

Study on the Implementation of the School-Based Lesson Study Model in Civics Education at SMA Negeri 1 Indralaya Selatan

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan model lesson study berbasis sekolah pada mata pelajaran PKn di SMA Negeri 1 Indralaya Selatan. Penelitian ini menggunakan pendekatan kualitatif. Informan dalam penelitian ini berjumlah tiga orang, yaitu satu kepala sekolah dan dua guru mata pelajaran PKn yang dipilih melalui teknik purposive sampling dengan mempertimbangkan keahlian guru dalam menerapkan lesson study. Teknik pengumpulan data dalam penelitian ini meliputi wawancara, observasi, angket, dan dokumentasi. Uji keabsahan data dilakukan melalui uji kredibilitas, uji transferabilitas, uji dependabilitas, dan uji konfirmabilitas. Teknik analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil analisis data dan pembahasan, diketahui bahwa penerapan model lesson study berbasis sekolah pada mata pelajaran PKn di SMA Negeri 1 Indralaya Selatan tergolong baik. Hal ini dibuktikan dengan kesesuaian tahapan lesson study yang telah diterapkan oleh guru di kelas, yaitu pada tahap perencanaan guru sudah baik dalam merencanakan pembelajaran, pada tahap pelaksanaan guru sudah baik dalam melaksanakan pembelajaran, serta pada tahap refleksi kepala sekolah dan guru pengamat sudah baik dalam menyampaikan saran yang positif. Berdasarkan hasil analisis data dan pembahasan tersebut, dapat disimpulkan bahwa penerapan model lesson study berbasis sekolah pada mata pelajaran PKn di SMA Negeri 1 Indralaya Selatan berjalan secara efektif. Hal ini terlihat dari kesesuaian pelaksanaan tahapan Plan, Do, dan See di dalam kelas.

Kata kunci: Implementasi, model lesson study berbasis sekolah, mata pelajaran PKn

Abstract

This research aims to find out implementation of lesson study model based on school on the PKn lesson in Senior High School 1 Soutl Indralaya. This research uses qualitative approach. In this research, the informants are three people, a headmaster, and two by PKn lesson teachers who obtained through purposive sampling technique by selecting teachers who are experts in applying the lesson study. The techniques of collecting data in this research are interview, observation, questionnaire, and documentation. The data validity tests in this research are credibility test, transferability test, dependability test and confirmability test. Analysis techniques in this research uses reducing data, presenting data, and getting conclusions. Based on the data analysis results and discussion, it is known that the implementation of lesson study model based on school on the PKn lesson in Senior High School 1 Soutl Indralaya is good. It is proved by accordance of lesson study stages that has been applied by teachers in the classroom, such as planning teachers are good at planning lessons, implementation teachers are good at teaching, reflection headmaster and observer teachers have been good at conveying positive suggestions. Based on the data analysis and discussion, it can be concluded that the implementation of the school-based lesson study model in Civics at Senior High School 1 Soutl Indralaya is effective. This is evident in the appropriateness of the lesson study stages implemented by teachers in the classroom, such as Plan, Do, and See.

Keywords: Implementation, lesson study model based on school, PKn lesson

1. INTRODUCTION

Learning is fundamentally a structured and intentional process facilitated by educators who endeavor to ensure that instructional activities proceed effectively, dynamically, and

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interactively (Hair, Black, Babin, & Anderson, 2019). Realizing such conditions is inherently complex, as it demands educators who are adaptive and committed to fostering meaningful engagement among students and fellow teachers (Aristiadi, 2019; Pollock et al., 2023). This principle is consistent with Government Regulation Number 19 of 2005 concerning National Education Standards (Schwerpunkt, 2024; Rusdarti et al., 2021).

Article 19, as cited in Thobroni (2011:317), stipulates that learners must actively participate through reciprocal interactions between teachers and students, among students themselves, and vice versa, thereby cultivating interest and intrinsic motivation within the instructional process. In parallel, Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1), as referenced in Rusman (2011:383), mandates that professional educators possess appropriate academic qualifications and demonstrate pedagogical, personal, and social competencies, validated by professional certification.

Within this regulatory and professional framework, lesson study emerges as a collaborative and sustainable model of professional development aimed at enhancing instructional quality. It is implemented collectively through systematic stages of planning, implementation, observation, and reflective evaluation. Mulyana, as cited in Rusman (2011:384), defines lesson study as a collegial activity in which teachers collaboratively assess and refine learning practices to establish continuous professional learning communities. Likewise, Mulyatiningsih (2014:231) conceptualizes lesson study as a professional development process wherein educators critically examine their own instructional practices with peer support to improve pedagogical effectiveness (Obah, 2024; Zhang, 2022).

Accordingly, lesson study can be understood as an ongoing, collaborative endeavor among teachers to elevate the quality of learning outcomes through reflective and systematic practice. Through the implementation of this model, students are expected to demonstrate heightened enthusiasm and active engagement in classroom learning across subjects, particularly in Pancasila and Citizenship Education (PKn) (Cortázar et al., 2021; Saimon, et al., 2023).

Lesson study is widely regarded as an effective mechanism for strengthening teacher professionalism and enhancing the overall quality of instruction. To substantiate this perspective, the researcher conducted a preliminary investigation at SMA Negeri 1 Indralaya Selatan, including interviews with the coordinator of MGMP-based lesson study who also serves as a PKn teacher at the institution. The informant indicated that the lesson study model has generated a positive impact on instructional activities. Prior to the implementation of school-based lesson study, MGMP-based lesson study initiatives had already been introduced in Ogan Ilir Regency (Widiastuti, et al., 2023; Syaifudin, 2024; Sujati, et al., 2023).

