

## Development of Lesson Study in Indonesia

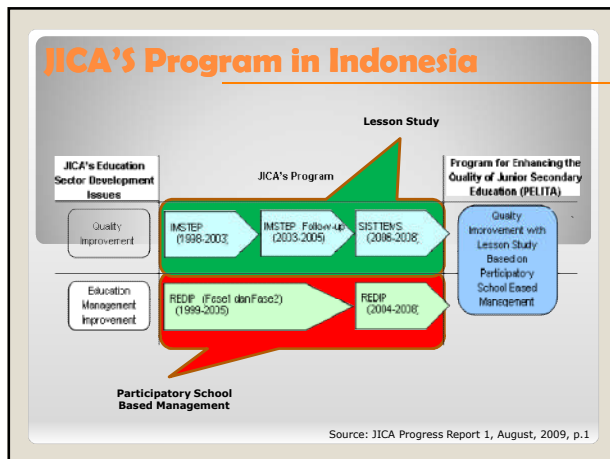
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Presented in Seminar on the Trend and Issue of Science Education around the World; March, 9<sup>th</sup>, 2013, Graduate School for International Development and Cooperation (IDEC), Hiroshima University - JAPAN

## The Outline


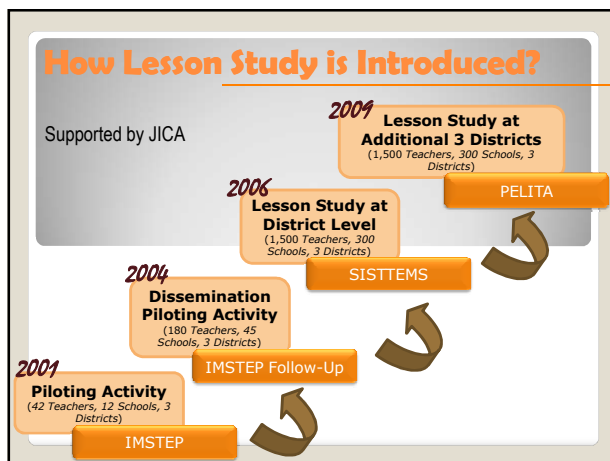
- The Development under Support of JICA
- The Development under Self Initiative
- Teachers' Continuous Professional Development Program Before Lesson Study Implementation: Situations and Conditions
- Lesson Learnt
- Challenges of Lesson Study Implementation

## The Development under Support of JICA



## The Philosophy of PELITA

PELITA is abbreviation of Peningkatan Kualitas. This is another name of Program for Enhancing the Quality of Junior Secondary Education. PELITA is also the same meaning of candle or torch. Like a candle or torch, it will guide us to the brighten future ■

### PELITA Target Sites

Beside 6 piloting districts/cities, PELITA also has been conducting the national training which has been participated by university lectures, instructors from government training institution, teachers, school supervisors, school principals from across Indonesia.



### Activities in Lesson Study

**School Principal Training**  
(Twice a year)

- This training is targeting school principals as the facilitator of Lesson Study.
- School Principals ha a important role in sustaining lesson study.

**Facilitator Training**  
(4 times a year)

- Participants are coming form selected math and science teachers.
- At least 1 math teachers and 1 science teacher from each school in piloting lesson study site
- Teachers who has been trained will be the facilitator in the cluster based lesson study

### Activities in Lesson Study

**Cluster Based Lesson Study**  
(Twice a month)

We divided the cluster based on the 2 subject: Math and Science. Each Subject will be conducted plan-do-see cycle twice a month.

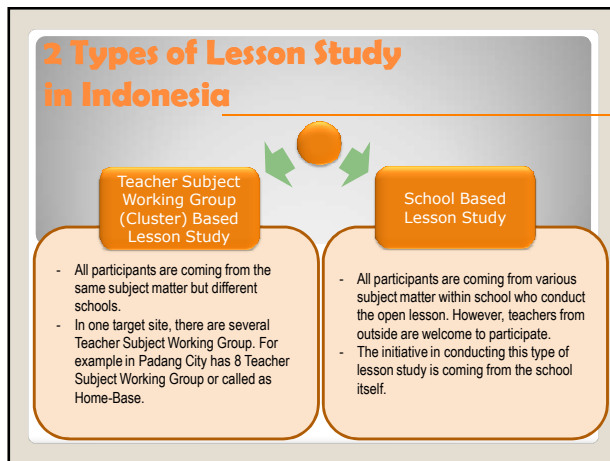
**Evaluation Workshop**  
(Twice a year)

- The participants are coming from all stakeholder members (central and local government of MONE and MORA, university representatives, selected school principals and teachers).
- This workshop aims to evaluate the progress of lesson study implementation in piloting site

### Activities in Lesson Study

**Dissemination Forum**  
(Twice a year)

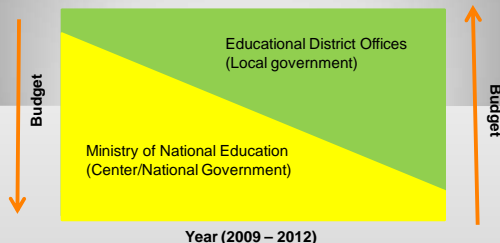
- This forum is intended to disseminate lesson study to another districts in the closer spectrum.
- Participants are coming from district government member from particular target site and neighbor district, university representatives, selected school principals and teachers from particular target site and neighbor district.



