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EDUCATIONAL PARADIGM: STRATEGY TO IMPROVE THE QUALITY OF LEARNING BY IMPLEMENTING LESSON STUDY

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Abstract

Learning as a part of education is the spearhead of determining whether or not educational goals are achieved, so that the quality of learning is intimately associated with the caliber of education. Lesson study implementation is one attempt to raise the standard of education in the modern world. Lesson Study is a coaching endeavor aimed at enhancing the learning process that is carried out by a group of teachers in a collaborative and ongoing manner when it comes to organizing, carrying out, monitoring, and reporting learning outcomes. An educational paradigm that includes strategies to raise the standard of instruction by using the application of lesson study is a very relevant and effective approach. Lesson Study is a cooperative approach where educators plan, monitor, and reflect on their learning together. The learning community is one of the cornerstones of lesson study. The research method used in this article is a literature review. The quality of learning, autonomous learning during lesson study, and methods for putting lesson study into practice to raise learning quality are all included in this research.

Keywords: educational paradigm, learning quality, lesson study

INTRODUCTION

Nowadays the world of education is experiencing very rapid development. The educational paradigm has shifted from being teacher-centered to being student-centered, which is what distinguishes this growth. In fact, recently a new paradigm was opened, namely contextual centered

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learning. Learning as a part of education is the spearhead of determining whether or not educational goals are achieved, so that the quality of learning is closely related to the quality of education. Learning is a program, the characteristics of which are systematic, systemic and planned (Iqbal et al., 2021). Systematic means regularity, in other words learning must be carried out in accordance with a certain sequence of steps, starting from planning, implementation, to assessment.

Learning is the core of an educational process. How teachers teach and facilitate learning for students is very important in creating quality and meaningful learning experiences. In today's ever-developing era, it is hoped that There will be ongoing improvements to the quality of education. Lesson study is one strategy that can work with this (Schipper, T., Goei, S. L., de Vries, S., & van Veen, 2018).

According to Ramísio et al., (2019) Lesson Study is a group effort approach that involves a team of teachers in planning, observing and reflecting on lessons on an ongoing basis. This approach originates from Japan and has been applied in various countries around the world to raise the standard of instruction in the classroom. Among the fundamental ideas of lesson study is the learning community. Teachers in the Lesson Study team work together to plan innovative lessons, pay attention to student needs, and design effective learning strategies, which is called the plan stage. Next is the do stage, where one of the teachers in the team who has been appointed will teach in class, while the other teachers observe carefully and record student responses and obstacles that arise.

Then the see stage, which is an observation process and is the core stage of lesson study. After the lesson, the teacher team will gather to present their findings during the learning process, having in-depth discussions and reflections on what worked and what needs to be improved in the lesson. Also at this stage, teachers share knowledge, experience and effective learning strategies. Next, revise the lesson plan to be applied to the next lesson.

One of the advantages of lesson study is that it has a continuous cycle. So the lesson study process does not stop at one lesson, but continues by developing and improving lessons through various repetitions. In this way, over time the caliber of education can continue to be improved. Through lesson study, teachers have the opportunity to collaborate to improve their skills in teaching. They learn from each other, try new approaches, and share best practices. Apart from that, Lesson study additionally offers opportunities for teachers to increase student involvement in learning, explore their individual

needs, and adapt learning strategies according to class needs (Ismayaet al., 2023).

Leavy, A. M., & Hourigan, M. (2016) stated that implementing lesson study can also help build a collaborative learning culture in schools. By involving the entire team of teachers, principals, and even students in the lesson study process, learning is no longer the sole responsibility of the teacher in the classroom, but a shared responsibility. This collaboration creates a learning environment that is inclusive, student-centered, and focused on continuous improvement. The government, educational institutions and teachers must work together to encourage and support the implementation of lesson study. It takes time, dedication, and strong collaboration to integrate lesson study into a school's ongoing learning culture. However, its significant benefits to the quality of learning and teacher development make it a very worthwhile investment. In a world that is constantly changing and developing, the need to improve the quality of learning is essential. Lesson Study provides a collaborative, reflective and sustainable approach to achieve this. With lesson study, teachers can continue to improve and improve the quality of learning, prepare students to face future challenges, and create a meaningful and relevant learning environment.

