INNOVATIVE TEACHING AND LEARNING METHODS IN EDUCATIONAL SYSTEMS

Edited by
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Description

This proceedings volume of InCoTEPD 2018 covers many ideas for handling a wide variety of challenging issues in the field of education. The outstanding ideas dealing with these issues result in innovation of the system. There are many innovation strategies resulting from recent research that are discussed in this book. These strategies will become the best starting points to solve current and future problems.

This book provides an in-depth coverage of educational innovation developments with an emphasis on educational systems, formal or informal education strategies, learning models, and professional teachers. Indeed, those developments are very important to be explored for obtaining the right way of problem-solving.

Providing many ideas from the theoretical foundation into the practice, this book is versatile and well organized for an appropriate audience in the field of education. It is an extremely useful reference for students, teachers, professors, practitioners, and government representatives in many countries.

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Integrating knowledge and skills-based curriculum in TT-TVET through a blended and embedded model: An innovative approach at the faculty of technical and vocational education, Universiti Tun Hussien Onn Malaysia 3

A.R.A. Razzaq, M.H.B. Amiruddin, M.A. Rohiat & N.B. Razali

The effectiveness of academic supervision by school principals 12

S. Darmawanti & H. Usman

The performance of state elementary school supervisors 18

R.S. Maulida & H. Usman

Integrated thematic learning in the 2013 curriculum: Implications for the self-confidence and academic achievement of primary school students 24

U. Tisngati, C.A. Budiningsih & Sugiman

The effect of technology literacy and learning environment on student motivation in the educational revolution 4.0 32

A. Saputri Sukirno, H. Kurniawan & H.D. Hermawan

Student perceptions of motivational strategies used by junior high school English teachers in Kota Yogyakarta 37

G. Ambarini & Ashadi

Study on graduate competence in air-conditioning skills at senior high school with relation to job market competencies 45

S. Haryadi

Elementary students’ performance in mathematical reasoning 52

N. Andrijati, D. Mardapi & H. Retnawati

Evaluation model of the implementation of a quality management system of electrical skills in vocational high school 59

I.G.B. Mahendra & G. Wiyono

Formal & Informal Education

Strengthening character education through the local wisdom: Indonesian folklore 69

T.A. Rini & P. Mahanani

Forming young citizen characters through youth organizations in Indonesia 77
Wellyana & Marzuki
Revitalization in vocational training centers for improving the quality of human resources 82
I.A. Manalu & R. Asnawi

Learning Models
Theatrical stage of technology and humans in relation to education 91
T. Öztürk

Improving students' critical thinking abilities in probability problems through problembased learning 97
Rauzah & Kusnandi

Cultural map media as an innovation to overcome cognitive learning difficulties in Social studies at elementary school 104
L. Fatmawati, V.Y. Erviana, D. Hermawati, I. Maryani, M.N. Wangid & A. Mustadi

Learning innovations in citizenship education for strengthening digital and ecological citizenship 113
K.E.R. Marsudi & S. Sunarso

Needs analysis for an electronic module (e-module) in vocational schools 122
S. Oksa & S. Soenarto

Analysis of students' learning readiness in terms of their interest and motivation in achieving students' critical thinking skills 129
R. Putri & A. Ghufron

Study on a test scoring system for vocational secondary schools using Computerized Adaptive Testing (CAT) 135
F.P. Marsyaly & S. Hadi

Implementation of basic graphic design learning skills competence of multimedia in SMK Muhammadiyah Wonosari 141
L.F.A.N.F. Albana & Suajarwo

Professional Teacher
Developing video-based learning resources for music teachers in Singapore 151
A. Bautista, S.L. Chua, J. Wong & C. Tan
Teacher–student communication style and bullying behavior: Sociometry evaluation 159
I. Sholekhah, S. Indartono & D.W. Guntoro

Analysis of students' mistakes in solving algebra word problems using the Newman Procedure 168
R. Keumalasari & Turmudi

Lesson study as an alternative for teacher creativity development in reflecting and improving the quality of learning of the Indonesian language 174
R.W. Eriyanti