### From Cluster Based Lesson Study to School Based Lesson Study

- At the first time of implementation, the project focused on Cluster Based Lesson Study because of some reasons:
  - Usually, in one target site they have a lot of schools. By focusing on cluster, it would be easy to organize, evaluate, and monitor.
  - The number of expert also limited.
- As sustainability of Lesson Study implementation, the project gradually shifted and scaled up the number of School Based Lesson Study type.

### Sharing System Between Center and Local Government in PELITA

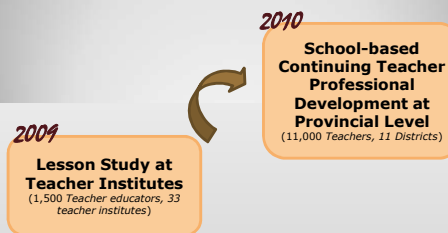


Funding from Center will decrease gradually until 2012 and oppositely from local government will increase

### The Development under Self Initiative

### From JICA Project to Self Initiative

Under Directorate General of Higher Education, Ministry of Education and Culture



### Districts/Cities Target in 2011

Under Local Government Initiative



### Lesson Study under Support of Sampoerna Foundation

30 Junior Secondary Schools, 250 Math & Science teachers (LSMGMP), 250 Social & Language teachers (LSMGMP), 81 teachers of 2 Junior Secondary School (LSBS), 30 school principals, 8 school supervisors.



### Induction Program for Beginner Teacher

Under Directorate General of Primary and Secondary Education, Ministry of Education and Culture

- Best Practice National Conference on Lesson Study
- Publish the book about Lesson Study activities
- Using Lesson Study approach as a way to conduct Induction Program for Beginner Teacher

In 2010, Ministry of National Education launched Regulation No. 27 about Induction Program for Beginner Teacher. To conduct this program, we decide to use lesson study approach

### Teachers' Continuous Professional Development Program Before Lesson Study Implementation: Situations and Conditions

### TCPD before Lesson Study Implementation

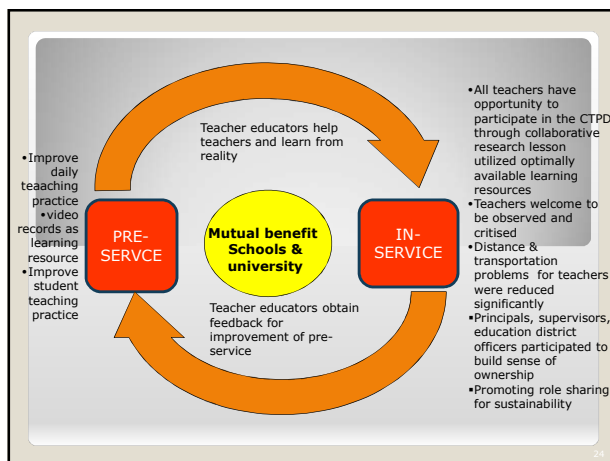
- Centralized Program
  - Budget from Center Government → No awareness from Local Government → Local Government does not have a vision to enhance the teachers;
  - Focused not on classroom teaching practice (student worksheet, examination sheet) → missing of finding student problem learning;
  - Project not program → difficult to be sustained;
  - Appointed teacher for participating in the training based on like and dislike → Not all teachers have the same opportunities to participate the program;
  - Program which had been employed didn't make an habit to enhance their quality;
  - Spending a lot of money → transportation and accommodation for teachers.

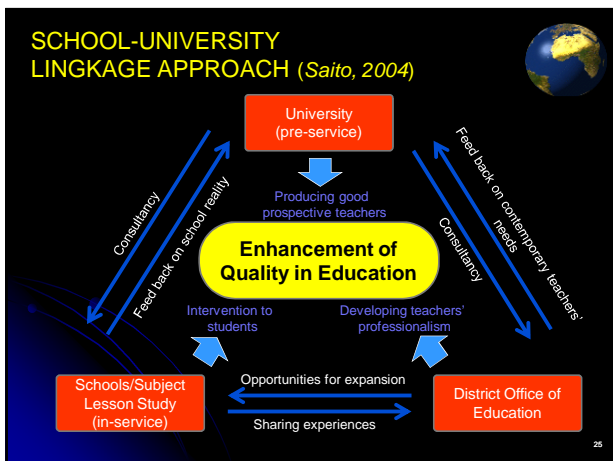
### TCPD before Lesson Study Implementation

