



MANAJEMEN PERUBAHAN ERA DISRUPTION

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Lalu, apa yang sebenarnya terjadi? Apa yang sebaiknya dilakukan?

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Organisasi yang sudah lama berdiri, merasa bahwa dirinya tidak perlu lagi membuat banyak inovasi. Perasaan aman yang muncul tersebut dikarenakan oleh asumsi bahwa pelanggannya akan terus menerus loyal. Padahal pada kenyataannya, pergeseran segmen konsumen (dari yang sebelumnya Generasi X menjadi Millennials) memerlukan pengembangan dari berbagai aspek. Termasuk layanan.

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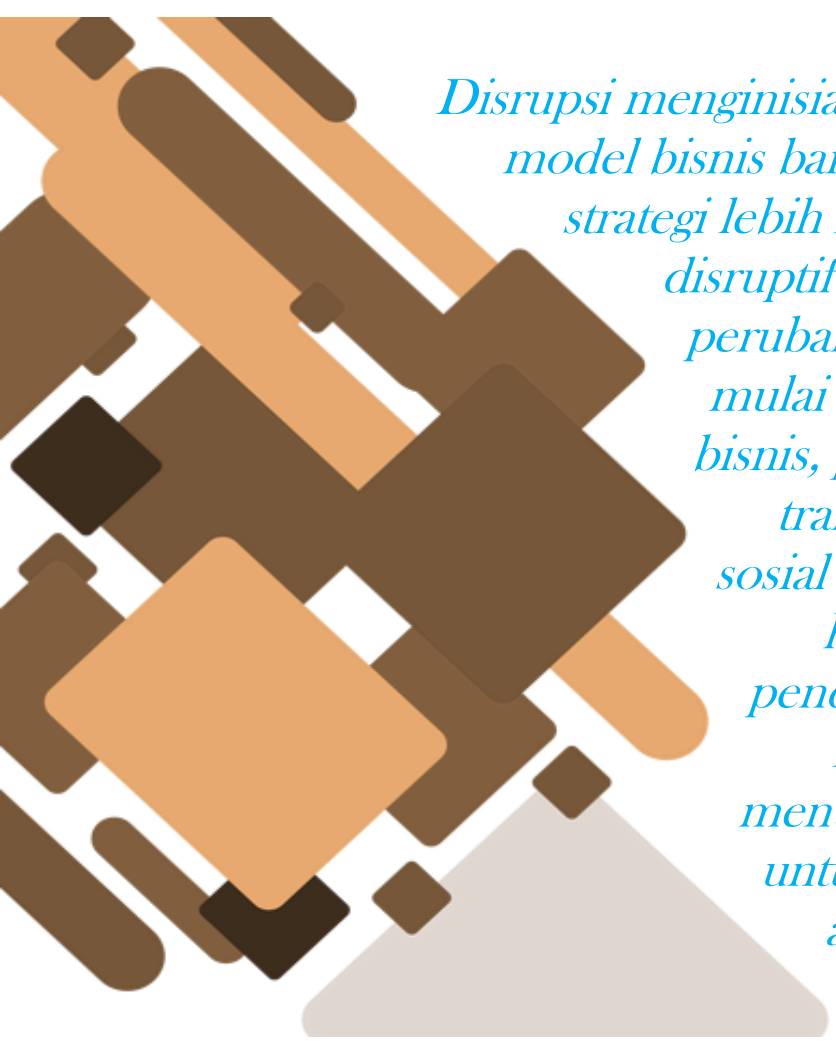
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Editor :
Abdul Rahmat, Sriharini, Mira Mirnawati, Christina CW

MANAJEMEN PERUBAHAN ERA *DISRUPTION*

Sri Vandayuli Riorini, dkk.



Disrupsi menginisiasi lahirnya model bisnis baru dengan strategi lebih inovatif dan disruptif. Cakupan perubahannya luas mulai dari dunia bisnis, perbankan, transportasi, sosial masyarakat, hingga pendidikan. Era ini akan menuntut kita untuk berubah atau punah.



Gorontalo, 2019

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MANAJEMEN PERUBAHAN ERA *DISRUPTION*

Sri Vandayuli Riorini, dkk.

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PRAKATA

Buku ini tidak dapat terselesaikan tanpa izin Sang Maha Kuasa. Lantunan syukur alhamdulillah menjadi pembuka kata dari tim penulis untuk buku ini. Segala puji bagi Allah Swt., karena hanya Dia yang patut untuk dipuji sehingga buku yang berjudul *Manajemen Perubahan Era Disruption* dapat tersaji di hadapan pembaca.