A very important step in lesson study activities is planning learning activities. Planning learning activities involves many parties, for example groups of teachers in the same field or groups of teachers across fields. It is hoped that the learning activity plans that are prepared together will be of better quality when compared to learning plans that are developed individually. The involvement of various elements of the learning activity planning process allows for constructive sharing of opinions, experiences and knowledge so that the final product obtained is better (Gorghiu et al., 2015).

At the learning activity planning stage, activities begin with identifying learning problems; identification of learning problems includes teaching materials, teaching materials, as well as alternative learning strategies that may be applied, and preparation of learning plans. In-depth analysis of teaching materials and hands-on is carried out collaboratively. Teachers need to discuss possible ways to overcome existing weaknesses or problems, choose the best alternative to be tested, prepare instructional resources and instruction materials, and develop alternative learning strategies for the chosen topic, so that the best alternative can be obtained to encourage students' learning process effectively optimal.

Activities provide an opportunity for each teacher or other party involved in the discussion to contribute according to their respective abilities and experiences (Fujii, 2019). In this way, sharing of experiences and knowledge can occur constructively so that the insights of each party become increasingly developed. The implementation step is the second phase of putting Lesson Study into practice. Increased knowledge about teaching materials and learning processes can also be obtained through implementation activities. At this stage there are two general actions, namely implementing the design of learning activities and making observations. At this point, the observer watches as one of the teachers carries out the lesson in accordance with the plan. Through this activity, each observer can make in-depth observations about students' responses and learning behavior towards the learning plans that have been prepared together.

Understanding student behavior is crucial to the learning process, particularly for teachers. If a teacher, through observation, is able to properly identify the level of understanding that students have achieved, the difficulties they face, and the individual or group potential demonstrated When students are learning, the instructor will probably be able to develop interventions that are more appropriate to their needs and needs. level of students' thinking abilities. Lesson study activities are carried out by involving a group of teachers to carry out planning, implementation and post-learning reflection together so that a synergistic learning community is formed (Takahashi, A., & McDougal, 2016). The collaboration carried out by teachers when developing plans, implementing learning, and reflecting can increase the process of constructive interaction which has the potential to increase teacher professionalism. Interactions that occur between teachers and other related parties, including lecturers from universities, if carried out on an ongoing basis can build a peer bond in the shape of an educational community. It is anticipated that the execution of the activities will be able to produce fresh innovations in inventive learning. Every member of the participating community has the opportunity to engage in self-development in this way, giving them the independence to grow alongside other members of the learning community.

Through the activities that develop in lesson study including the process of plan, do and see, it is hoped that each member of the community can give and receive from each other so that each party obtains benefits that support increased knowledge which includes, among other things, teaching materials and learning aids in the form of hands on, as well as learning strategies (Lucenario et al., 2016).

RESEARCH METHOD

A review of the literature was the research method employed in this paper. A literature review is an organized method for assessing, combining, and summarizing research findings from multiple sources of literature that are pertinent to the subject of the study. Within the framework of strategies to improve the quality of learning by implementing lesson study, we can locate methods, ideas, conclusions, and suggestions that have already been covered in related literature by doing a literature study (Snyder, 2019). A variety of resources, such as periodicals, books, documents, the internet, and libraries, are available for literature study. A literature review research is the kind of writing that is employed, and it centers on the outcomes of writing on the educational paradigm: strategies to improve the quality of learning by implementing lesson study.

RESULT AND DISCUSSION

Quality of learning

Biggs, J., Tang, C., & Kennedy, G. (2022) state that quality is conformance to standards, that is, in compliance with what is mandated or established. Generally speaking, quality refers to the attributes and overall description of products or services that show how well they can meet explicit or implicit needs. When defining quality in the context of education, input, process, and output are all included from learning.

