

**IMPROVING THE QUALITY OF LEARNING IN MADRASAH  
IBTIDAIYAH (MI) THROUGH LESSON STUDY**  
(IAIN Metro Partnership Program with MI in Metro City)

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**Abstract**

Lesson Study Program includes the following stages: (1) preparation programs that include: the establishment of organizations and the Division of duties and authorities of the Executive team, assessments in cooperation with related parties; determine the schedule of activities of the Lesson Study; and prepare the instruments and the completeness of the Administration; (2) implementation of programs include: socialization to the teachers, and the school, training to the teachers and the school authorities, the establishment of the operational activities of the Lesson Study and the more operational task Division for the team of researchers, teachers, and principals and implementation of Lesson Study as much as 2 rounds and 6 times the IPS and learning Principles; (3) the evaluation of the activity is focused on the evaluation context, input, process and product. Activity Lesson Study was conducted in two schools in the district Metro Center involving 20 teachers. Implementation of the Lesson Study was: (1) give the results, benefits and impact that is huge for IAIN Metro, the Group of teachers and students in schools in order to improve the quality of learning in MI; (2) able to improve gait in a society with a stakeholder in the synergistic fields especially the school and teachers; (3) a stub for partnership activities of IAIN Metro with MI; and (4) enhance the Simple IAIN Metro Imaging in the community and are expected to push other programs.

**Keywords:** *Lesson Study, Partnership Program, Madrasah Ibtidaiyah*

## A. Introduction

The failure of various coaching activities carried out by the ministry of education as well as various teacher professional organizations at the regional level must continue to be addressed. The inhibiting factors for efforts to improve the quality of education are the quality of learning and the competence of teachers themselves. Of course, it must be acknowledged that upgrading teacher qualifications to S1 should be able to encourage an increase in the quality of education in schools. However, at the practical level it has not been able to touch significant improvements in the learning process. Often, schools are less able to respond to the development of learning models developed by universities. On the other hand, the process of disseminating tertiary research results in the field is not optimal.

Efforts have been made by the government to issue Law No. 14 of 2005 requiring educators to have professional qualifications of at least S1 / equivalent. In addition, educators must also have a minimum of integrated competence (pedagogic, personality, social and professional). All educators at the Madrasah Ibtidaiyah (MI) / equivalent level must have these qualifications. The role of educators is very large in improving the quality of graduates through a variety of creativity in carrying out learning activities, such as making interesting media, fun methods, extracting material from various learning sources and others.

The educational process standards used in the current curriculum require schools to equip educators with various abilities that are really needed as classroom teachers. Psychologically, teachers must understand the individual differences of students, especially at the age of SD/MI which can be obtained through training activities by presenting a psychologist. Knowledge of educational theories must also be continuously studied in accordance with the development of the world of education, this is absolutely necessary so that teachers are not like frogs in a shell. This means that programmatic self-improvement activities for educators will continue to be carried out starting from the bottom (*bottom up approach*) and not merely the desire of officials who hold the reins of leadership.

*Lesson study* is a model of improvement (attitudes, knowledge and skills) for educators in achieving learning objectives in madrasah. "*Lesson Study* as a model of teaching professional development through collaborative and continuous learning studies based on the principles of collaboration and *mutual learning* to build a learning community"<sup>1</sup>. Since it was first developed in Japan as a model, *Lesson Study* has become a model of improvement (attitudes, knowledge and skills) which have implications for the quality of classroom management carried out by educators in class and outside the classroom, automatically the quality of education will also increase. The activity of "*The Third International Mathematics and Science Study (TIMSS)*" since 1995, has expanded *Lesson Study* to various major countries such as the United States. *Lesson Study* continues to expand widely to Indonesia through the

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<sup>1</sup> Hendayana, S., et al., "*Lesson Study: a Strategy to Improve Professional Education (IMSTEP-JICA Experience)*" . (Bandung: UPI Press, 2006), p. 10

"*Indonesian Mathematics and Science Teacher Education Project (IMSTEP)*". The cooperation between *Japan International Cooperation Agency (JICA)* in 1998 with 3 IKIPs included: "IKIP Bandung (now the Indonesian Education University), Yogyakarta IKIP (now Yogyakarta State University), and IKIP Malang (Now Malang State University)".

On this basis, IAIN Metro subsequently made lesson study a featured program nomination through a partnership with MI in Metro City which was carried out by teaching lecturers and funded by the 2011 Diktis Research Fund. The *Lesson Study* program involved MI Al-Khoiriyah and MI Al teachers. -arsyad in Central Metro District as a form of implementation of *lesson study* in various madrasah ibtidaiyah located in Metro.

