



## Application of lesson study and moving post competition in learning social sciences based on local advantage students VII

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### Abstract

Social Sciences is often regarded as boring learning because of conventional learning activities. The learning process (PBM) in social studies subjects in SMP Negeri 7 Bumiayu Malang class VII C is also considered not maximal. Students look less enthusiastic to follow the lesson. More learning activities are done individually. Stimulus given from teachers sometimes does not get the expected response. Lack of interest in Social Sciences learning causes students' critical thinking skills to weaken.

Lesson Study and Moving Post games are applied to improve students' activeness, develop critical thinking skills and improve student learning outcomes on IPS learning. Lesson study facilitates teachers to work together to analyze student needs and to seek solutions together through three steps: 1) plan, 2) do, and 3) see. Application of Lesson Study is supported by the presentation of Social Sciences learning based on local wisdom. This is done deliberately to achieve contextual and concrete learning. The result of the research shows that there is an increase of activeness, critical thinking ability, and student test result on Social Sciences lesson based on local wisdom. Differences in learning outcomes and changes in student behavior appear in the first lesson study and second lesson study.

**Keywords:** lesson study, moving post, critical thinking, social sciences, local wisdom

### Introduction

Learning is a series of planned procedures that involve many components including teachers and learners. During the implementation of learning there are often some problems both from the teacher side and from the students side. These problems occur due to various factors both from teachers, students, facilities and infrastructure, or learning resources. Lesson study activities are conducted to help teachers see and address learning problems. LS involves teachers and students during the learning process. Lesson Study is one step in tackling emerging problems and may appear in the field collaboratively (Rustin et al, 2006) <sup>[11]</sup>.

Based on observations made at SMP Negeri 7 Bumiayu Malang-East Java, Social Sciences looks less interactive. Students look passive following the learning process. The teacher acts as the main informant with lecture and demonstration methods. Students learn by focusing on textbooks and information from teachers so that the learning atmosphere becomes less conducive, students tend to be asif, critical thinking skills of students less honed so that student learning outcomes are also low. In addition, the interaction in the learning process occurs between teachers and students as well as students with visible students is still low.

This happens because cooperative learning strategies and models are not often applied so that the ability of student collaboration in learning both against teachers and colleagues is not good. Therefore the researcher intends to apply Lesson study and Moving Pos game on Social Sciences subjects to create a conducive learning atmosphere so that students can become active, increasing critical thinking ability and learning

result of Social Sciences student of class VII C SMP Negeri 7 Bumiayu Malang increase.

### Understanding, objectives and benefits of lesson study

Lesson study abbreviated as LS comes from English, meaning lesson means learning and study means learning. The etymology of lesson study can be interpreted as learning from learning. Lesson Study is a series of intact and continuous activities designed for the process of developing and bringing the quality of learning to a better direction (Fitriani, 2014) <sup>[3]</sup>. Lesson study requires teachers' commitment to improve their quality. Susilo, et al. (2009) <sup>[14]</sup> states through lesson study, teachers can review and develop the best learning that can be developed. Cooperation built between teachers gave birth to a professional learning process. LS is implemented into a series of joint and continuous activities with various education principles such as forming study groups, building quality learning and collaborating (Haithcock, 2010) <sup>[4]</sup>.

In order to achieve a success in learning requires a large heart, broad insight, and the desire of teachers to always learn. LS activities is a way to improve the ability of teachers in the learning process by mutual learning between teachers in one field of study and with other fields of study (Ibrohim, 2009). The objectives of the lesson study are as follows:

1. Creating a student-centered Social Sciences learning design with Lesson Studies and Moving Pos games.
2. Improve students' critical thinking and collaboration skills in Social Sciences learning.
3. Establish good relations and cooperation with peer teachers in order to identify problems in learning.

4. Collaborate and exchange experiences or knowledge about learning theories to solve learning problems.

In addition to the above objectives, Lesson Study is applied in teaching and learning process because it has several benefits. Myers (2012) <sup>[9]</sup> says that Lesson Study provides an opportunity for teachers to consider the ideal qualities they expect the learners have as they graduate, what quality current learners have, and how to address the gaps that exist between them. Lesson study makes teachers always learn both individually and cooperatively to see problems in the learning process and find solutions to these problems. According to Hendayana (2007) <sup>[5]</sup> the principle of collaboration will facilitate teachers to build effective and efficient learning communities, while sustainable principles will allow teachers to become lifelong learning communities.

Through Lesson Study, teachers' skills in observing students, learning process and peers (model teachers) will develop. Lewis (2008) <sup>[8]</sup> suggests that the average teacher in Japan observes about ten lessons studied each year. In addition, Lesson Study helps teachers to learn together with peer teachers. In general, this lesson study activity has a considerable influence in improving the professionalism of teachers in designing, implementing and evaluating learning (Rustin et al, 2006) <sup>[11]</sup>.