Pada bagian pertama buku ini membahas tentang manajemen, ekonomi, dan bisnis era distrupsi. BAB 1, Stimulus dari Niat Pembelian Konsumen Melalui Aplikasi *Mobile*. BAB 2, Pengaruh Kompensasi, Komunikasi, dan Motivasi Kerja Terhadap Kinerja Karyawan. BAB 3, Pengaruh *Current Ratio* (Cr), *Debt To Equity Ratio* (Der), dan *Return On Assets* (Roa) terhadap Harga Saham pada Sektor Pertanian. BAB 4, “BHMD” Penggerak Ekonomi Masyarakat Pedesaan. BAB 5, *Disruptive Innovation* dalam Bisnis Asuransi di Indonesia BAB 6, Gerakan Masyarakat Hidup Sehat Era Distrupsi. BAB 7, Posdaya di Tengah Distrupsi Ekonomi Kreatif. BAB 8, Peningkatan Daya Saing UMKM dalam Menghadapi Persaingan Global. BAB 9, *Quality Of Work Life* Terhadap Kinerja Pegawai. BAB 10, Perubahan Manajemen Sosial Era Distrupsi.

Bagian ke dua, hukum, politik, dan kebijakan publik. BAB 11 Implementasi Doktrin Penyingkapan Tabir Perusahaan (*Piercing The Corporate Veil*) pada Perseroan Terbatas. BAB 12, Budaya Menggugat dalam Praktik Peradilan Implementasi dari Asas Peradilan Sederhana, Cepat, dan Biaya Ringan. BAB 13, Tindakan Penyelidik dan Penyidik Kepolisian Negara Republik Indonesia. BAB 14, Praktik Peradilan Pidana: Antara Teori dan Praktik. BAB 15, Perlawanan Pihak III terhadap Sita Eksekutotial. BAB 16, Keterkaitan Prinsip Indemnititas dan Prinsip Subrogasi dalam Asuransi Barkah dan Rifkiyati Bachri. BAB 17, *New Psychoactive Substences* (NPS) VS Undang-Undang Nomor 35 Tahun 2009. BAB 18, Konsep Diversi dalam Sistem Peradilan Pidana Anak.

Bagian terakhir, ketiga tentang pendidikan, sosial, dan budaya.. BAB 19, Tantangan Perguruan Tinggi Era Distrupsi. BAB 20, Media Berbasis Lingkungan dalam Pemahaman Konsep Pecahan di Sekolah

Dasar, BAB 21, Menumbuhkan Karakter Siswa Berbasis Budaya Lokal *Tabé'* di Era Digital. BAB 22, Mendidik di Era Kids Zaman Now. BAB 23, Metode Karya Wisata pada Penulisan Karangan Deskripsi di Sekolah Dasar. BAB 24, Penyelenggaraan Pendidikan Dasar Menuju Revolusi 4.0. BAB 25, Urgensi Mutu dan *Quality Assurance* di Era *Disruption*. BAB 26, *Learning Organization* dan Pengembangan Diri Guru. BAB 27, Optimalisasi Peran Masyarakat dalam Pembiayaan Pendidikan Madrasah di Era *Disruption*. BAB 28, Keseimbangan Indera, Akal, dan Hati. BAB 29, *Reforming Learning Quality through Lesson Study for Learning Community*. BAB 30, PAKEM, Model Pembelajaran Era Disrupsi. BAB 31, Revitalisasi Peran Pengawas Sekolah dalam Manajemen Perubahan di Era Disrupsi. BAB 32, Manajemen Pendidikan Vokasi dalam Era Disrupsi: Menghubungkan Bisnis dan Industri dalam Model Pembelajaran Berbasis Inovasi.

Buku ini merupakan respon dari bentuk fenomena disrupsi. Tanpa disadari, teknologi menyisipi celah kehidupan manusia dalam segala aspek. Fenomena ini berkembang pada perubahan pola dunia bisnis. Namun, dengan segala kemuthakhirannya, disrupsi juga merambah pada dunia hukum, pendidikan, sosial, dan budaya.

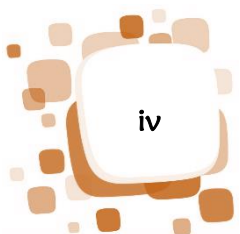
Pembahasan yang menarik disertai dengan argumen yang mumpuni membuat buku ini layak dibaca oleh setiap kalangan. Terlebih oleh mereka yang sangat menyadari akan hadirnya disrupsi. Dengan segala kekurangan dan kelebihanannya, akhirnya disrupsi tetap harus ada dan dinikmati di zaman ini.