In general, this activity aims to improve the role of IAIN Metro in evaluating every activity carried out by Madrasah Ibtidaiyah teachers by forging mutual partnerships. With this, it is expected provide teacher motivation in carrying out learning activities and the quality of lectures.

## **B. Literature Review**

### **1. Understanding Lesson Study**

It is a form of professional education coaching carried out through collaborative and continuous learning assessment activities based on the principles of collaboration and *mutual learning* to build learning communities in lesson study. The implementation of lesson study is divided into three stages, namely planning (plan), implementing (do) and reflecting (see) on an ongoing basis.

### **2. Implementation of Lesson Study**

As the initiator in the *lesson study* activities is the principal to evaluate the learning activities carried out by the teacher by forming a teaching team. The *lesson study* model implemented in this research is Madrasah-based *lesson study* involving all class teachers and madrasah principals. The purpose of implementing madrasah-based lesson studies is to improve the quality of learning activities of classroom teachers by sharing knowledge in classroom teaching. By collaborating in learning activities both in planning, implementing learning in turn and others making observations to see the strengths and weaknesses of doing classroom learning practices.

Lesson study requires all educators to be directly involved in each stage that will be passed, namely planning, implementing, and reflecting. All teachers have the opportunity to carry out various activities as follows, such as "(1) identifying various problems in learning; (2) conducting studies on various teaching experiences; (3) using various appropriate learning models; (4) making learning plans; (5) consider the learning model according to the situation of the student, as well as the principles of subject learning; (6) implementation learning; (7) observing every activity the teacher does; (8) recording various urgent problems every student does in class; (9) carry out feedback on various problems that arise during the learning process, and (10) for the purpose of improving the quality of making notes on various important things that must be carried out both in the learning process and assessment. "

## C. Discussion

### 1. Program Implementation Steps

The implementation of *lesson study* activities involves all educators and madrasah ibtidaiyah through mutually beneficial relationships. IAIN Metro, and madrasah have the same role in improving the quality of education. IAIN Metro creates and provides guidance to educators with qualified professionalism skills; while having a role to educate students optimally. In addition, IAIN Metro is always ready to serve as a place to complain about various learning problems as well as teacher working groups to provide *feedback* on the situation and conditions and various needs of the madrasah. All education directly can *share* with members of the research group, the results of which can be developed by each madrasah.

IAIN Metro implements *lesson study* in the form of collaboration with Madrasah Ibtidaiyah which has been selected based on the results of discussions with the research team and with the approval of the madrasah. The model used in this study was a madrasah-based LS.

These various Lesson Study programs include the following stages, namely:

- **Program Planning**

Various plans that must be carried out by researchers include: "(1) creating an organizational structure to clarify the division of duties or authority of members ; (2) exploring the MOU with the various parties involved; (3) make a schedule for the implementation of *Lesson Study* activities ; (4) as well as making tools Data Collectors (PPE) for the purposes of collecting, processing data, analyzing data and making conclusions ”.

- **Plan Implementation**

The stages in implementing the activity plan include the following activities: "(1) socializing to the educators involved, as well as madrasah administrators; (2) providing guidance and training for educators, as well as madrasah managers, (3) strengthening the operational implementation of *lesson study* and describing tasks in detail for lecturers, educators, and principals of madrasah and (4) implementing *lesson study* is less than two cycles and practicing six times. teaching social studies and fiqh ”.

- **Program Analysis**

The focus of program analysis in this study is (*context, input, process and product*): "(1) *Context analysis* , is a *need assessment* of what is needed for teacher professional development in the selected location. (2) *Input analysis* , emphasizes documenting various input information that is considered urgent including student profiles (learning facilities and infrastructure, desire to learn and learning achievement), educator personal data (recent education and learning experiences, *mismatch* of attitudes towards new things. , madrasah work ethic) as well as learning infrastructure owned by madrasah. (3) *Process analysis* , carrying out observation activities related to the implementation that has been carried out in the madrasah-based *lesson study* activities to see its suitability with

what has been planned. (4) *Product analysis*, includes 2 aspects, namely analysis of the output and its impact.

## 2. Program Implementation Results

### • Achievement Level

As one of the capacity building programs (cognitive, affective and psychomotor) for educators in improving the quality of learning, it must be carried out on an ongoing basis, *lesson study* cannot be implemented instantly. *Lesson study* is a long-term and sustainable program. However, it is not in the sense that *lesson study* cannot have an effect in the short or medium term. Japan is experienced carry out *lesson study* for more than 100 years, and the results can be seen within that time. The most important thing to measure the level of achievement is the extent to which changes can be made, where the level of significance depends on the achievement of each target that has been determined in the short, medium and long term.