Learning is closely related to learning. Ayub, U., Yazdani, N., & Kanwal, F. (2022) state that learning is a permanent change in behavior or in the potential for behavior that produces experience. Apart from that, Talukde et al., (2021) argue that learning is a natural activity that leads to changes in what we know, what we do, how we behave. Thus, learning is a long process to achieve a goal that is realized in change and is permanent. Therefore, to achieve the expected learning goals requires a series of processes. A series of processes to achieve goals in learning is what is usually called learning.

According to Tercan, H., & Meisen, T. (2022) learning, which is also called instructional, is an effort to deliberately manage the environment so that someone forms themselves in certain positive ways in certain conditions. Learning is a purposeful activity, carried out by students actively and deliberately. specifically designed, has rules and time limits for its implementation, and is evaluated to determine the achievement of the goals that have been set. Referring to the opinion of Ali et al., (2021) that learning is a

process used to prepare students with conditions that can help students achieve their learning goals. Thus it is clear that education consists of a sequence of tasks that have a special design that can help students achieve learning goals.

Zaleha, Z., Fitria, H., & Wahidy, A. (2022) revealed seven principles that can improve the quality of learning:

1. Promotes communication between teachers and students.
   A key element in raising student motivation and engagement in the learning process is the frequency of interactions between teachers and learners, both within and outside of the classroom.
2. Encourages students to cooperate and show reciprocity.
   It is preferable to work in groups to enhance student learning as opposed to having solo rivalry.
3. Encourages active learning.
   Students don't just sit and listen to the teacher's explanation, memorize and answer the teacher's questions, but students must be active in learning. What they learn must become a part of the student.
4. Give prompt feedback.
   It is important to provide feedback so that students can know directly what they have learned.
5. Emphasize time on task.
   Students need help in managing time effectively in their studies.
6. Expresses high standards.
   Assume more, and more will be given to you. Honor different learning styles and abilities. It is important to provide students the chance to showcase their skills and learn in their own unique ways.

As agents of change, teachers are required to continue to develop their professionalism according to their field of work. The conclusion of all teacher efforts to increase professionalism relies on the main task of teachers, namely increasing the caliber of educators in offering educational services. Quality learning will encourage changes in quality students, both cognitively, attitudes and skills. Many figures, observers and educational practitioners have commented on the characteristics of quality learning. All things considered, quality learning can be defined as a learning process that is marked by improvements over prior learning experiences and outcomes. Put another way, both the actual learning process and the acquired learning outcomes have improved. Parameters regarding the quality of the process and results are very

dependent on the concept and implementation of the curriculum developed in the field.

Independent Learning in Lesson Study

According to Romiszowski, A. J. (2024) states that independent learning is an autonomous individual effort to achieve academic abilities. However, according to Lo, C. K., & Hew, K. F. (2020) that individual learning is not independent learning, but the individual learning system is a method that can be used to develop and improve students' learning processes independently. According to Sargent, J., & Casey, A. (2020), independent learning is a process in which students are free to establish their own learning objectives and paths, organize the process, create effective learning strategies, use the resources they select, make academic decisions, and actively participate in activities that help them reach their goals.

The way students learn actively and get involved in the learning process can improve each individual's connection with the presence of students at face-to-face meetings in the classroom. Students can develop their own skills in their own way. Educators, both teachers and lecturers, are only facilitators as required in the independent curriculum as a form of the student profile on Pancasila.

Within the autonomous learning process, students can improve their desires and skills without the help of other people so that in the end they no longer depend on teachers, friends or other people. Students in independent learning first understand the content of the material they read for themselves and are able to find the learning resources they need. If there are difficulties or problems, they have the courage to ask questions and discuss them with their friends or teachers who teach that field.

There is a lot of content and other information that instructors and lecturers do not always impart in the classroom. Students who are independent learners are driven to discover the things they are unaware of. They also have perseverance, seriousness, discipline, a sense of responsibility, a great sense of curiosity to be able to progress and develop.