Subsequent observations conducted by the researcher corroborated this information. Findings from the preliminary study revealed that lesson study activities were met with considerable enthusiasm among PKn teachers, particularly in fostering professional growth and improving instructional quality. Moreover, lesson study functions as a constructive professional forum for PKn educators who aspire to strengthen their professional competencies and enhance the effectiveness of their teaching practices (Kuswandi & Sulthoni, 2019; Nielsen, et al., 2020).

2. METHOD

This study employs a single variable, namely an examination of the implementation of the school-based Lesson Study learning model in the subject of Pancasila and Citizenship Education (PKn) at SMA Negeri 1 Indralaya Selatan.

The population of this research comprised all subject teachers at the institution, totaling 27 individuals. To determine the research sample, the investigator applied purposive sampling. According to Sugiyono (2012:81), purposive sampling refers to a sampling technique in which participants are selected based on specific considerations or predetermined criteria relevant to the objectives of the study (Ayu, et al., 2022; Ferdaus & Novita, 2023; Sanjaya, et al., 2022).

Based on this rationale, the researcher intentionally selected participants possessing expertise and direct involvement in Lesson Study (LS), particularly within the PKn subject area. Consequently, the study involved 37 participants, consisting of the school principal, two PKn teachers, and 34 students (Sunata, 2019; Wulogening & Timan, 2020).

The selection of research participants was guided by specific criteria, including:

1. Teachers who have previously participated in Lesson Study (LS) model activities.
2. Teachers actively implementing the LS model in their instructional practices.
3. Teachers recognized as experts or leaders in LS activities.
4. Teachers willing to serve as research subjects.

To collect data on the implementation of the school-based LS model in the subject of Pancasila and Citizenship Education (PKn) at SMA Negeri 1 Indralaya Selatan, the researcher employed four primary techniques: interviews, observations, questionnaires, and documentation. Once the relevant data were collected, analysis was conducted using systematic procedures including data reduction, data presentation, and drawing conclusions. This process was structured to refine and organize the data to facilitate meaningful interpretation, employing a qualitative descriptive approach (Rahmawati, 2022; Zusniarni, et al., 2024; Marmoah, 2019).

To assess the trustworthiness and accuracy of the research findings, several data validity tests were applied. First, the Credibility test was used to determine the authenticity and reliability of the data. Second, the Transferability test evaluated the extent to which the research findings could be generalized to the broader population from which the sample was drawn (Khadafi, 2021). Third, the Dependability test audited the research process to ensure methodological accountability. Finally, the Confirmability test verified that the collected data and resulting interpretations were consistent with the research process and free from researcher bias (D. Susanto, Risnita, & Jailani, 2023).

This rigorous approach ensured that the study's findings accurately reflected the implementation of the school-based LS model and provided a reliable foundation for evaluating its impact on teaching and learning outcomes.

3. RESULT AND DISCUSSION

Based on the interview and observation data, the implementation of the school-based Lesson Study (LS) learning model by Civics (PKn) teachers at SMA Negeri 1 Indralaya Selatan has been carried out effectively. This is reflected in the teachers' learning activities, which followed the structured stages of the Lesson Study model namely Plan (planning), Do (implementation), and See (reflection) (Kuswandi & Sulthoni, 2019); Chen, et al., 2020).

After undergoing systematic data reduction and data presentation, the final stage of analysis drawing conclusions and verification confirmed that the school-based Lesson Study model in Civics subjects has been implemented successfully. Interviews revealed that teachers possess a solid understanding of the LS model, while observations demonstrated that classroom activities were student-centered. Additionally, teachers showed proficiency in applying all three stages of Lesson Study, with the implementation stage (Do) aligned with pedagogical competencies (Davids & Rinquest, 2024; Keeley, et al., 2019).

Research Results Overview:

- Interviews: Teachers exhibited a clear comprehension of the LS model and its application (Pavajeau & Montero, 2023)
- Observations: Learning activities prioritized student engagement and active participation (Fattah, et al., 2023).
- Questionnaires and Documentation: Teachers consistently prepared lesson plans, learning strategies, and instructional media in accordance with the independent curriculum, reflecting adherence to the Lesson Study stages (Susanta, et al., 2023)
- Data Analysis: Included data reduction, data presentation, and conclusion drawing/verification (R. Susanto, Rachmadtullah, & Rachbini, 2020)

The findings of this study align with prior research by Rian Anggara and Umi Chotimah , which reported that the Lesson Study model, when implemented by teachers as resource persons, positively impacts the professional competence of Civics teachers across Ogan Ilir Regency. Similarly, documentation confirmed that teachers are capable of executing the teaching and learning process effectively, integrating all Lesson Study stages (Nurpratiwi, 2024).

To ensure the reliability of these findings, four validity tests were conducted: Credibility, Transferability, Dependability, and Confirmability. Additionally, both method triangulation (cross-checking interviews, observations, and documentation) and source triangulation (verification through a five-question questionnaire distributed to grade XI IPS 1 students) were applied (Putri, et al., 2023; Pavajeau & Montero, 2023).

In conclusion, the implementation of the school-based Lesson Study model by Civics teachers at SMA Negeri 1 Indralaya Selatan has been effective, as evidenced by the systematic application of planning, implementation, and reflection stages, contributing positively to teacher professionalism and student-centered learning.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the implementation of the school-based Lesson Study model in Civics (PKn) at SMA Negeri 1 Indralaya Selatan is effective. The effectiveness of this model is evident in the teachers' consistent adherence to the three stages of Lesson Study: Plan, Do, and See, during classroom activities. In addition, the observation of 13 specific indicators further supports this conclusion, as all indicators were successfully applied by the teachers during the implementation process. This demonstrates that the school-based Lesson Study model was executed in a comprehensive and systematic manner, leading to its overall success in enhancing the quality of Civics education at the school.

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