher professional development model. Since winning the US\$700 million RTTT funding in 2010, the Florida Department of Education and districts have been promoting LS as one of the statewide vehicles to implement the state standards aligned with the Common Core State Standards. The result shows that a majority of districts mandated LS implementation without securing or spending sufficient funding. The existing organizational structures and routines for professional development pose a major challenge in capacity building of district leaders and teachers to engage in LS.

Another case study was done by Bocala (2015:349-362) analyze about how educators in one northeastern school district participated in school-based learning through LS). Using a sociocultural perspective on teachers' learning, the participation of educators who were new to LS or *LS novices* were compared with those who had more experience with the practice or *LS experienced* practitioners. Consistent with prior research, I discovered that LS novices focused primarily on learning the routine and on the novelty of observing instruction. LS experienced practitioners, in contrast, were comfortable with the routine and thus concentrated instead on how they elicited students' thinking. I discuss how educators might progress from having a less developed to a more developed understanding of lesson study, and how supports such as routine participation and interactions with knowledgeable experts might help educators develop their understanding and application of lesson study over time.

A study with title *Toward A Culture of Professional Growth in School Based teacher Education: A Critical Analysis of the Impact Of New Teachers Lesson Study Project*. The University of Leichester in England and North America did an evaluation on 30 projects of LS done by students teacher in England and North America as the program of initial Teacher Education (ITE). The data analysis still on the way when this presentation being done. But the temporary results showed that most student teacher found LS was valuable (Cajkler, & Wood, 2014). Eventhough facing many challenges in the implementation, because many assignments for students following LS. Research about using LS in Social Studies Education is very rare, an analysis on research topics presented in WALs international Conference 2014 in shows no topic of using LS in

Social Studies Education. Positive results always came up in using LS and many challenges follows. Many observers said that LS need longer time, and difficult to make participants agree on the open lesson schedule.

Another study about *Nurturing Reflective Practitioners through LS, a Case Study of Teachers' Professional Development in Singapore* was done by Hong, & Pin, (2014). The study is part of the Program Department of Education of Singapore which focus on creating LS timwork, making a plan about how they going to do reflection before, during and after teaching. The result shows that the reflection process created and promoted teacher awareness, and change their mind set about the important of a new and better teaching and learning. Ko & Tsang (2014). A Study of Professional Development Program: A platform for the Hongkong in-Service Teachers to become Reflective Practitioners. The training examined was followed by teachers from many schools which involved in the planning, implementing, observing and doing reflection about the effectivity of teaching-learning process in elementary and junior-high school. The results show that cooperation among teachers from different school in planning, implementing and observing the class, make them share professional experience in the conference/reflection after teaching-learning.

A study entitle *The Eksperiences on Lesson Study Implementation on The First Teaching Practice Program*. The study was done on Biology students in doing teaching practice for the first time. Anothe study on *Teacher Collaboration to achieve 21st Century Learning Outcomes in History Lessons in Lower Secondary Classrooms*. This study was done in multydiscipline professional development project aims to include development of the twenty first century competence in Brunei Darussalam schools (Primandiri & Sithamparam, 2014) Another study with title *The Relationship Between Lesson Study and Novice Teachers Professionalism: A Case Study of A Mentoring Program in Secondary Education in Indonesia*. The main result is that attention given to mentoring programs which give benefit to new teachers Indonesian Government had lounced a mentoring program as professional development program such as about the use of LS in Pilot Project Activities; and LS was identified as a clinical supervision in mentoring (Hidayah, 2014).

Historically, LS came to State University of Malang (UM) around 1997. After several years of running in the Science Faculty of UM, some benefits perceived. LS address learning problems and become an effort to improve the quality of teaching and learning. In 2009 there was a concrete action for sustainability of LS by integrating LS in Activity Field Experience (KPL) UM. KPL Unit shared a document of LS to Supervisor lecturer and ask them to learn about. Although LS introduced as a Guide of KPL since 2009 (Andayani, 2009) it did not mean that LS immediately can be applied in the process of supervision of teaching practice at School. In the early stage of LS introduction; lecturers already understand concepts and master the technique LS but the School teachers were not ready. Using the LS in KPL in Malang State University will promote the Mastery of teaching skills of teaching and management of student learning in KPL.