- Low Involvement of University
  - Universities get more benefit from school → University students conduct research & teaching practice at schools, faculty members conduct research at schools;
  - The other hand, schools get less benefit from university → The results of research from universities are not touching the schools;
  - Schools are becoming the object of research, there isn't partnership between them;

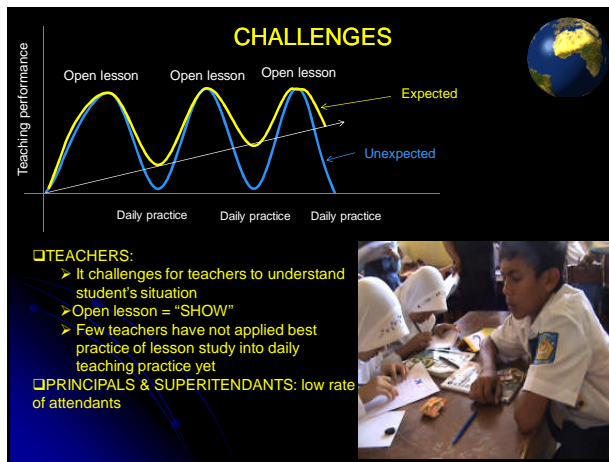
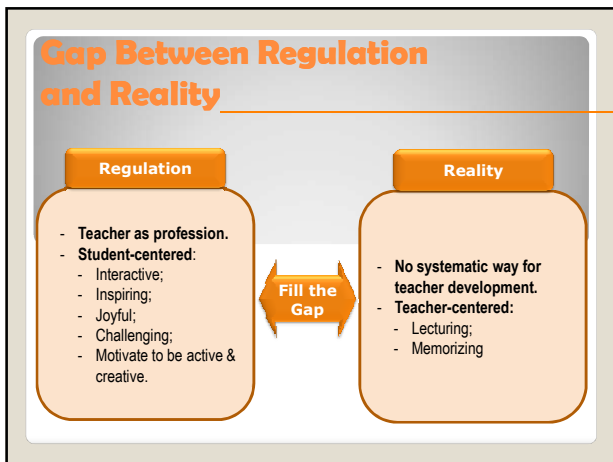
**“In-service training programmes tend to be delivered as lecture and there are few impacts of training in real classroom situation” (Japan International Cooperation Agency [JICA], 2003)**

### Lesson Learnt





## Challenges of Lesson Study Implementation



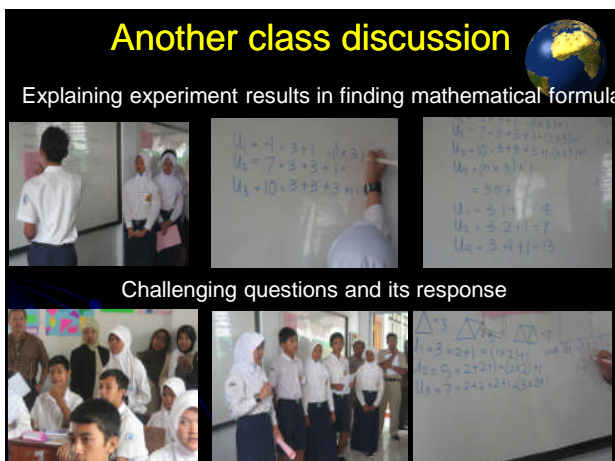
### Plan

Lesson plan is developed collaboratively based upon learning problems to promote student active learning through hands-on & mind-on activity, daily life, and local materials

### Open lesson (Do)

A teacher teach a lesson while others observe the lesson. Observation is focused on student activities. Observers do not make any intervention

- Are students learning & how are they learning?
- Is any student not learning & why?
- How did teacher help students learning? Does it work?



### Abbreviation

<b>IMSTEP</b>	Indonesia Mathematics and Science Teacher Education Project
<b>IMSTEP Follow-Up</b>	Indonesia Mathematics and Science Teacher Education Project Follow-Up
<b>SISTEMS</b>	Strengthening In-Service Teacher Training of Mathematics and Science Education at Junior Secondary Level
<b>REDIP</b>	Regional Education Development and Improvement Program
<b>MONE</b>	Ministry of National Education
<b>MORA</b>	Ministry of Religion Affairs
<b>TCPD</b>	Teacher Continuous Professional Development
<b>LSMGMP</b>	Lesson Study Berbasis MGMP (Cluster Based Lesson Study)
<b>LSBS</b>	Lesson Study Berbasis Sekolah (School Based Lesson Study)
<b>PELITA</b>	Peningkatan Kualitas (Program for Enhancing the Quality of Junior Secondary Education)

### References

Sumarhendayana, *Lesson Study and Its Sustainability in Indonesia*, Powerpoint slide, 2011

Japan International Cooperation Agency (2003), *In-service teacher training improvement under decentralization* (Jakarta, JICA Jakarta Office).

JICA Progress Report 1, August, 2009, Jakarta

