



PROCEEDINGS

BECOMING REFLECTIVE EDUCATORS AND PROFESSIONALS OF LEARNING
November 25–28, 2014

World Association of Lesson Studies
International Conference 2014 in Bandung, Indonesia

WALS



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Editor by :

Sumar Hendayana, Ph.D.
Dr. rer. nat. Asep Supriatna, M.Si.
Pupung Purnawarman, Ph.D.
Tatang Suratno, M.Pd.
A.Taupik Rahman, S.T.

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Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LPPM)
Indonesia University of Education
Gedung LPPM UPI 3rd Floor
Jl. Dr. Setiabudhi No.229 Bandung
E-mail : wals2014@upi.edu
Website : wals2014.upi.edu

PREFACE

On behalf of the Organizing Committee of World Association of Lesson Studies (WALS) 2014 International Conference, I would like to welcome all participants both local and overseas to the 8th annual conference at Indonesia University of Education in Bandung, Indonesia. The Bandung conference has attracted attention of international community around the globe. There are 782 registered participants from 29 countries with the largest contingent from Indonesia followed by Singapore, Japan, and Sweden.

The theme of WALS 2014 International Conference is **Becoming Reflective Educators and Professionals of Learning**. This theme reflects the continuity of efforts to be reflective educators and professional who never stop learning. Such is represented in the form knowledge, expertise, and other resources which are developed, invested, accumulated, and distributed to improve the quality of teaching and learning.

In this conference, educators and teachers from Africa, America, Asia, Australia and Europe continents come together to share their research and practices on improving the quality of teaching and learning, teacher education and development, school improvement, and learning community through Lesson and Learning Studies.

This proceeding is a collection of papers presented in the WALS 2014 International Conference. It covers 13 strands:

1. Teacher Professional Development
2. Action Research
3. Pedagogies and Teaching Strategies
4. Designing for Learning with Quality in Specific Subjects
5. Research on Lessons in Different Cultures
6. Issues about Leading Lesson Study
7. Learning Communities for School Reform
8. Developing Communities of Practices
9. Creating Knowledge in Practice
10. Student Learning and Development
11. Lesson and Learning Study in Pre-School
12. Lesson and Learning Study in Special Education settings
13. Lesson and Learning Study in Higher Education

We are sure that the papers and discussions from WALS 2014 International Conference will make a major contribution to the national and international dialogue on Lesson/Learning Studies. However, we would like to remind that the views expressed in the papers are those of each author alone and do not necessarily represent those of the organizing institutions or any of their affiliates.

I wish all of us a fruitful conference and opportunities to build networking during the conference. I hope you enjoy the conference and your time at UPI.

Sumar Hendayana, Ph.D.
Chair
Organizing Committee of WALS
2014
International Conference

Welcome Message

On behalf of the Organizing Committee of World Association of Lesson Studies (WALS) 2014 International Conference, I would like to welcome all participants both local and overseas to the 8th annual conference at Indonesia University of Education in Bandung, Indonesia. This Bandung conference has attracted attention of international community around the globe to join WALS 2014 conference in Bandung. We have 782 registered participants from 29 countries with the largest contingent from Indonesia followed by Singapore, Japan, and Sweden. The theme of WALS conference this year is "Becoming Reflective Educators and Professionals of Learning" as we would like to emphasize the how importance it is for teachers and educators to always reflect and learn from their practices in order to improve their professionalism.

This conference program provides you with information about papers, speakers, and venues. Three hundred eighty-six papers will be shared and discussed during the three-day conference. Four papers will be presented by four recognized keynote speakers from United Kingdom, Japan, United States of America, and Indonesia. Ten papers will be shared on two plenary sessions by invited speakers. Participants have many choices to attend concurrent sessions of 372 papers consisting of symposium, workshop, poster, and paper presentations. In addition, the conference offers participants with optional school visits at all levels of education from pre-school to higher-education on November 28, 2014. During the school visit, participants may observe lessons and participate in a post class discussion.

Collaboration and partnership are the spirit of lesson study. WALS 2014 is made possible through the collaboration and partnership with the Directorate General of Higher Education and West Java Provincial Office of Education.

I wish all of us a fruitful conference and opportunities to build networking during four days of the WALS 2014 International Conference. I hope you enjoy the conference and your time at UPI.