As a subject matter, History Education Research Methods has a mission to help students understand the concept of research, educational research, research procedures, qualitative and quantitative approaches and various research designs such as Research and Development (R & D) and *Classroom Action Research (CAR)*; and be able to apply for Research in Education and Teaching History. The material can be divided as follows: Concepts and Research Methods. The Quantitative approach covering: problems, variables and research paradigm, the basic theory, frameworks and hypotheses, design experiments, populations and samples, instruments, data collection techniques, data analysis. The qualitative approach covering: problem, title, theoretical basis, population, sample/key informants, data collection, data analysis, draw conclusions. These materials is completed with: Design and Procedures of Research & Development (Sugiyono, 2008). Design and Procedures of Classroom Action Research (CAR). The final part of this course material is a research proposal writing of any chosen research design, the student must know the structure of the proposals and how to write it.

The article entitled "The Implementation of Lesson Study to Strengthen students' understanding, participation and application capabilities in History Education Research Method on Topic Research & Development. was written for several reasons. First, related to the characteristics of the subject matter, research method is a new topic for students. Student's perspective about research is still very limited, they recognize many surveys such as: political surveys, surveys about consumer behavior, the survey about adolescent behavior etc. Usually the class begins with an explanation of what is called research and educational research, why research is important. Second, the material of Research Methods in History Education contains: conceptual knowledge, principles and procedures. Therefore, student learning will help students to know, understand, and apply the material being studied. Third, this course has 3 credits and 4 semester hours or 90 minutes x 2=180 minutes; it gives enough time to lecture in the first 90 minutes to promote students understanding about concepts, principles, procedures; and the second 90 minutes is used as an application training to develop social skills in the process of application, analysis, synthesis, evaluation and creation. Fourth, students are adult learners who have input from other courses, exercises, experiences to create the design, integrate thinking skills by utilizing prior knowledge.

Method

Shortly, this study described the planning and implementation of LS on topic Research & Development as one of the topics students learn in the course of History Education Research Methods, it has code SJK 413, 3 credits/4 semester hour; the lecturer Dra. Siti Malikhah Towaf, MA, Ph. D. lecturer code : 802609, NIP: 195306061980032003. Researcher presented the core activities of LS namely *plan, do* and *see & reflection* and described the *lessons learned* from the implementation of LS. As the final result this study generated useful recommendations for lecturers of similar course in order to improve student learning and achievement in Educational Research Methods course. The steps of LS as follows:

A. **Plan** phase has been prepared by the lecturer by providing lesson plan on History Education Research Methods course, code SJK 413, 3 Sks /4 Js . The subject of this LS are students of History Department offering C, the schedule on Thursday 5-6 and 7-8, that means 90 minutes x 2=180 minutes. This study will be done in 5-6 schedule, from 10:30 until 12:10 a.m. The learning process is observed as an open class in one cycle. The lecturer creates a lesson *Plan* which describes the following activities as introduction:

1). Apperception, students get to know the products of Research & Development in the field of education in the form of several media and learning packages. Lecturer asks: What do you know about the package and learning media? and lecturers show and explained one by one the products of Research & Development in education to attract student attention.

2). Motivation, students gave appreciation/response to the importance of products of Research & Development in education. Lecturer promotes students motivation, emphasize the importance of Research & Development and products produced.

3) Give information about the objectives and procedures of the lecture. Lecturer and student give appreciation/response to the objectives and procedures of the lecture (Syamsuri & Ibrohim, 2011).

B. **Do** phase is related to how the plan had been written neatly in lesson plan can really be done in the learning process in the classroom; it has implemented introduction activities in teaching learning process as follow:

1). Apperception, lecturer introduced the products of Research & Development in the field of education in the form of several media and learning packages. Lecturer asks: What do you know about the package and learning media? The lecturer showed and explained the product one by one, student pay attention. Ask students to expose many other relevant examples.

2). Motivation by discussing the importance of the product in the Research & Development. Students give appreciation/response to the importance of product in Research & Development.