Below is a description of the results achieved based on the activity objectives that have been set.

1. The cooperation of universities and madrasas as a form of capacity and responsibility that must be developed as a form of education, research and community service activities IAIN Metro as one of the public universities in Metro, must play a more active role in developing partnerships with the Metro City government. other related parties. The partnership that can be built must be in accordance with the program developed by IAIN Metro, namely fostering prospective MI teachers and teachers. At first, the cooperation was still not good as a result of the existence of IAIN Metro as the State PTI in Metro which was still not seen by all parties. With the implementation of this program, it is the beginning to develop the IAIN Metro cooperation with all parties in the Lampung Province. The excellent responses from various components can be used as capital to develop mutually beneficial sustainable cooperation according to the personality of IAIN Metro.
2. By referring to this framework through the composition of the activity implementers, then a part of IAIN Metro is needed as a forum for lesson study activities to collaborate with various parties, both schools and other educational institutions. Therefore, in the future, the model for implementing *lesson study* activities can be developed into a component of increased cooperation. Among them is by developing partnerships with local governments (regencies / cities) in carrying out activities
3. *lesson study*. IAIN Metro requires the best planning and programs in building partnerships with various agencies. 3. *Lesson study* activities that have been carried out in the Central Metro District with two madrasah ibtidaiyah, MI Al-Khoiriyah and MI Al-Arsyad take place according to a plan that has been compiled jointly by the researcher. There is a change in schedule in the middle of the implementation of activities is common in every activity, it is very grateful that the *lesson study* that has been carried out by the research team can get a form that can be made by IAIN Metro and by madrasah. There are 20 class teachers involved in the socialization and

training activities in the Central Metro District. The training activities at each madrasah have enabled each madrasah to carry out *lesson studies* both through a partnership with IAIN Metro and independently. By going through a continuous guidance process carried out by several lecturers theoretically as well as through direct practical activities that have been carried out according to schedule.

4. The learning community through the collaboration between IAIN Metro and MI was successfully initiated through lesson study activities as an effort to raise the quality in implementing various learning theories, especially in madrasah ibtidaiyah. This model study group can be made easier because of the good relationship in various active participation during the *lesson study* running. The tangible result of this activity is that educators in madrasah are now more active and learning in class becomes more lively and they have clear and measurable targets that make it easier to achieve learning goals.
5. Initiating partnership programs with the ministry of religion gradually and continuously. What has been implemented is measuring cooperation in various other programs, as long as good relations are fostered by the institute with other parties outside the campus. The hope is that the cooperation will not only be limited to the Central Metro District, but also in other sub-districts in Metro City. Next
6. cooperation will be expanded with other regencies in Lampung Province. The implementation of *lesson study* resulted in a good relationship between IAIN Metro and madrasah, with this then it could provide opportunities for good short, medium and long term cooperation.

- **Analysis of Activity Results**

After the implementation is complete, then an impact analysis is carried out aimed at the sustainability of the *lesson study* activities after they have been felt to provide benefits for all parties involved. The analysis was carried out on the impact of *lesson study* for IAIN Metro, educators and madrasah. The goal is to see the achievement of the implementation and the results obtained and the achievement of the activities that will be carried out next. In the end, the results were not only used by the research team who were the program implementers, but all parties who participated in the *lesson study* should be able to improve the quality of learning in madrasas throughout Indonesia.

To be honest, the implementation of the *lesson study* program took place during the 2011 DIKTIS Research period, and nevertheless this activity can provide many benefits in boosting the improvement of the quality of learning in MI even though it is only carried out at one time. However, the quality of learning can be used as a program and carried out continuously in synergy with various other educational programs. The activities that have been carried out are the opening steps for *lesson study*, the results of which can at least change the mindset of the parties involved on how important it is to improve the learning process and outcomes in madrasah through activities such as *lesson study*. Henceforth, the *lesson study* that has been implemented can be used as an example of a model for programs to improve the quality of learning as well as a

tool to hone the teaching profession (especially classroom teachers) in Islamic elementary schools.

- ***Impact of Activities for IAIN Metro***

*Lesson study* activities have a considerable influence on the implementation of the Metro IAIN program directly or indirectly, both institutional and performance in dealing with other agencies in the form of mutually beneficial cooperation.