Sumar Hendayana, Ph.D.
Chair
Organizing Committee of WALS 2014
International
Conference

It is with great pleasure that I welcome all of you to the World Association of Lesson Studies (WALS) 2014 annual conference in Bandung, Indonesia. WALS is privileged to work together with Indonesia University of Education in organizing this conference and to receive the support from Ministry of Higher Education, Research and Technology, Republic of Indonesia, West Java Provincial Office of Education, the Government of Bandung City, and Japan International Cooperation Agency (JICA). The Indonesia University of Education has been playing an important role in developing and disseminating Lesson Study across Indonesia as well as to other countries in Asia and Africa through technical cooperation with JICA.

The conference organizing team led by Dr. Sumar Hendayana from Indonesia University of Education has worked extremely hard to ensure the success of our annual conference. As of October 2014, the conference has drawn 819 delegates with the largest contingent from Indonesia (375) followed by Singapore (197), Japan (68), Sweden (48), Philippines (18), Malaysia (16), Thailand (13), United Kingdom (11), China (8), Hong Kong (8) and Brunei (7). For the first time, African countries such as Ethiopia (7), Zambia (7) and Senegal (2), as well as Bangladesh are represented at a WALS annual conference. This outreach to new countries reflects the influence that Indonesia has in these countries as a result of the partnership they have with JICA and Japanese colleagues working in African countries. A total of 28 countries will be represented at WALS 2014 annual meeting in Bandung.

We look forward to the rich conversations among our delegates during the conference on the theme ***Becoming Reflective Educators and Professionals of Learning***. There are **304 papers, 50 posters, 9 workshops, 9 symposiums, 10 plenary sessions and 4 keynotes**. Our annual conferences bring teachers, academics, researchers and policy makers together to discuss lesson study research and practices and to learn from each other's work. We hope to see the development of professional and academic networks through mutual assistance and information exchange among our members at this meeting.

The success of WALS 2014 Bandung meeting is made possible by the dedication of the local organizing team led by WALS Executive Committee and Council Member, Dr. Sumar Hendayana from Indonesia University of Education. We want to thank them for their hard work over the last 2 years to provide an interesting and stimulating conference programme for all participants. We want to thank the Indonesia University of Education for hosting this conference. We are also thankful for the generous support from Ministry of Research, Technology, and Higher Education, Republic of Indonesia, West Java Provincial Office of Education, the Government of Bandung City and Japan International Cooperation Agency (JICA).

I wish all of you a fruitful and engaging time at WALS 2014.



Associate Professor
President,
World Association of Lesson Studies
National Institute of Education,
Nanyang Technological University, Singapore

On behalf of the West Java Provincial Office of Education, we welcome all the participants from Indonesia and overseas. One of the missions of the West Java Provincial Office of Education is improving the access and quality of education. One of the strategies in improving the quality of education is by implementing Lesson Study as a form of teacher continuing professional development through partnership with UPI that has been established since 2006 to develop and disseminate best practices on lesson study in West Java. Beginning with the piloting of lesson study in Sumedang District, lesson study then spread to 16 districts/cities in West Java. Thousands of teachers in West Java have enjoyed the benefits of Lesson Study for the improvement of the quality of education as activities in lesson study have updated their knowledge and skills in facilitating students' learning.

Activities in teacher professional development through lesson study are conducted at school so that the training for teachers becomes more contextual in solving problems at class levels, it does not require high expenses, and it does not cause teachers to abandon their students while participating in the training. Teachers become confident and accountable in teaching students and teaching-learning activities tend to shift from teacher-centered to student-centered while teacher sensitivity toward students experiencing learning problems has increased. In addition, teachers who have been accustomed to lesson study can adapt easily in implementing the Curriculum 2013 because teacher collaboration in analyzing lessons is not something new in lesson study. Teachers have been accustomed to analyzing lessons to stimulate students to think and reason, and build their knowledge so that students understand phenomenon and not to memorize facts.

At WALS 2014 Conference, West Java Provincial Office of Education has facilitated 200 teachers to participate in this conference and half of them present their papers to share their experiences in lesson study. Through this conference, we hope that teachers in West Java will gain more knowledge to even more optimize classroom teaching and learning. Last but not least, we hope that you enjoy the cool atmosphere of Bandung and the conference.