3) Presentation about the objectives and procedures of the lesson. Lecturer present information about the objectives and procedures of the lesson and student appreciate/response to the objectives and procedures of the lesson. The introduction activities need about 20 minutes.

C. Phase **see and reflection**; observation was done in the allocated time for learning which is initially assumed to be completed in one cycle only or 90 minutes. Lecturer carefully and swiftly takes necessary action when students are not fully ready to do the learning process designed in the lesson plan. Observations had been done, and the data collection instruments prepared to examine the following:

1). Do all students have learned the topics discussed today? To this point, observations indicate that nearly all students have been studying the topic of discussion today.

2). How do they learn? Students start learning from the lecture in stage of introduction, students have been involved in apperception, understanding the basic concepts of research and development, look at examples of the product, and able to put forward examples of other relevant products such television show episodes in culinary field or Islamic culture, etc.

3) A few students who are less involved. In a group of 4, students are actively involved in the execution of all tasks, frequently consult the lecturer. But there was also another group of 4 members; one person is less active just watching his/her friends arguing in funny way, occasionally smiling or laughing.

4) Why do some students have not been involved in the learning process intellectually and emotionally? the most likely they do not understand yet and has no idea about what was discussed because they did not read the chapter as pre lesson assignment (Faculty of Social Sciences, 2013).

Results and Discussion

The *LS* was designed on Research & Development topic; the description of in *Lesson Plan* with the following details of expected Students Competences: Understanding the design of Research & Development; the indicators are: 1). Identify the characteristics of the design of Research & Development, 2). Classifying products of Research & Development, 3). Describing the steps of Research Development, 4). Develop draft of framework Research & Development. The details of the content is: 1). Concept Research & Development, 2). Products Research and Development, 3). Steps Research & Development, 4). Application of Research & Development. Method to learning techniques: present examples of product development research in the field of education, using power point lecture followed by a question and answer, discussion groups of 4 people per group, working

worksheet contents is making the title and the steps of research development. Innovation in learning process is needed to improve students achievement (Suwono, 2012:157-165).

The core activities in the *Plan* are: 1). Presentation of the reading report used power point on the topic of Research & Development, students ask questions about the topic. Lecturer add annotations, gives answer and strengthen understanding about the topic. 2). lecturer made 10 small group consist of 3 or 4 people at random and heterogeneous. 3). Student orientation on the task at hand, lecturer explained the task to be done in groups, students pay attention. The task to be done is finding the title and design the framework of Research & Development 4). Lecturer guides individuals and groups, encourages students to select a title and develop the framework of research & development. 5). Students are working on group assignments and lecturer guide students to prepare the presentation of the group. Lecturer assigns one of the groups to present the result of group work. 6). Lecturer analyze and evaluate the results of the group process. At the end of the activity lecturer guides the analysis and evaluation conducted by students as the results of group work, students make inferences and do reflection on the achievement of competence. Lecturer also gives assignment for the next lesson and motivates students to read relevant sources (Hendayana, 2006).

Lecturer make lesson plan, power point for a brief explanation of the concepts, principles and procedures of Research & Development. The Lesson plan describes an Introductory stage, core activities and the end of the lesson. At the introduction, lecturer designed *apperception* activity, gives motivation and present information about the objectives and procedures of the lesson. The core activities are: 1). Presentation of reading report used power point, 2). The formation of 10 groups with members of 3 or 4 people at random and heterogeneous. 3). Students on task orientation, lecturer explained the task to find the title and fill out 4 stage of Research & Development. 4). Lecturer guide individuals and groups. 5). Assign one group to present the result. 6). Analyze and evaluate the results and the learning process of the group.

Do phase is related to how the plan had been written neatly in lesson plan can really be done in the learning process in the classroom. The detailed core activities of *Do* phase (Susilo, 2008) were done as follow:

1). The lecturer make presentation use power point by student as reading the report about Research and Development, this is an assignment before the lesson. This activity can not be done because there is a misunderstanding between student and lecturer. No student is ready for the reading report presentation. Lecturer takes over and present concepts and procedures of Research & Development and used a power point, there is opportunity for students to ask questions about the topic, this activity lasted in 20 minutes. The learning continues into the next stage, lecturer assigned students to form 10 groups consisting of 3 or 4 people at random and heterogeneous.