The process of independent learning provides opportunities for students to study learning material with minimal assistance from educators. Students, both pupils and students, take part in the process of learning activities with teaching materials that have been specifically designed so that problems in learning can be analyzed and alerted to beforehand. Flexibility in learning has a beneficial impact on students to train their independence so as

not to be too dependent on educators in front of them who only use one-way learning (Barton, E. A., & Dexter, 2020). With openness in learning, the paradigm in learning has changed, such as internet-based distance learning. A number of scientific and technological advancements that have been applied to real-world phenomena have also had an impact on changes in the educational system.

According to Moreno, V., Génova, G., Parra, E., & Fraga, A. (2020), there are various conditions for independent learning, including:

1. There are intriguing issues that lack significance for learners. The problems presented must be real, up to date and related to life. Thus, it is also interesting for students to find the answer.
2. Ask students for responses to practice speaking and critical thinking skills.
3. Offer helpful inspiration. A variety of elements, such as the environment, school, and the parents in the family, have an impact on independent learning in order to foster lifelong learning. Teaching materials in schools must truly create valuable experiences for students so as not to cause frustration for students.
4. Students must be trained and guided by knowing what students like, exploring the potential they have so that it can be channeled appropriately and must be applied in social life.
5. By giving attention and appreciation to students.
6. Don't expect perfection from students because each of them has their own uniqueness in learning. Educators must be sensitive to students' development and also know what they need.
7. Give students time because they cannot become independent in an instant, but they must adapt and learn to be independent by giving them time to understand themselves and become more independent.

Lesson study-based learning also creates learning that collaborates and communicates with each other so that independent learning can be created for students. In lesson study learning, each student is also directed to learn from each other, where if there are participants who already know about a topic and there are friends in one group who need help from other friends with mutual respect and respect, they will teach friends who need it. assistance (Aminatun, D., & Oktaviani, 2019).

In lesson study, educators have first designed learning that can create an independent class. When designing learning, teachers and lecturers jointly design learning according to the educational setting and the requirements of the pupils in the class. Apart from that, when designing assignments, you also

really pay attention to the level of difficulty of the questions, starting from questions that are sharing tasks to questions that are jumping tasks. The level of difficulty in completing assignments can create collaboration and communication during the process of learning. It is intended that by creating carefully thought-out learning activities, learning objectives can be met by altering students' behavior based on empirical evidence, forming their maturity to identify attitudes and find solutions when faced with challenges.

Independent learning in the classroom involves students actively and involved in the learning process. Educators act as facilitators, while students have the freedom to set learning goals, plan the learning process, use selected learning resources, and make academic decisions. In independent learning, students themselves understand the content of the material and look for the necessary learning resources. You also have a desire to learn from the unknown and possess characteristics such as perseverance, seriousness, discipline, responsibility and great curiosity.

Independent learning offers students the opportunity to familiarize themselves with the subject with help from the teacher. A flexible learning process allows students to develop their independence and not be too dependent on the teacher. The learning paradigm has also changed with internet-based distance learning. The development of science and technology also influences changes in the education system.

Independent learning requires several requirements, such as interesting and important problems, practicing speaking and critical thinking skills, constructive motivation, involving family and community in the design of lifelong learning, paying attention to and respecting students, and providing time for students. Students understand the material and become independent. Study-related learning, collaboration and communication between students are important to create learning independence. The trainer plans learning by taking into account the didactic situation and students' needs, as well as the difficulty of the task, to encourage cooperation and communication (Sumbawati et al., 2020).

By designing well-designed learning activities, it is hoped that students can achieve their learning goals and develop maturity and maturity to solve the problems they face. Independent learning in the classroom can strengthen students' independence and prepare them to face life's challenges.

Steps for Implementing Lesson Study in Improving the Quality of Learning

Lesson Study is an activity carried out in groups or teams. To carry out lesson study well, there are several things that need to be considered when forming a team (Saito, E., & Atencio, 2015), as follows:

1. Share aspirations or objectives
2. Participate in one another's work
3. Listen to one another and keep the problem in mind rather than yourself
4. Members of the team encourage and challenge one another.
5. Members of the team need to respect one another, carry out their unique duties, collaborate, and keep in touch.