Prof. Dr. H. Moh. Wahyudin Zarkasyi, CPA
Head of West Java Provincial Office of Education

On behalf of the Directorate of Learning and Student Affairs, Ministry of Higher Education, Research and Technology. We wish you the warmest welcome to all participants from various countries. We have facilitated forty-two LPTKs (Educational Institution for Teacher Training) from Aceh to Papua with grants to develop lesson study to improve the quality of learning in higher education since 2009. We collaborate with teaching and learning experts from UPI (Indonesia University of Education), UNY (State University of Yogyakarta), and UM (State University of Malang) to foster LPTKs in the Western, Central, and Eastern regions of Indonesia. The supports in the forms of block grants for three years have been put to good use by LPTKs to focus on the improvement of teaching and learning quality. In addition, LPTKs partner with neighboring schools to develop school-based lesson study in the third year.

Through lesson study, University lecturers collaborate with teachers to plan, implement lesson plans, and reflect the teaching and learning processes. We witness positive changes from the grant recipients such as lecturers have become more accountable and open to criticism in carrying out teaching and learning activities, and have become more confident in teaching students. There is also a paradigm shift in classroom teaching from teacher-centered to learner-centered, and a more harmonious relationship between LPTKs and schools. Results of the development of lesson study in grant-receiving LPTKs will be shared in WALS 2014 Conference. One of the characteristics of WALS 2014 International Conference is the addition of a new strand called Lesson Study in Higher Education Setting.

We hope that participants of WALS 2014 Conference can learn from each other and build international networks in enhancing the quality of education. Please enjoy your stay in Bandung and we hope you enjoy WALS 2014 Conference.



Dr. Ilah Sailah
Director,
Directorate of Learning and Student Affairs
Ministry of Higher Education, Research and Technology

In this very happy occasion, on behalf of the Indonesia University of Education or Universitas Pendidikan Indonesia (UPI), I would like to welcome all the conference participants, both Indonesian and international participants, to our beautiful UPI campus in the city of Bandung. It is quite an honor for the Indonesia University of Education to host the World Association of Lesson Studies International Conference 2014. This conference is made possible through the cooperation between the Indonesia University of Education (UPI), Bandung City Office of Education, West Java Provincial Office of Education, Directorate of Higher Education, World Association of Lesson Studies (WALS), and Japan International Cooperation Agency (JICA). UPI has been the pioneer of the development of *Lesson Study* since 2006 together with JICA through the SISTTEMS Project (Strengthening In-service Teacher Training of Mathematics and Science at Secondary Level) and PELITA (Quality Improvement of SMP/MTs). At the beginning, we assigned 32 FPMIPA lecturers to collaborate with 500 mathematics and science teachers in 94 Junior High Schools to carry out innovation in mathematics and science learning through hands-on, mind-on, daily life by utilizing local materials as teaching materials in Sumedang District, West Java. Training teachers through lesson study puts more emphasizes on empowering teachers collegially than on instructing them to implement models of instruction. In Lesson Study, teachers and university lecturers collaboratively analyze teaching and learning through the cycle of *Plan, Do, See* to improve the quality of teaching and learning. From Sumedang District, we learned valuable lessons from the SISTTEMS Project that, among others, teacher improved their self-confidence and accountability in facilitating student's learning, collaboration between teachers and school leaders improved significantly, teaching and learning shifted from teacher-centered toward student-centered, teachers became more sensitive to and aware of students' learning problems, students were facilitated to learn collaboratively, student achievement gradually improved, and school image in the community improved significantly. Eventhough external supports have already ended, the schools in Sumedang District still continue to implement *Lesson Study* because the community realize the positive impacts of the practice of *Lesson Study*. Learning from the success of the implementation of *Lesson Study* in Sumedang District as a form of teacher professional development, UPI has expanded the target areas for *Lesson Study* in Indonesia. From 2008 to 2010, with the supports from Sampoerna Foundation, UPI trained 1500 teachers of mathematics, science education, Bahasa Indonesia, and English subjects in Karawang District (West Java province), Surabaya City, and Pasuruan District (East Java province). Since 2010, with the supports from the Directorate of Higher Education and the West Java Provincial Office of Education, UPI has trained 7,000 teachers of elementary, junior high, and senior high schools, and headmasters, and supervisors in 10 districts throughout the West Java province. In 2013, through the collaboration with the Government of Jambi Province, UPI trained 5,000 teachers of elementary, junior high, and senior high schools in 10 districts in Jambi province. In addition, UPI has also implemented the practice of *Lesson Study* to improve university courses in pre-service programs. We would like to extend our thanks and appreciation to all parties that have supported the organization of WALS International Conference 2014. Through this conference, let us strengthen our international network to share experiences and learn from each other to improve the quality of education through *Lesson Study*. We wish you all a fruitful and enjoyable WALS International Conference 2014!