2). Lecturer explained the task to be done in groups were: finding the title, filling out the framework/procedure Research & Development for 40 minutes, students pay attention. Questions arise during group discussions, if students have problem, one student from the group take turn to consult to lecturer. The first problem is to find an appropriate title and write it in the right words. The selection process of the products and targets are good, lecturer guide individuals and groups and encourage them to consider the topic and discuss the stages of development. During 40 minutes groups fill out 4 stages of Research & Development namely: a). Potential and problems, b). Data collection, c). Product design, and d). Design validation. At the time of consultation many groups are asking how to write an explanation of the 4 stages of Research & Development. During the last 10 minutes lecturer gives feedback, explanations and comments more clearly based on the results of the groups consultation.

3). Lecturer assigns one group to do presentation; this stage can not be done because as students are still working on the task, refining 4 stages they have done. In the second 90 minutes, lecturer gives 6 additional stages namely: e). Revised Design, f). Test products, g). Revision products, h) Trial Use, i) Revision products and j). Mass production. Completion of tasks performed, lecturer analyze and evaluate the results of the group process, conduct discussion as feedback for the group work has been done outside the allocation time of lesson study. At the end of the *Do* process: Lecturer gives guide on the analysis and evaluation conducted by the students on the results and the process of the group discussion, students make inferences and reflection orally on the achievement of competence. Lecturer gave assignment for the next lesson, students responded to the task. Lecturer motivated students to read relevant sources.

In the *see & reflection* phase, 3 colleagues did observation during the learning takes place within 135 minutes, Lecturer taking the necessary actions, when students are not fully ready to make the learning process designed in lesson plan. Observations carried out to examine whether all the students had learned the topics discussed today, how they learn, is there any students who are less involved seen from the observation group performance, why did students not engage in the learning process, all of which have been answered on exposure to the open lesson.

1). Do all students have learned the topics discussed today? To this point, observations indicate that nearly all students have been studying the topic of discussion today.

2). How do they learn? Students start learning from the lecture in stage of introduction, students have been

involved in apperception, understanding the basic concepts of research and development, look at examples of the product, and able to put forward examples of other relevant products such television show episodes in culinary field or Islamic culture, etc.

3) A few students who are less involved. In a group of 4, students are actively involved in the execution of all tasks, frequently consult the lecturer. But there was also another group of 4 members; one person is less active just watching his/her friends arguing in funny way, occasionally smiling or laughing.

4) Why do some students have not been involved in the learning process intellectually and emotionally? the most likely they do not understand yet and has no idea about what was discussed because they did not read the chapter as pre lesson assignment (Faculty of Social Sciences, 2013).

Many learning problems often faced by lecturers; first, how to make students learn to understand the concepts, new principles in order to master the procedures of various design and approach of the research; it can be a qualitative or quantitative; descriptive, inferential, action research or research & development (Sugiyono, 2008). Understanding a Concrete illustration on stages are required; in the case of learning about the research & development, giving examples of various products as a result of the development of educational research become very important. Second, is to provide a learning process to promote optimal participation and sharing opinions among students, developing their social skills for academic and personal purposes. The expected learning outcomes in accordance with the material is the development of cognitive abilities and complex skills such as: 1). knowledge, 2). understanding, 3). implementation, 4). analysis, 5). synthesis, 6). evaluation and 7) creation. This course also has role in strengthening the mental and attitude of students as prospective scientists and researchers. Students become more sensitive, honest, critical, tough and resilience, these are characters necessary for a researcher (Thobroni & Mustafa, 2012:23-24).