Setiap tulisan tentu belum dapat dikatakan sempurna. Ketidaktepatan karena ketidaktahuan kami. Oleh karena itu, kritik dan saran yang bersifat membangun sangat kami harapkan demi kesempurnaan buku ini ke depannya.

Tidak ada lagi yang patut diutarakan selain ungkapan terima kasih mendalam kepada semua pihak yang telah berperan serta dalam penulisan buku ini dari awal hingga akhir. Semoga Allah Swt., senantiasa meridhai segala usaha kita. Amin.

Gorontalo, Januari 2019

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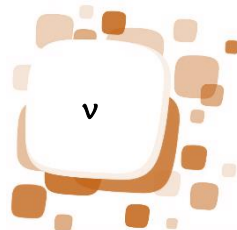
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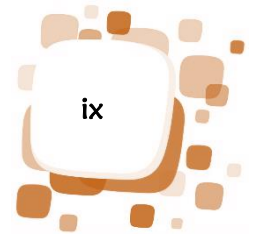
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Catatan di cover belakang

Perubahan adalah keniscayaan. Butuh manajemen dalam perubahan Tidak lagi sekedar berubah, melainkan langsung menggeser atau menggantikan yang sudah berdiri sebelumnya dalam waktu yang cepat.

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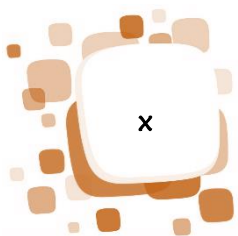
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Reforming Learning Quality Through Lesson Study for Learning Community (LSLC)

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Abstract

Nowadays, the paradigm of learning has removed, from teacher-centered to learner-centered learning views as the reflection of education in the 21st century, notably the education in Indonesia. This demands the student as the young generation to have learning skill and innovation, technology skill and life skill as keeping his or life in the future. One of efforts to achieve this requirement is to choose the school or university/college as the great, comfort, and democratic, collaborative place to educate the students. Based on this choice, the teacher and collaborative teachers, leader of school or university, parents are very expected to build a good interaction in order to increase the quality of learning. This condition, for example, can be achieved by applying lesson study (LS). It is regarded as practice of teaching by doing three phases: Plan, Do, and See Lessons. Three stages reflect how the teachers collaboratively to plan lessons, to implement lessons in the class, and make reflection from the lessons. Besides, the expectation of lesson study application is also converged to the learning community activities. Sato (2014, p.19) affirms that school reform with learning community is formed into three activities: collaborative learning, professional learning community, and collegiality. Considering this overview, this article will portray lesson learned from lesson study for learning community (LSLC) which are concerned to : 1) concept of Lesson Study for learning community, 2) steps of lesson study, 3) lesson learned from lesson study for learning community.

Keywords: lesson study, learning community, mutual learning.

A. Introduction

One of the responsibilities enhancing the quality of education in Indonesia is ascertained by the teachers or lecturers. They have multitasks or roles in planning, implementing and evaluating the lesson. The implementing of their roles optimally, notably in the classroom, can be assumed that the quality of instruction will be success and have a plus impact on the students' quality. Certainly, this expectation demands that the teacher must

be regarded as a professional teacher. As regulation Paragraph 1 Decree 14/2005 regarding Teachers and Lecturers, It is stated that professional educators with their main duties of educating, teaching, teaching guiding, directing, training, assessing, and evaluating learners at early, primary, and secondary formal education. This means that teachers' main duties must have moral commitment in developing learners to become a quality learners. The demand to the teachers or lecturers is, of course, have meaningful action when the teacher improve educator community, such as collaborative teachers, supervisors, head principle, expert, parents, etc. The point model offered to help teachers or lecturers for developing his/her profession is to conduct a lesson study.

Nowadays the term lesson study has been famous, especially in Indonesia in which it was introduced by Japan International Cooperation (JICA) through program Indonesia Mathematics and Science Teacher Education Project (IMSTEP) on 1998-2003. Then, the Strengthening In -Service Teacher Training of Mathematics and Science Education at Secondary Levels (SISTTEMS) on 2006-2008 project fostered learning communities and introduce a school reform an approach at the district level. Therefore, the Indonesia's engagement with lesson study has been increased regularly and is now part of culture in schools and it is promoted to be implemented to another subjects. Currently, the term of lesson study is promoted with the term learning community or it is familiar with the term lesson study for learning community (LSLC). Learning community refers the creation of learning based on community in which learning hopes people's involvement from all levels to increase their capacity for learning together. It needs the involvement of teacher, collaborative teachers, school principle, supervisors, and parents so that the quality of learning will denote a good academic atmosphere as the portrait of learning organization. A good learning organization reflects the culture school reform. According to Sato (2014) that school reform for learning community is the school which implements the 21 century school model by focusing on the changes of education pattern on aspects : (1) the change of curriculum from program model to project model, (2) the change of course from conventional to collaborative; (3) the change of school function as the education and culture center of local community. This paper will elaborate the features of lesson study for learning community.

a. What is Lesson Study?