Bandung, 24 November 2014



Prof. Dr. Sunaryo Kartadinata, M.Pd.
Rector,
Indonesia University of Education
(Universitas Pendidikan Indonesia)

On behalf of the Government of the Republic of Indonesia, I happily welcome all the participants of the WALS (World Association of Lesson Studies) Conference from various countries. Welcome to Bandung, Indonesia! In this 21st century, we are facing a complex global competition characterized by the rapid development of technology and multicultural society, and therefore education should provide our students with life skills and career skills having characteristics of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. To help develop those skills, learning should be carried out in such a way that it can support creativity and innovation, critical thinking and problem solving, communication and collaboration, and information, media and ICT literacy. Therefore, the Government of Indonesia has revised the previous curriculum and developed a new curriculum known by Curriculum 2013 to be implemented comprehensively in 2014. Curriculum 2013 puts emphasis on learning processes because we believe that quality learning processes will result in quality student's achievement too. In learning, students must be facilitated to be able to build knowledge, not to be told. Consequently, the challenge for educators in the primary and secondary levels, and in the university level as well, is to change the paradigm in the classroom from teaching to learning. To implement the new curriculum, we have provided student's book, teacher's book, and we have trained the teachers, principals, and supervisors for one week in all levels of education. The one week training was meant for the socialization of the new curriculum which, afterwards, has to be followed up with continuous lesson studies.

Lesson study is a strategy to improve the quality of teaching and learning through studying the teaching and learning processes continuously by empowering teacher's potentials collaboratively and collegially. Lesson study emphasizes student-centered learning and trains high order thinking skills through daily life approach as well as utilizing local materials. Lesson study also functions as a continuous professional development. Lesson study activities are usually carried out at school so that these activities are relevant and are based on real classroom activities. The Government appreciates all the teachers who have implemented lesson study and we hope that the implementation of lesson study will improve the quality of classroom teaching and learning, and it ultimately will improve the quality of education in the country.

Lesson Study has been introduced in Indonesia since 2006 through the technical cooperation under the support from JICA. Although the supports from JICA ended in 2011, the practice of lesson study did not stop. Lesson study continued in various regions supported by regional government and universities. However, lesson study activities still need to be improved so that lesson study can affect the improvement of the quality of education in Indonesia. WALS 2014 conference organized by UPI has to be used well as a forum for learning from each other and for network building among educators from all over the world.

Last but not least, we would like to thank World Association of Lesson Studies (WALS) and UPI for organizing WALS 2014 conference. We hope that all participants of WALS 2014 conference will obtain invaluable lessons to improve the quality of education their own country.

We wish you a fruitful and enjoyable conference!



Prof. Dr., Muhammad Nasir, Ph.D
Minister of Higher Education, Research and
Technology

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The Implementation Lesson Study In Assistance For Primary Teachers On Developing Devices Learning At Elementary School

Kandowangko, Novri Youla¹, Perry Zakaria² and Rachel Yunginger³

¹Department Biology Education, Gorontalo State University, Jl. Jend. Soedirman No. 6, Gorontalo City, Indonesia
novri1968@gmail.com

²Department Mathematic Education, Gorontalo State University, Jl. Jend. Soedirman No. 6, Gorontalo City, Indonesia
perry.zakaria@gmail.com

³Department Physic Education, Gorontalo State University, Jl. Jend. Soedirman No. 6, Gorontalo City, Indonesia
rachel.ung@yahoo.co.id