Lesson study to improve teacher creativity in solving problems of mathematics learning 179
Y.M. Chollly

Mapping the innovation of Professional Learning Communities (PLC) in primary schools: A review 184
P.S. Cholifah & H.I. Oktaviani

Implementation of snowball drilling learning model on discrete mathematics to improve student's independence and learning outcomes 190
L. Novamizanti

What lecturers know about their role as an agent of learning: Levels of innovativeness in the learning process 197
A. Ghufron

Development and quality analysis of a learning media electrical motor installation on the Android platform, for vocational students 201
B.N. Setyanto & H. Jati

The readiness of vocational secondary schools on forming working characteristics for industry 4.0 209
H. Mulyani & I.W. Djatmiko

The assessment model for competency certification tests 216
W. Ramadani & D.L.B. Taruno

Contribution of a teacher competency test to identifying teacher performance in vocational high schools 223
Lesson Study As An Alternative of Teacher Creativity Development In Reflecting and Improving The Quality of Indonesian Language Learning

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ABSTRACT: Regulation of the Minister of National Education Number 16 of 2007 mandates that every teacher should develop a sustainable profession by reflecting on learning and improving the quality of his learning through classroom action research. However, the reality shows that teachers have difficulty implementing it because of a lack of understanding of classroom action research methodology and not having experience in conducting classroom action research. The purpose of this activity is to improve teachers' UNDERSTANDING and experience in improving and reflecting on the quality of learning. For that reason, lesson study was conducted in schools involving Indonesian teachers. With lesson study, teachers' creativity in reflecting on learning, designing improved learning, and improving learning increase. In addition, teachers become more confident in carrying out learning.

Keywords: lesson study, teacher, professional, learning, learning reflection.
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1. INTRODUCTION

Teachers are professional educators. As a professional educator, special skills are needed to perform professional duties (RoI., 2005). Ministry of Education in Indonesia mandates that a teacher must meet the minimum academic qualification requirement of undergraduate (Strata 1) or Diploma 4 (D-4) and have professional, pedagogical, social, and personal competence. The fourth competency is integrated into teacher performance (RoI, 2007).

Pedagogic competence includes the ability to understand the characteristics of students in terms of physical, moral, spiritual, social, cultural, emotional, and intellectual; understand the theory of learning and the principles of educational learning. It is necessary because the teacher faced various characteristic of students in working on his professional job. In addition, teachers need to understand and able to develop a curriculum of subjects that are taught; able to organize learning that educates and utilizes information and communication technology for the benefit of learning. Teachers should be able to facilitate the development of potential students to actualize their potentials; able to communicate effectively, empathetically, and courteously with students; conduct assessment and evaluation of learning processes and outcomes; utilize the results of assessment and evaluation for the interest of learning; and take reflective action to improve the quality of learning (Hakim, 2015).

Personality competence includes acting in accordance with Indonesian religious, legal, social, and national norms; present themselves as honest, noble, and role models for students and society; presents itself as a steady, stable, adult, wise, and authoritative person; showing a work ethic, high responsibility, a sense of pride to be a teacher, and a sense of self-confidence; and uphold the professional code of ethics of teachers. The competence must be owned by the teacher because it is used as a model for the students (Abduh & Zainudin, 2016).

Social competence includes being inclusive, objective, and non-discriminatory because of gender, religion, race, physical condition, family background, and socioeconomic status; communicate effectively, empathically, and courteously with fellow educators, education personnel, parents, and the community; adapt in place of duty throughout the territory of the Republic of Indonesia which has a socio-cultural diversity; and communicate with the profession communities themselves and other professions orally and in writing or other forms. It is necessary for teachers because they have to establish direct communication with students. In addition, teachers should be able to establish communication with parents of students and citizens.
Professional competence includes understanding the materials, structures, concepts, and scientific thinking patterns that support the subjects being taught; understand the competency standards and basic competencies of the subjects that are being taught; developing creative learning materials; develop professionally in a sustainable manner by taking reflective action; and utilizing information and communication technology to communicate and develop themselves. Professional competence refers to the understanding of teachers in the field of science in accordance with the lessons learned by teachers. Understanding of professional competence is obtained through a special education level, in accordance with the field of science teachers.