For students, lesson study contributes to generate student interest and learning outcomes. The success rate of a learning approach can be seen from clear indicators. Prof. Akita in Syamsuri & Ibrohim (2011) revealed three success indicators of lesson study, among others:

1. Young teachers and experienced teachers in the schools communicate with each other in equality (experience exchange), experienced not shy to tell the experience of failure.
2. The teacher should be able to see and hear something concretely from the child.
3. Teachers and children are able to see, listen, listen, and observe students / friends thoroughly.

### **Goving Moving Pos**

Lesson study expects the active participation of students. One way to make students active is with the game. Lepiyanto (2012) suggests that game-based learning will be an interesting learning because it is able to condition students to be releks and interests to learn. Moving post game is one kind of game designed to activate concentration, memory, ability to cooperate and discipline. Moving post game is created as a challenge or challenge that aims to encourage student learning interest in learning. The syntax or steps in the game moving post as follows:

1. Students are in a heterogeneous group in terms of achievement.
2. The student prepares the post based on the number of questions in the student worksheet / LKS.
3. Students listen to the rules of the game from the teacher. each group will visit a post with a group answer sheet and answer the questions / questions in the post together. The group will move jointly to another post to answer another question on a post that has not been visited after a signal is moved by the teacher. The group is not allowed to move to another post on cue.

### **IPS based on local kearifan**

The weakness of Social Sciences learning in primary school is rote. Memorization raises learning materials that should be concrete to be abstract. Anggreani (2011) argues that in the process of reading, understanding, and interpreting the concepts of social studies, students should be more directed to the problems that arise in society or the surrounding environment, both yesterday and the current problem so that students can anticipate socio-cultural changes and influence positive or negative changes.

Making a conceptual learning becomes concrete requires a strategy one of them is with the development of teaching materials Social Sciences based on local wisdom. The finding of Noviana & Bakri (2015) <sup>[10]</sup> suggests that the implementation of teaching materials for social science education based on local wisdom in the fourth grade of Primary School of Buantan Besar State Siak Subdistrict Siak Regency shows the influence of teaching materials on the understanding and student learning outcomes that appear in pre-test and post-test.

Local wisdom is an idea, work, belief, and culture held by traditional communities for generations to maintain the identity and identity of the group. Ero (2017) <sup>[2]</sup> argues that "local wisdom has grown and developed in society and the immediate environment of students." This can mean that local wisdom has grown and developed in the social community and in the everyday environment of students. Learning Social Sciences based on local wisdom will help students understand abstract IPS concepts become more real and objective because the understanding of the concept has been in the minds of students as an informal learning outcomes. This strategy will indirectly lead students to develop their critical thinking skills independently through learning (Anggreani, 2011).

The ability to think critically is necessary to prepare students for future life problems. Sa'idun et al (2013) <sup>[12]</sup> states that the ability is a step taken by a person in improving the quality of himself intellectually by providing a contribution of quality and creative thinking. Based on the above explanations, then the formulation of the problem in writing this scientific paper, among others; 1) to see the process of implementing Lesson Study and Moving Pos games in the Social Sciences learning based on local wisdom, 2) to see the effectiveness of the first lesson study and the second lesson study in social studies in class VII C SMPN 7 Bumiayu Malang-East Java.

### **Research Methods**

This type of research is qualitative research (case study lesson study). The design of the lesson study approach consists of three stages: 1) plan, 2) do, and 3) see or plan, implement, and see / evaluate. While the research method used using triangulation method that is interview, observation, and documentation.

Before and after doing lesson study, researchers conducted interviews with teachers and students. Interviews are used to obtain in-depth information about the subject under study when the subject is small (Sugiyono, 2015). The research was conducted in class VII C at SMPN 7 Bumiayu Malang East Java Province. The number of students consists of 30 people,

19 men and 11 women. The Social Sciences material taught in the first lesson study meeting is the potential of natural resources, while the Social Sciences material taught at the second meeting is about the registration of the population.

In addition to interviews, the data obtained from observations during the learning process. Observation type used structured observation. Structured observation is an observation that has been systematically designed to get directional information (Sugiyono, 2015). Observations were made before and after the lesson study.

Documentation is done to collect information from the teacher record either in value or personal journal. In addition to knowing the effectiveness of lesson study and moving post game on Social Sciences learning based on local wisdom, teachers obtain data from LKS results (student worksheets) at the first meeting and second meeting.

**Research Result**

**Cycle 1**

The application of lesson study and moving post game on Social Sciences learning based on local wisdom is applied in two cycles. The first cycle is the first activity done by applying the principles of plan, do and see. Researchers and teachers work together to produce maximum learning and can improve critical thinking skills of students of class VII C.

The plan phase consists of several activities such as doing the observation of learning which is done by the classroom teacher. Observations are also useful for providing preliminary information to researchers about students, classroom conditions, provision of learning resources, and Social Sciences learning progress. Observations made using the rubric of observation. The observer comes from three people, two from colleagues and one from the classroom teacher.