Abstract: The purpose of this service activities are: 1) To provide assistance for elementary classroom teachers in preparing and developing teaching tools; 2) In order to reflect the experience of learning for elementary classroom teachers through Lesson study. Preparation of training activities for the development of the learning elementary classroom teachers integrate theoretical and practical approach. Theoretical concepts in terms of didactic and methodical in applied learning based on scientific assessments, while the application is done practically in the field. This activity is carried out by using the application of science and technology training methods, based lesson study in order to improve the professionalism of teachers. The interesting thing is encountered when devotion to the activities of the Plan, the majority of teachers had difficulty in defining indicators of learning. They have a perception that for elementary school students learning indicators to formulate enough cognitive level C3 (application). In addition, they argue C1 is cognitive, affective domain C2 and C3 psychomotor. When DO and SEE, we both learned that the division of the group for 1st grade and fourth grade consisting of 6 people / groups were not effective in the implementation of learning. Better for class I SD, maximum 2 persons / groups and for the fourth grade, a maximum of 4 people / group. In designing the study, should be considered a tool / media that is given to each child as a foundation in the mastery of learning materials.

Keywords: Lesson study, learning devices, elementary school

1 INTRODUCTION

Science and Technology (Science and Technology), both as the substance of the teaching materials and the organization of learning devices, continues to grow. This dynamic requires teachers always improve and adjust its competence in order to be able to develop and present the actual subject matter using a variety of approaches, methods, and the latest learning technology. Only in this way the teacher is able to organize a successful learning lead learners to enter the world of life according to the needs and challenges of his time. Instead, the unwillingness and inability of insight and competence of teachers adjusting to the demands of his profession development environment it will be one of the factors inhibiting the achievement of the objectives of education and learning (Kemdikbud, 2012).

Until now, both in fact and perception, there are many who doubt the competence of teachers in both the subject areas taught and other areas that support

primarily didactic and methodical learning field. This is quite reasonable doubt because it is supported by the results of competency tests that show there are many teachers who have not reached the standard of competence specified. Competency test also shows that there are many teachers who do not master the use of information and communication technology (ICT). Another quite surprising conclusion from the study of which is that the classroom is dominated by a one-way lecture from a teacher and a very rare question and answer. It reflects how many teachers are not trying to improve and update the professionalism (Kemdikbud, 2012).

That fact is also found in a number of primary schools located in the District of East City, as one of the target areas LPM University of Gorontalo. Apparent inability of the teacher looks at the learning device used by teachers in learning activities at school sometimes obtained with a way to copy paste from other schools. Based on observations in the field, can be identified several

problems, among others: 1) The low ability of teachers to formulate indicators of achievement of competencies and learning objectives; 2) The relationship between Standar Kompetensi, Basic Competence and indicators as well as the learning objectives are not synchronized; 3) Not exactly the selection of teaching materials; 4) The form and the scoring system is not appropriate. Most teachers only rate the product but does not implement learning assessment; 5) The utilization of learning resources, especially media that is still low.

The purpose of this service activities are: 1) To provide assistance for elementary classroom teachers in preparing and developing teaching tools; 2) In order to reflect the experience of learning for elementary classroom teachers through Lesson Study

2 MATERIALS AND METHODS

To overcome the problems faced by a group of teachers in the district elementary class East Town, then after the Executive Team science and technology program for the community (IbM) conduct a feasibility study, immediately implement alternative problem solving, which is coordinated with the Department of Education and Culture related to training on the preparation and development tools learning for elementary grade teacher at East City District.

The steps of solving the problem is as follows : 1). Survey the existence of Elementary School Teacher; 2) Coordination with Related Agencies (Department of Education, Schools); 3) Determination of Location and Recruiting Teachers who have not been certified preferred; 4). Grouping participants into two major groups, namely: Teachers Class Teacher Class High and Low; 5) Implementation Assistance Preparation Lesson study-based learning tools. To ensure all the stages went well, always balanced with monitoring and evaluation.

Alternatives are taken with consideration of the efficiency and effectiveness of the achievement of the success of this activity. Preparation of training activities for the development of the learning elementary classroom teachers integrate theoretical and practical approach. Theoretical concepts in terms of didactic and methodical in applied learning based on scientific assessments, while the application is done practically in the field. This activity is carried out by using the application of science and technology training methods, based

lesson study in order to improve the professionalism of teachers.

Between the strategic target audiences in these service activities is the Head of Education Office East District of the City and all its officials, Chairman of Force Working Group teachers (KKG) East City District, and the Heads of Primary School located in the district of East Town and the Primary Schools. They have a strategic role to bring together classroom teachers as participants in the mentoring-based lesson study.