Thus, it is hoped that the team formed for lesson study will truly learn, share and collaborate to increase the effectiveness of learning.

The steps or phases in lesson study can be described as follows:

Phase I: Scheduling and Planning

Schedules can be created to allow teachers to plan time, based on subject and/or grade level, to improve the efficacy of instruction by participating in group, methodical problem solving.

Planning activities:

1. Make a meeting schedule
2. Determine the meeting place
3. Make invitations to Lesson Study team members
4. Prepare the tools needed, such as pencils, pens, paper, blocknotes, etc
5. Determine the goals to be achieved by the Lesson Study team

Phase II: Teaching and Observation

The steps for teaching and observation, as well as any evidence collected in the initial lesson, are as follows:

1. One team member gives a lesson (teaching), then another team member observes the lesson. The results of the observations will provide detailed notes and collect evidence without making judgments before carrying out the discussion.
2. All team members, except those who are teaching, are observers. Observers provide new insights and can gather evidence of student thinking and understanding.
3. Before carrying out observations, the team determines what data will be collected and assigns each member to be an observer in the lesson.

Phase III: Discussion

The discussion forum in Lesson Study requires a facilitator who is able to attract all team members to be involved productively. The facilitator guides the

discussion process without criticizing members thereby damaging or weakening the team. The team facilitator must be intelligent, knowledgeable and wise, able to model an analytical approach in discussions, and organize discussions well.

The steps in the discussion are as follows:

1. The teacher who teaches provides comments on the lessons that have been implemented. Each team member must listen to the comments until the end.
2. Each team member provides comments on the lessons that have been implemented.
3. Discussions are held openly.
4. The facilitator provides comments and summarizes the results of the discussion.

Discussions are conducted on evidence or clues about student thinking and learning. Discussions are focused on the lesson team, not the teacher. Observers share the evidence they have collected and discuss implications for future lessons.

Phase IV: Reteach and Reflection

For the purpose of identifying any necessary adjustments to needs, the team goes over observation notes and gathers many samples of student work. The group discusses how to reorganize the lesson to increase its effectiveness after evaluating the data that was gathered. Through instructional activities, the instructor links the lessons learned by the students. They identify the sections that aid in students' learning and those that require revision in order to effectively assist students in meeting team learning objectives. Depending on team consensus, any content can be used with the lesson study phases. Lesson Study is a thorough professional development process that is ongoing, which sets it apart from other professional development management methods. This enables educators to discuss with pupils the actual learning difficulties they encounter in the classroom. Lesson study fosters the development of relationships and collaboration with colleagues, which increases capacity and aids in the definition of strategies and best practices (Saito, E., & Atencio, 2015).

CONCLUSION

Learning that is of high quality is defined by advancements over earlier iterations in both the learning process and outcomes. In other words, there is an improvement in the learning process that occurs and the learning outcomes

obtained. Parameters regarding the quality of the process and results are very dependent on the concept and implementation of the curriculum developed in the field.

In lesson study, educators have first designed learning that can create an independent class. When designing learning, teachers and lecturers jointly design learning according to the educational setting and the requirements of the pupils in the class. Apart from that, when designing assignments, you also really pay attention to the level of difficulty of the questions, starting from questions that are sharing tasks to questions that are jumping tasks. The level of difficulty in completing assignments can create collaboration and communication during the educational processIt is believed that by creating carefully thought-out learning activities, learning objectives can be met by helping students change their behavior based on empirical evidence, which will help them become more mature and capable of identifying problems and coming up with solutions.

Lesson Study is an activity carried out in groups or teams. To carry out lesson study well, there are several things that need to be considered when forming a team as follows:

1. Have shared hopes or goals
2. Contribute to each other
3. Each team member must listen and focus on the problem, not on the individual
4. Team members support each other and provide challenges
5. Team members must fulfill their individual responsibilities, work together, maintain interaction and respect each other

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