Teacher's duties and responsibilities are not only limited to the development of the students' physical aspects, but the psychological, spiritual, personal, and intellectual aspects are important. All aspects must be developed completely so that each student can develop his personality completely. The development of science and technology puts pressure on human behavior to meet the needs and demands of life. In the field of education, this raises a new awareness to revitalize the performance of teachers in order to prepare students and future young people who are able to respond to the progress of science and technology and community needs. In relation to that, teachers need to improve their professionalism so as to improve the quality of their learning in order to produce graduates who are able to face the future life.

It has been stipulated in the Regulation of the Minister of National Education, particularly on the aspect of pedagogical and professional competence, that teachers should take reflective action to improve the quality of learning and develop professionally in a sustainable manner by taking reflective action. It implies that in carrying out its learning tasks, the teacher must reflect on an ongoing lesson in order to make improvements in the quality of his learning in a sustainable manner. Based on the results of reflection is done improvements learning in accordance with needs.

In reality, teachers have difficulty to implement lesson study in class. This is seen from the design of the lesson prepared and also the class action research design that has been prepared by the teacher. In the teacher-designed learning plan, there is a reflection activity on closing activities (Ono, Chikamori, & Rogan, 2013). However, there has not been any teacher creativity to implement the reflection of learning. The reflection activity that is designed only contains activities to make a summary or conclusion of learning materials that is learned by students. Thus, the learning improvement activities designed by the teacher are not based on the results of reflection.

Based on these problems, it is necessary to assist teachers in improving the quality of their learning in the form of lesson study. Lesson study was chosen as a way to increase the creativity of teachers in improving the quality of learning with the consideration through studying with colleagues, teachers feel free to express their impressions during learning.

2. METHOD

The development of teachers' creativity in Indonesian language learning is conducted through lesson study activities. Lesson study activities are conducted on a school-based basis. Lesson study participants are all teachers in two schools, up to 105 people with various lessons learned. Thus, prior to the lesson study, group formation was conducted based on similar subjects that teachers had. Based on the formation of the group, teacher creativity development is focused on Indonesian teachers.

In the group, the teachers discuss to decide who played the role of teachers and as observers. In addition, the focus of learning is also being determined. Based on the results of the decision of the group conducted lesson study.

Lesson study is carried out through three stages of activity, i.e. learning planning, learning implementation, observation and reflection of learning (Lewis, Perry, & Murata, 2006). Learning planning phase is implemented collaboratively. The purpose of activities to design learning is to produce a learning design that is able to make students study effectively and generate active participation of students in learning. The activities are started by asks the teacher role to arrange learning plan/learning design based on the focus that has been decided before. Then, the learning plan is discussed to get inputs for refinement from other teachers. Furthermore, the learning plan is simulated before it is applied in the class. At this stage also, established observation procedures and instruments that are required in the observation.
Learning implementation phase is based on learning plan which has been designed collaboratively. There is a teacher who has been appointed as a model, while others make observations using instruments that have been prepared. Observation activities focused on student activities during the lesson. The purpose of the observer is to study the ongoing learning process. The observation and reflection stage is intended to identify the advantages and disadvantages of learning implementation. The teacher who acts as the model initiates the discussion through the delivery of impressions during the lesson. Discussion activities continued with the delivery of input from observers. In addition, lesson learned from the learning process is also being delivered.