Lesson study is a professional development process that is one alternative to enhance the learning quality in the classroom. Lesson study plays an important role in the effort of systematic change in Japanese education. Lesson study is regarded as a process or a procedure in a small group of teachers or lecturers collaboratively conducting planning, implementing, assessing and reporting results as results on a class or classes lesson. Gardfield (2006) states that lesson study is a process used by teachers/lecturers systematically in order to assess the effectiveness of instruction in order to increase the instructional outcome. A systematic process is dealing with teacher's or lecturer's work collaboratively to improve the plan and a learning set, do observation, reflecting and revising the planning lesson in cycles. This means that lesson study is the study of instruction of a group of teachers or lecturer in collaborative, collegial, and continual situation of a group to design to observe, and to reflect on their learning as a sign of mutual learning. In short, lesson study is a cycle of inquiry about student with the purpose of teacher learning and instructional improvement

b. *The Purposes and Benefits of Lesson Study*

Implementation of lesson study has a purpose notably enhancing the quality of learning. It helps teacher collaboratively in creating or designing an instructional set, implementing, and reflecting the result of instruction. Having commitment to apply lesson study in small group of teacher will dig a potency of teacher to build collaboration among educators; learn to observe and to give impression of the observation result, to train teacher model to be brave and self - confidence in modelling the teaching and learning process in the classroom. According to Wang-Iverson dan Yoshida (2005) in Syamsudin dan Ibrahim (2008: 35), the purposes of lesson study are as follows: (1) lesson study has reducing isolated teachers or lecturers; (2) help teachers or lecturers to observe and to advice (3) require deeply curriculum and the learning materials (4) help teachers or lecturers to behave students learn; and (5) develop collaboration among appreciate each other.

Whereas, the benefit of implementation lesson study are : (1) an effective way to increase out by teachers and students' learning activities; (2) accelerate the maturation of junior teachers to a be the collaboration and collegiality among teachers, lectures,

and supervisors in a consequence, teachers or lecturers will be going personality to accept feedback of small group; (4) increase teacher's academic skill so that he or she is demanded to and the lesson content; (5) help teachers' social skill in which among teachers or lecturers share ideas or classroom and moving to the other classroom for getting mutual learning; (6) inspiring teachers or lecturers conduct a research for quality of instruction.

c. ***How lesson Study Apply in EFL Classroom?***

A lesson study is conducted by perennial persons who is tied with development, such as teachers, headmasters, supervisors. The implementation of lesson study depend on the model of lesson study do, such a school based- lesson study or a subject based-lesson study. The former model involves teachers those who have similar subject or different headmaster, parents. The later model involves those teachers who has similar subject that is organized in MGMP. Supervisors also have a role observing and giving feedback in lesson study. In relation to the implementation of lesson study, Saito, et all (2005) in Syamsuri and Ibrahim describe three major steps of lesson study: **(1) Plan, (2) Do; and (3) See.**

- 1) **Plan Lesson:** The purpose of this step is to produce the instructional design. Teachers collaboratively, namely study of curriculum, design the lesson plan, learning material, teaching scenario, selecting of instructional model, strategy or method or technique, preparation of media, assessment, discuss teachers or lecturers model.
- 2) **Do Lesson.** The purpose of this step is to the instructional design discussed in plan activity. It refers to hands-on and mind activity. One of teacher or lecturer is a model and there are observer. The main focus of observation is the students' activity in the classroom, including the teacher's performance to implement lesson plan at the classroom. Observers use observation sheet with indicators of observation in some activities: **Pre-Activity - Main Activity** (learning material, class management, learning media, Instructional strategy) - **Closing Activity-** Evaluation.
- 3) **See Lesson:** The purpose of this step is to reflect the result learning process. Reflection is done collaboratively by lesson study participants such as teachers or lecturers model, lecturers, supervisors, experts, head principle. The principles of conducting reflection are as follows : (1) reflection is done

after choosing a moderator; (3) a teacher or lecturer model do reflection by expressing his or her feeling and experiences after open give comment regarding to the provided indicator of observation, solution as well ; (5) take conclusion.