The use of appropriate learning strategies strengthening the achievement of learning goals and objectives. Successful learning can not be separated from the main dimensions of learning, namely: effectiveness, efficiency and attractiveness of learning (Gunawan, 2004:1-10); in the context of the essential elements of learning as the system are: input, process and product/results. The learning system further divided into ten elements, namely: the problem of learning, task analysis, the characteristics of students, material, learning objectives, the initial assessment of students, learning activities and resources of learning, support services, media assessment, evaluation and revision (Suprihatiningrum 2013:133-137). To reach these dimensions, the LS on Research & Development as the topic is designed using *learning by doing* approach and cooperative learning as the model. First, learning to focus on understanding concepts and principles; second, recognize procedures and stages of Research & Development; third, is to give experience to students to practice critical thinking, integrate and develop their social skills by applying what is already understood and create their own design of Research & Development in history education.

The *lessons learned* from the implementation of LS this time. First, the plans have been written neatly in the lesson plan takes longer time, from the allocated time of 90 minutes to 135 minutes. Second, based on previous experience, the topic of Research & Development does require the entire allocated time for the lesson 90 minutes x 2= 180 minutes, lesson study should be designed into 2 cycles. Third, the material on the History of Education Research Method such as: concepts, principles and procedures are totally new for students; they need energy and extra time and strategies in the learning process. Fourth, in research method course, learning processes for application is important. Lecturer provides a space for students to apply the concepts, finding topic and making research design and procedures with assistance as needed.

Some notes can be summarized as follows: student interaction in a group can be done by involving each group leader to motivate his reluctant friend in the group. Interaction between the groups on that day was not optimal, because in the process of sharing, the class can only display one group at additional allocated time of 90 minutes. Student interaction with lecturer became very intense when a student or group representative consult about what has been done. Students interaction with the source in the form of tangible products of research and development is crucial, they clearly know what and how was the research & development products. Student interaction with the source occurs intensively during group work to find titles, products and target, generate a design of research & development. Student have to read the source book carefully, ideally the student has read the source book before entering the class/lesson. The interaction of students with a classroom environment was not good, because the class was too small for 34 of students, and loaded with seat exceeds the amount needed. The class location next to a busy road was another problem, it was noisy all day. The implementation of inovative teaching models in higher education contribute to the achievement of students learning (Hanurawan, 2012 & Parno, 2012 & Pursitasari, 2012). Lesson Study demand ideal learning process, and supported with a variety of facilities. Situations and conditions should also be ideal. Classroom situation of the Social Sciences Faculty is an emergency situation. The building is old is not ideal, it is leaks if it is rains. Based on the consideration of the place, area, atmosphere; the number of students in the class should be reduced to fit with the condition of the class.

The results of the *open lesson* are: there is a little gap between plan and do related to the allocation of

time. This result promote professional skill of the teacher/lecturer (Suwono, 2012 & Sutaji, 2013). The message of pre lesson study assignment in written message was handed in to the head of the class and the lecturer did not meet him personally. The assignment of reading the chapter/topic before lesson and making a power point about the topic studied was not taken care of. Learning problems are encountered by lecturer: First, how to make all students learn, understand the concepts, principles and procedures, the topic was a new knowledge. Second, concrete illustration on apperception is required; showing various products as a result of the research and development in education. Third, allocation of time with 3 credits and 4 semester hours already matched with the characteristics of the learners and materials. Fourth, how the learning process allows sharing opinions among students, so that their social skills are well developed for academic and personal need. Cooperative learning model become the right choice.

Learning outcomes associated with the development of complex cognitive abilities: knowledge, comprehension, application, analysis, synthesis, evaluation, and creation. Doing something clearly with concrete examples become a necessity when students learn a complex material which demand students to understand and be able to apply the concepts, principles and procedures they studied. There is also development of attitudes, students need to practice to be individuals who are: sensitive, honest, critical and tough. *Resilience* is the mentality required for a researcher as a long-term results of research method learning. Some notes can be summarized as follows: related to student interaction in a group can be done by involving each group leader to motivate his friend in the group who are less active. Interaction between groups is not optimal in that lesson, because the process of sharing the result of work group can only display one group at an additional time of 90 minutes allocated for the LS. Student interaction with the source, occurs intensively during group work to find titles, products and objectives; generate a design of research and development. Ideally students have to read the source book before entering the lesson.