3. RESULTS AND DISCUSSION

The purpose of this Lesson Study is to develop the creativity of teachers in implementing Indonesian language learning, especially in designing learning activities, implementing innovative learning, evaluating and reflecting on learning. Referring to these objectives, the results of this activity show that Indonesian teachers are more creative in designing, implement, evaluate and reflect on Indonesian language learning. The results of this activity are set out in Table 1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Developed Aspect</th>
<th>Condition Before Activity</th>
<th>Condition After Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>Designing text-based Indonesian Lessons</td>
<td>-Not understanding the purpose of learning Indonesian&lt;br&gt;- Difficult to distinguish competence of knowledge and competence of Indonesian language skill&lt;br&gt;- Difficult to elaborate basic competencies into achievement indicators of competence&lt;br&gt;- Less creative to build the context of Indonesian language learning&lt;br&gt;- The determination of teaching materials depends on textbooks&lt;br&gt;- Less creative choosing strategy and designing learning scenarios.&lt;br&gt;- Difficulties in developing assessment instruments&lt;br&gt;- Difficulties in developing assessment instruments</td>
<td>- Understand the purpose of learning Indonesian at school&lt;br&gt;- Able to distinguish the competence of knowledge and skills of Indonesian language&lt;br&gt;- Able to describe basic competencies as indicators of achievement of competence&lt;br&gt;- Creative build context of learning Indonesian&lt;br&gt;- Able to develop creative teaching materials and relate them to reality&lt;br&gt;- Creative choose learning strategies in accordance with the competence and characteristics of learners.&lt;br&gt;- Able to develop assessment instruments</td>
</tr>
<tr>
<td>2.</td>
<td>Implementing Problem-solving Learning Bahasa Indonesia</td>
<td>- Less involving students in the utilization of instructional media&lt;br&gt;- Less able to create a creative and innovative learning environment&lt;br&gt;- Less able to activate students in learning the Indonesian language&lt;br&gt;- Less creative in the use of questions to guide students in learning Indonesian&lt;br&gt;- Creative involving students in the utilization of instructional media</td>
<td>- Able to create creative and innovative Indonesian learning environment&lt;br&gt;- Able to actively engage students in learning the Indonesian language&lt;br&gt;- Creative in the use of questions to guide students in using the Indonesian language</td>
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</table>
Table 1 shows that through lesson study, teacher creativity in Indonesian language learning can be developed. Teachers are able to design learning effectively, creatively, and innovatively. This can be achieved by teachers through reflective learning activities in a collaborative way. Through reflection activities, teachers know the weaknesses of learning that is carried out, able to diagnose the causes of learning weaknesses undertaken so that it can be designed to improve the next learning effort appropriately.

Sunardi and Sujadi (2017) stated that reflection activities need to be done by the teacher after completion of continuous learning. Through reflection, teachers can identify the learning characteristics of each student, be able to identify the empowerment of the empowerment carried out, and to diagnose the cause of the weaknesses experienced. Thus can be designed learning improvement activities that will be done next. The event is implemented through lesson study. Through lesson study, teachers can share information about learning activities that are implemented. Observer teachers can provide more positive information about the advantages and disadvantages of learning implemented by model teachers. On the other hand, observer teachers can also learn together from the lessons of the model teacher. Model teachers can convey impressions during perceived learning.

Table 1 also shows that through lesson study, data teachers improve their learning implementation. Teachers more creatively build context, choose the teaching materials in accordance with the competence and characteristics of learners, creatively selecting and utilizing strategies and learning media that activate students, so that the lesson is more effective.

After the lesson study is implemented, the creative teacher carries out the learning reflection that has been implemented. Teachers can identify the way students learn precisely, able to introspection themselves about the learning is done, so it can determine follow-up learning. Teachers are also increasingly aware of the shortcomings and advantages of learning.

This is in accordance with the results of Leson Study conducted by Lutfi, Mitarlis, Muchlis, Yonata, and Novita (2008) that during the first year round show that students feel the lesson on open lesson than usual and more fun, while the lesson study participant teachers stated motivated to do more learning good and can imitate the friends of teachers who have implemented the learning. The principal’s view of a school-based lesson study impacts the school’s popularity on the surrounding community.

4. CONCLUSION

Teachers are required to develop their professionals in a sustainable manner. Lesson study is one alternative strategy that can be implemented to develop teachers’ creativity in improving the learning that is implemented. Through lesson study, teachers can share knowledge and experience of learning. Thus, teachers can reflect on the lessons learned and follow up in the form of improved learning.
5. REFERENCES


Certificate

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