Prior to the learning, researchers presented views and opinions through interviews about the potential of natural resources nationally and local wisdom in Malang. In addition to equating perceptions, researchers make the design of lesson activities in lesson planning lesson studies, collect learning resources and teaching materials based on local wisdom, prepare learning media and develop assessment. It is re-communicated with the classroom teacher.

The second stage in cycle I is the stage do or implement. This stage occurs implementation and implementation of learning conducted by researchers using all the tools (lesson plan, media, teaching materials Social Sciences based on local wisdom, and assessment) on students of class VII C.

The third stage is see. This stage is used to collect information and assess the success of LS cycle I. Information obtained from the observer record, the workmanship results of student worksheet during the game moving post and subjective test results of students. Based on observations made by two observers, obtained information about the activity of students during the learning process reached 60%. Critical thinking ability of students reaches 29% in process marked by process: 1) question and answer, 2) gathering information, 3) identifying potential of natural resources, 4) identify local wisdom of Malang community in managing natural resources, 5) data meclarification, 6 ) present and communicate results. The ability to think critically involves the ability and skills in

finding the solution of madalah and solve it (Syarifah & Sumardi, 2015) [16]. The ability to analyze, interpret or interpret, assess or evaluate and reason with the available information is an elaboration of critical ability. Further information synthesis results are used to solve the problem (Trilling & Fadel, 2009, pp.51-52) [17].

In addition, to test the effectiveness of lesson study and moving post game in Social Sciences learning based on local wisdom is through the test. Hasik subjective tests conducted at the end of learning shows the need for lesson study cycle II because students who achievement score of 70 only 40% of 30 people ie twelve people. Based on the results obtained, it is necessary to apply lesson study again to improve the ability of critical thinking and student learning outcomes.

As for some notes for further improvement that must be done to present a better learning, among others, 1) teachers need to master the class so they can manage the class during the learning well, 2) the teacher should always give attention to the passive students by approaching, and ask about his difficulty in learning, 3) teachers should always go around group to group to see the progress and learning difficulties experienced by each group.

**Cycle 2**

The first stage in the second cycle is to make learning devices. Provide lesson plan /Lessson Study design, media, teaching materials based on local wisdom, questions for moving post game, and assessment. After the first phase goes well with the cooperation and assistance of the classroom teacher, the researcher goes to the second stage.

The second stage in the second cycle is the stage of doing or carrying out the learning done using all the tools (lesson plan, media, teaching materials Social Sciences based on local wisdom, and assessment) on the students of class VII Cyang totaling 30 people. The implementation of lesson study is still supported by 2 observers, namely classroom teachers and auxiliary teachers (peer researchers) to make observations and assessments of lesson study activities.

The third stage is to see information about students' activeness during the learning process reaches 87%. The students' critical thinking skills in the process are characterized through a process: 1) questioning, 2) collecting information, 3) identifying the potential of natural resources, 4) identifying local wisdom of Malang community in managing natural resources, 5) clarifying the data, 6) presenting and communicating the results to 77% of 30 people or 23 people. The learning result obtained from subjective test reach 92% from 30 students that is 28 students get achievement score value that is 70. As many as 79% of the 28 students or a number of 22 students get value above achievement score.

Based on observation and test data in cycle I and second cycle of applying lesson study and moving post game on Social Sciences learning based on local wisdom can be seen as follows:

**Table 1**

Cycle	Partisipation	Critical Thinking	Result Test
I	60 %	29 %	40 %
II	87 %	77 %	92 %
Achievement	27 %	48 %	52 %

The above description shows the success of lesson study in the second cycle. Increased liveliness during Social Sciences learning, increased ability to think critically and subjective test results indicate the importance of the role of lesson study in learning both for teachers and for students. Yudianti (2014) suggests the results of his research that there is increased collaborative activities of teachers and students as well as improving students' independence in the learning process after applying lesson study.

### Conclusion

Lesson study learning using moving post game on Social Sciences learning based on local wisdom is considered successful. This is because there is peningkatkan on the cycle I to cycle II. The increase is caused by several supporting factors such as:

1. Good assistance and cooperation between model teacher (teacher), class teacher (guardian class VII C), and teams (peers or observers) that carefully, thoroughly and collaboratively help find problem solving in Social Sciences learning together.
2. The use of games in learning can encourage student learning interest. Giving rewards to the best groups encourage students' competitive motivation and spirit in Social Sciences learning.
3. Development of teaching materials Social Sciences based on local wisdom makes the construction of knowledge more easily and become contextual.
4. Available facilities and good infrastructure to be used as media such as LCD.
5. Variable learning resources because of the many reference books of the school.

### Suggestion

Given the importance and the need for lesson study in schools, the researcher recommends both the teacher and principal to always do lesson study on a regular basis. This is done to improve the quality of learning, improve the quality of learning outcomes, and detect student learning difficulties and then solve them.

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