Furthermore, who becomes the target audience of this activity is the primary grade teacher who was in the East City District, Gorontalo. Selection of target audience groups based on the consideration that the group grade teacher has a very important role in the school as a learning agent that can be expected to pass on information about the preparation and development of learning tools on other elementary classroom teachers in elementary schools around.

2.1 Method of Activity

Community service activities in the group of elementary classroom teachers through mentoring the preparation and development of the learning is done using a method based mentoring lesson study in the East City District, Gorontalo using about 3 months of preparation to the successful implementation of the evaluation phase. The stages of implementation as follows :

1. Conduct a survey to identify the presence of classroom teachers in primary schools in the East City District.
2. To coordinate with branches of the Department of Education and Culture East, to set the location of the implementation of mentoring for elementary classroom teachers in preparing and developing a learning device.
3. Form a group of classroom teachers into High-grade teacher groups are groups of classroom teachers who teach in grades 4, 5, 6 and Low-grade teacher, the group of classroom teachers who teach in class I, II and III.
4. Implementation Assistance. In this activity the group given the knowledge and skills of teachers in the preparation and development of learning tools such as: syllabi, lesson plans, teaching materials, worksheets, and assessment Learning Media Assessment.
5. Evaluate and monitor the effectiveness and efficiency of development assistance activities and the preparation of the learning undertaken

by a group of elementary school classroom teachers in the East City District.

The evaluation was conducted in three phases:

- 1) Initial Activity: to establish a plan of activities to be carried out;
 - 2) during the implementation process: to determine the enforceability of the program and feedback for continued program improvement;
 - 3) The final activity: an evaluation to measure the success of the entire program of activities.
- Evaluation is done by using the assessment instrument of learning, and through participation assessment for mentoring activities take place.

Target outcomes resulting from the Group IbM elementary classroom teacher in the East City District is a learning device in the form of: syllabi, lesson plans, teaching materials, media and valuation assessment.

3 RESULTS AND DISCUSSION

Based on data from the Department of Education's Office of Gorontalo in Year 2012, an elementary school in the East City District school amount 17, the amount civil servant teachers 175 teachers and 51 non-civil servant teachers. Furthermore, from the number of teachers who already have a teaching certificate representing 84 civil servant teachers and two non-civil servant teachers.

➤ Realization of resolution

After coordinating with the Department of Education and Chairman of the District of East Town Master Force Working Group (KKG), the executive had engaged in assisting the preparation and development of learning tools for elementary classroom teachers in the East City District, Gorontalo, amounting to 32 people. Classroom teachers representing elementary classroom teachers who teach in the lower grades (grade I, II, and III) and elementary classroom teachers who teach in high-grade (Grade IV, V, and VI). on 19 to 21 November 2012. Activities PLAN that learning occurs in the preparation of SDN 72 East Town on 19 November 2012, while the activity or OPEN CLASS DO and SEE (Reflection) performed at SDN 61 East City on November 21, 2012. For Open Class activities conducted in Class I, II and Thematic learning approach to learning Mathematics Class IV.

➤ Results assisting the preparation and development of learning devices

Mentoring activities for elementary classroom teachers in the East City District, Gorontalo in preparing and developing the learning devices, followed by 32 elementary classroom teachers divided into 4 groups: 2 groups of classroom

teachers representing elementary classroom teachers who teach in the lower grades (grade I, II, and III) and two groups of elementary classroom teachers who teach in high-grade (grade IV, V, and VI).

This mentoring activity-based lesson study. PLAN activity is the preparation of the learning has been done in SDN 72 East Town on 19 November 2012 for together, then the teacher is given the task to develop the learning of each school according to the conditions. Activities or OPEN CLASS DO and SEE (Reflection) performed at SDN 61 East City on November 21, 2012. For activities carried out in the Open Class Class I, II and Thematic learning approach to learning Mathematics Class IV.

The interesting thing encountered when Plan activities, the majority of teachers had difficulty in defining indicators of learning. They have a perception that for elementary school students learning enough to formulate indicators C3 (application). In addition, they argue C1 is cognitive, affective domain C2 and C3 psychomotor. Misperception has been given an explanation when drafting the plan learning activities.