d. *Lesson Study for Learning Community (LSLC)*

Learning community is very important for getting the success of education. Arends (2004) defines learning community as a setting in which individual within the community have mutual goals, have command relationship, and show concern for one another. This is implied that learning community is a scenery done by a group (community) that has reciprocal target, and has attention to achieve a certain goals. Then, regarding to the term of school reform, Sato (2014, p.13) states that learning community is regarded as vision and philosophy of school reform. It demands school to build character –based school. He further says that the school reform has a main purpose, namely to develop the academic competency or to educate an excellence human resources in global competition, or creation excellent class. This means that learning community is dealing how the stakeholders (teacher, principles, supervisor, and even parents) are able to bring a learning to the habitual community which put on the need of students' quality. Learning community is very important for teacher. According to (Arends, 2000, Sato), the importance of learning community are as follows : (1) sharing knowledge, (2) sharing experience, (3) self -reflection, (4) self-confidence, (5) opened mindness, (6) social skills, (7) mutual learning, (8) conducting research. This means that learning community build academic skill and social skill of teachers in order to enhance their capacity to be professional teachers.

Regarding to the concept of learning community explained above, the implementation of lesson study is emphasized on learning community. According to Saito, et al (2015, p.1) , “Lesson Study for Learning Community (LSLC) promotes an environment where children learn together, teachers are respected as professionals modelling learning, and parents within the larger community come together and participate in the restoration of education.”. This means that implementing lesson study needs collaborative learning in all classroom so that the target of learning will achieve. Therefore, to achieve the target of

learning needs collegiality in the staffrooms with corporation among teachers.

B. Lesson Learned of LSLC

The application of LSLC have several lesson learned, for instances in the view points of collaborative learning, democratic learning. Those two points can explained as follows:

1. Collaborative Learning

Collaborative learning provides the opportunity to the success of instructional practices. As a technology for instruction, collaborative learning involves students' active participation, and minimalizes differences among individuals. Collaborative learning adds a momentum of formal and informal education based on two strengths: (1) The practical realization that life outside the class requires collaborative activities, and (2) emerging the awareness of social interaction within the effort of building a meaningful learning. Collaborative learning is a learning strategy to develop learning quality. This strategy focuses on how to maximize the participation and activity in learning, as well as for students to be able to self-construct the knowledge. This strategy tends to make teacher as the facilitator and guide in finding alternative solution in learning difficulties. Building collaborative learning among teachers can be conducted into series of lesson study (plan, do and see). Then for students, building collaborative learning in the classroom can be done by activating the students to do interaction, such as in group work or pair work. It is a good chance in order to facilitate them to be active, high motivation for getting equality. Brown (2001,p. 178-9) mentions four advantages of creating group work in term of English language classroom, namely : (1) to generate interactive language; (2) to offer an embracing affective climate, the small group becomes a community of learners cooperating with each other in pursue of common goals; (3) to promotes learners responsibility and autonomy, (4) it is a step toward individualizing instruction.

2. Democratic Learning

Building democracy is not only to the political view but also for educational one. Democratic learning is dealing with the creation of teacher o sustain the condition of democracy in the classroom, such as in managing classroom, giving task,

giving evaluation. As stated by Sato (2014), building learning must consider three main points: (1) authentic learning; (2) jumping tasks; and (3) listening relation. Authentic learning refers to the concept of learning is learned by students based on the students' needs; jumping task is dealing with the creative and challenge learning so that there is a "jump" of learning has an essential meaning for students as the theory of *zone proximal development (ZPD)* from Vigostky concept; and listening relation refers to the appreciation of students to do the task, namely there is situation of giving and receiving something from learning. There is mutual listening among students so that there is appreciation of the strength and weakness each other, leaning as dynamic, learning within the principle of mutual understanding.

C. Conclusion

Lesson study is development of teacher quality in the teaching and learning process. It is a cycle of inquiry about student learning, conducted with the purpose of teacher learning and instructional improvement. The common steps done for lesson study have three ones: *Plan, DO, SEE*. Conducting the EFL classroom have various advantages, namely to improve academic and social skills among educators collaboratively for the professional teachers or lecturer. To achieve a goal of learning must be facilitated by using lesson study for learning community. LSLC fosters an environment where children learn cooperation by supporting the stakeholder (teacher, principle, supervisors, parents); teachers usually respect their colleagues and are eager to learn from them. Thus they are eager to observe and discuss their colleagues, practice to enrich their daily practices. When lesson study for learning community is done by highly commitment from stakeholders, it will give a meaningful value for both the quality of teachers and learners' quality. LSLC has lesson learned for the quality of educatio, notably to reform learning quality, namely collaborative and democratic learning.

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