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The Implementation Lesson Study In Assistance For Primary Teachers On Developing Devices Learning At Elementary School Kandowangko, Novri Youla 1, Perry Zakaria 2 and Rachel Yunginger 3
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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

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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

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Competence, 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.

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They have a strategic role to bring together classroom teachers as participants in the mentoringbased 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 Highgrade teacher groups are groups of classroom teachers who teach in grades 4, 5, 6 and Lowgrade 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.

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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.

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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

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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.

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?? 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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INTERNET SOURCES:

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