In terms of the impact on the institution, this research program for IAIN Metro, namely the number of parties involved, both the academic community, in this case the alumni, graduate users, and students. The influence felt by IAIN Metro is the increasing trust of the public to continue their education for educators whose educational qualifications have not been S1 / equivalent and take advantage of graduates.

Another thing is that the implementation of lesson study is a means of increasing personal skills, community service and research activities for lecturers to apply their knowledge according to what is needed by the community.

- **Impact of Activities for Madrasahs and Classroom Learning**

The implementation of *lesson study* can be used as a solution option in developing teacher competencies, especially with regard to deepening learning theories and how to practice them in the classroom. Madrasahs and educators have ample opportunity to add insight and be motivated to constantly improve their competence. In addition, both madrasahs, educators and the community are fully aware of continuing to work tirelessly in improving the quality of learning through improving infrastructure and other things needed. Madrasahs have the opportunity for their educators to actively participate in increasing knowledge, attitudes and skills that have the potential to boost the quality of learning in the classroom. In addition, madrasahs can determine the priority scale of their programs as outlined in their operational plans (renop) and strategic plans (renstra) so that not only the quality of learning increases but also the level of community trust in sending their children to school is also higher.

The activities of students in social studies and fiqh learning showed high enthusiasm because educators paid attention the level of development and using a variety of media and learning media. The atmosphere of openness shown by educators to evaluate every learning activity that has been carried out, both the teaching style, use of media, learning methods and assessments, gradually gets better. Planning involves students and teacher groups as a form of synergy between students, educators, principals and the community.

- **Next Steps and Possible Sustainability of Activities**

Although the implementation of the *lesson study* was relatively short, it lasted less than a year, but the results have been adjusted according to the expected objectives, namely referring to the planning that has been determined in the implementation period of this program. Henceforth, planning can be made continuously so that it becomes better by expanding the research area not limited to a few madrasahs. Meanwhile, the research that has been carried out is limited

to providing an initial impact on IAIN Metro, lecturers, madrasahs, educators and students. The results of this research can then be used as a stepping stone or as material for consideration in carrying out various research programs in the next period. Based on that, it is necessary to convey here the follow-up actions that must be taken as a form of sustainability of this *lesson study* program. This follow-up needs to be done by all parties in order to get the maximum impact from the *lesson study* in the short, medium and long term.

- **Follow-up by IAIN Metro**

The follow-ups that can be considered by IAIN Metro are as follows: "(1) increasing a part as a carrier of the cooperation program, for example *lesson study*, (2) providing motivation for *lecturers* to make various *lesson study*-based activities in teaching, (3) giving strong encouragement to lecturers to implement *open lessons* in madrasah, (4) create models in implementing learning based on *lesson study*, (5) dive into cooperation with city / district governments to implement *lesson study*, (6) continue *lesson study* activities in Metro City on the basis of the madrasah program independently, (7) send lecturers for *lesson study* training activities carried out by the *PGMI Lecturer Association / PGSD* and other organizers, (8) planning trainings for madrasah ibtdaiyah teachers in carrying out their functions as facilitators in *lesson study*, (9) making madrasah-based *lesson study* manuals as a reference for implementation in madrasahs".

- **Follow-up by Madrasah**

Madrasahs must consider various things related to follow-up activities as follows: "(1) compilers and provide support for MI teachers development programs with *lesson study*, (2) motivate ongoing partnerships with IAIN Metro, (3) Madrasah principals coordinate educators In the *lesson study activities*, the implementation is budgeting for the LS program in the madrasah budget within each work unit, (4) providing facilities for educators to attend various workshops and *lesson study* seminars to become participants or resource persons for dissemination as a form of commitment to implementing LS".

#### D. Conclusion

*Lesson study* activities as a research program have considered various benefits and effects not only for IAIN Metro as an institution but also for all parties such as the head of madrasah, the community, educators and students because it continues to improve in terms of quality to take part in Madrasah Ibtidaiyah.

This *lesson study* activity has been able to encourage lecturers to be more active in the community both in the field of service and research. Lecturers are increasingly open to synergizing with *stakeholders* in the field, especially madrasah and teachers. With this, the lecturers' activities in the field of research and service is more synergistic with the needs in the field.

The direct involvement of lecturers in the field as *lesson study* facilitators was welcomed by the school and teachers, because they thought they had the opportunity to collaboratively and collaboratively improve the quality of learning in the classroom.



This activity is very appropriate to improve the image of IAIN Metro for graduate users, as well as people who want to continue their education to learn to gain knowledge needed in facing a better future.

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