When the DO or the implementation of learning activities in the form of an open class, the teacher acts as a one person model teacher, while the other teachers to act as an observer or observers in learning. The observer in charge of observing the students in learning activities, for example, when students begin to concentrate on learning. Based on observations during the open class in the first grade elementary school, students begin learning concentration turns when teachers invite children - children singing song "Wake up", The number of students who began to concentrate learn to sing ranges characterized by 73%, then the concentration of studied children children decreased again.

Then the students begin to concentrate more when teachers share media hours getting to know the time, every child receives one (1) hour media. Each child tries to shift the existing clock, time toward 7 o'clock and 9 o'clock as instructed teachers. When these activities there are some children who are just quiet and there are also children who have been doing other things because the teacher is given the task has finished working on. From the results of this learning activity, we learned that although the model of applied learning teacher is cooperative learning, and students sit in groups (6 persons / group) but did not appear to group activities. That there is an individual in a group activity. So that children who have completed the task set by the teacher, seemed silent or even do something else.

Furthermore, when the open class in a Class IV B, Mathematics, with material Integer, sort the

numbers from the smallest to the largest of the five numbers hundreds of thousands. The teacher divides the worksheets that contain numbers - numbers written on paper and put in an envelope. Fourth grade students numbered 42 people divided into seven groups, each group consisted of 6 people. When active learning students seem to learn, but there are also students who sit at the edge does not seem to learn. Then the students sitting position in which the student group of men placed on equal footing, it seems the tendency to fight and not to learn.

Furthermore, when the SEE or reflection, the teachers were asked to reflect back on the lessons he has done. The teachers have the courage to express models of learning experience that is done, have the courage to express limitations and dare to open ourselves to make improvements in the future. It is very important for a teacher in an effort to improve the quality of learning. As teachers learning agent should always be willing to continuously learn. From the development assistance activities of this study, we can learn from the open class and reflection activities that have been carried out which of the open class in the first grade elementary school, we can learn the importance of designing the foundation should be given to students and groups of students in the division.

In the opinion of KITADA, Yoshiko (2014) in collaborative learning, the teacher should provide the foundation for every student. The foundation can be a tool / media / about a higher level. For any student who has completed can continue to improve their ability to learn. Furthermore, when viewed from the division of the group, it turns out to children in 1st grade, the number of members of a group of 6 people / groups is too large. Children have difficulties in communicating. Should break out groups for children - children grade 1 is 2 persons / groups.

Furthermore, in the opinion of Masaaki SATO (2014), should be sharing in the learning group had only a maximum of 4 people. The reason why the distribution of the collaborative learning group that only a maximum of 4 people, with the seating position of men and women in a diagonal position and not parallel. This is because girls are usually faster growing and more 'care' than boys. When girls and boys are on the same level, there is a tendency to do other things (play). Furthermore, if the group consists of 6 members, then the child is sitting on the edge position, it would be difficult to communicate with friends in the group.

4 CONCLUSION

From the community service activities such as mentoring preparation and development tools based learning lesson study can be summarized as follows:

- Elementary grade teacher at East City District enlightened and information in the preparation and development of learning devices.
- Elementary classroom teachers get the experience with the reflective learning through Lesson study.
- On the learning class 1 and class IV, the small groups consisting of 6 people / groups, it was not effective.

5 SUGGESTION

From the community service activities are suggested things - the following:

- Activity is expected to remain lesson study carried out to improve relations collegiality among educators in an effort to improve the quality of learning.
- A paradigm shift in the center the learning from teacher to student center, the teacher needs to be assisted in the preparation and development of the learning devices.
- Reflection for us as the college that produces teachers, in order to give the students experience in developing the learning.
- The division of a group of students of class I and class IV should not be too large, For 1st grade students, should be members of the 1 group of a maximum of 2 people, while for the fourth grade students should be 4 people (2 sons, 2 daughters).

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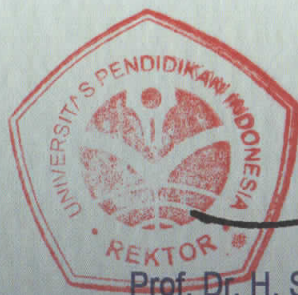
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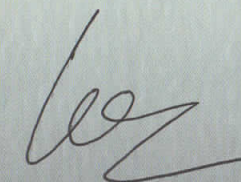
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