In the planning and implementation of LS this time, is not only completing routine activities related to the topic of learning and achievement of certain cognitive learning in the course of History Education Research Methods; but the learning also serves to strengthen the *resilience* of students. Resilience is literally a flexible power of endurance, the human capacity of a person or group to survive in stressful situations; thus making life to be strong and able to adjust themselves in unpleasant conditions; can even develop social, academic and vocational competence. General properties of resilient individuals. are: 1). Social competence, the ability to generate a positive response from other people, in the sense of holding positive relationships with adults and peers. 2). Problem solving skills/metacognition, or planning that facilitate self-control, utilizing common sense to seek the help of others. 3). Autonomy, an awareness of one's own identity and the ability to act independently and to exercise control over their environment. 4). a sense of purpose and future, educational aspirations, perseverance hope of a bright future.

The resilience of the student has been developed in various forms of activities: 1). increase bonding, strengthening relationships, 2). set clear and consistent boundaries, apply restrictions. 3). teach life skills: cooperation, conflict resolution in a healthy way, resistance, communication skills by using problem solving and decision making process of cooperative learning 4). provide caring and support, giving, appreciation and positive encouragement, 5). set and communicate high expectation, hard work pays off, there is a high expectation of confidence in the ability of the student. 6). provide the opportunity for meaningful participation as a fundamental human need to control their own lives and how they use their time (Desmita, 2011:198-218). Cooperatif learning model as a choice in group discussions not only to optimize the understanding and participation of students, but also sharpening their social skills and resilience. Suprihatiningrum explained that (2013:191-202) cooperative learning is done with the following elements: 1). positive interdependent, 2). Personal interaction is increasing, 3). individual responsibility, 3). interpersonal and small group skills, and 5). process group. (Rusman, 2013:201-2013).

CONCLUSIONS

Lesson Study (LS) as the name suggests, is the process of studying learning, so that one can obtain useful input theoretically from the science of learning; and practically obtain input related to the implementation of learning in the classroom. Learning can be observed and refined from the three dimensions called with effectiveness, efficiency and attractiveness of learning. The implementation LS could be recognized as one means for improving teaching learning practices by faculty member in higher education. Lecturers can reflect on their own teaching and learning in three stages of *plan, do* and *see*. Hopefully there is a continuous effort to improve the quality of teaching and learning without formal design of lesson study.

In this LS, the optimization of the student's understanding and application were done by using Student Worksheet, students discuss and can fill up the worksheet and the job well done. Although in the arguments about the potentials, the problems and data collection some students still have confusion. In order to specify the reasons and the corresponding data collection, students need more exercises. The approach of *learning by doing*, and *cooperative learning* models optimize participation of students, promote understanding and application

capabilities of students. In the long-term the learning process of History Education Research Methods can strengthen social skills, attitudes such as sensitivity, honesty, critical, tough and resilience of students as future teachers, scientists and researchers in the field of History Education

The implementation of LS by faculty member in higher education ones in a while is necessary, because it will have an impact on improving the quality of learning as a practical benefit lesson study. The barriers is the faculty member have more responsibilities in the odd semester, because research activities in various Scheme and Community Service held during the odd/first semester; LS could be done on the even/second semester of each year. In lesson study sometimes students/the leader of the group can be involved as an observer to observe the learning process that occurs in a group discussion, why there are less students involved, what are their learning difficulties etc. Students can be a participant observer, the observer who is also participate in the learning process. His/her input will be useful in the process of reflection as an effort to increase the quality of learning.

There is a hope, with LS faculty member can develop the learning community among faculties and students; but it will be difficult when the remaining time of faculty member much more used for routine administrative tasks. The findings or result of LS is not only for practical purposes, improving the quality of learning; but also for the scientific development of the learning as discipline. Resilience is a human capacity of a person or group to survive and succeed in a stressfull situations, his/her life becomes stronger, he/she will able to adapt and to develop social academic and vocational competence. In the long run, the learning process of History Education Research Methods course can strengthen attitudes and resilience of students as future teachers, scientists and researchers in the field of History Education. This aspect needs to get attention from the custodian of Educational Research Methods course.

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