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## Lesson Study: A Collective Concern for Students' Learning Improvement

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### Abstract

Having a teaching art for a teacher has been a compulsory nowadays. Beside the basic requirement, the mastery of the content and also good lesson instructions are needed in the classroom. The skill or competency sometimes become the problems faced by the teacher in implementing a lesson plan. By understanding the cases, the teacher has to be aware of alternatives to best classroom activities. The lesson study is suggested to be an alternative solution for implementing a lesson plan. This study aimed to show how collaborative learning from the teachers can create collective concern among the teachers. This research employed a literary study directed for providing some perspectives and evidences to prove that teacher's competence can be developed through collaborative learning. The results of this study has indicated that the teachers are strongly encouraged to apply the lesson study in attempt to find the best way for implementing the lesson plan because it can build a learning community among teachers, overcome ineffective learning practice based on clinic stages, and be implemented at any level.

**Keywords:** Lesson study, collective concern, collaborative learning, learning improvement.



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## Introduction

Teacher must have skills or competencies of the current theories of teaching and learning. Those skills and competencies can be obtained or reached by adapting new education atmospheres and adopting new theories that relate to the science and art of learning. The profession needs teachers to master the way the teacher can organize the teaching-learning process as pedagogical competence well. Besides that, teachers also must have personal competence that is very close to the personal characters. It can be seen from the teacher's behaviour such as: humble, disciplined, hard-working, honest, etc. In addition, this profession also requires professional competence such as mastering the materials, knowing the standard competence of each lesson, knowing the basic competence, and also the goal of the teaching-learning process.

To start with, let us refresh our insights into the nature of teaching. As mentioned by Suwartono & Octavia (2019), teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. With all their efforts and roles – as a classroom manager, source person, counselor, facilitator, orchestrator, researcher, model –teachers should be able to create opportunities for learning to take place. The work of teaching, according to in Suwartono & Octavia (2019) includes broad cultural competence, relational sensitivity, communication skills and the combination of rigor and imagination fundamental to effective practice. Teachers also have to find ways, whatever it takes, to make learners feel comfort, excited, curious, so that at the end of the day they are able to absorb the material.

Teaching serves to create an environment in which students can learn. However, there are classes where students only sit and listen to the teacher. They are asked to memorize words and grammar rules, and students become reluctant and unmotivated to learn. Therefore, creative teachers with certain qualities are needed to deal with this problem. Some teachers are fully aware of this position and, therefore, engaged in the work. This type of teacher finds it easy to make classrooms lively and dynamic, and students enjoy learning accordingly. These types of teachers are also the ones who manage to inspire and make students enthusiastic and highly motivated to learn more and more, and they can "wait until the next day at school to see and study with their teachers".

Unfortunately, there are classrooms in which the students only sit and listen to the teacher. They are required to memorize words and grammar rules. As mentioned by Suwartono & Octavia (2019) language “was taught by means of what has been called the Classical Method: Locus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises” and so. This kind of teaching before the twentieth century, Brown said, has been practiced in language classroom worldwide, even up to the present time. As the condition of Indonesia, Bjork (2013: 53) emphasizes, “I was surprised by what I saw. Teachers tended to lecture from a stationary position at the front of the room, or to transcribe large sections from textbooks onto the blackboard”

English teachers are always trying to apply good and effective teaching methods and media. They are to help students easy understand the teaching material. In learning process, teachers must be able to present the best lesson to achieve the goals by using good and appropriate media (Meliala et. al, 2021). The development of technology that has been a need in this era, forces the teacher to adapt the technology. It is also a part of a professional one in delivering teaching-learning processes. Social competence as the last requirement for being a teacher needs them by showing the ability to communicate toward the students, among the teachers, the headmaster, other stakeholders, and society in general. The competence needs teachers to communicate effectively spoken and written. The real teacher's responsibilities actually are very hard to obtain and to be done. Those important and crucial duties can be gained through collaboration among teachers and stakeholders to develop teachers' competencies. Those all needs creative teachers.

Suwartono (2016) mentions that creative teachers possess the following qualities: (1) creative teachers are knowledgeable; (2) creativity in teachers requires their possessing confidence; (3) creative teachers are committed to helping their learners succeed; (4) creative teachers are non-conformists; (5) creative teachers are familiar with a variety of strategies and techniques; (6) creative teachers are risk-takers; (7) creative teachers seek to achieve learner-centered lessons; (8) creative teachers are reflective.

From the discussion above it could be inferred that pre-service English teacher programs alone are not enough to generate creative English teachers. According to Suwartono (2016) a few problems in initial English teacher education include: 1) an insufficiency of suitable training materials; 2) an appropriate theory-practice balance; 3) trainers who are not sufficiently experienced in ELT; 4) insufficient demonstration, too much lecturing too little participation; and curricula which are out-dated and out-of-touch with current world developments.

How do teachers come to be creative with creativity? Richards (2013) describes creativity as having numbers of different dimensions as the ability to solve problems in original and valuable ways that are relevant to goals, seeing new meanings and relationships in things and making connections, having original and imaginative thoughts and ideas about something, and using the imagination and past experience to create new learning possibilities.

Furthermore, Suwartono (2016) creative teachers learn a lot from variety of sources. With all their knowledge and efforts, they tend to enjoy trying out ideas in the class to help their students learn better. They do not feel worried about being different from what other teachers think or do. They enjoy looking back at their own teaching practice, such as from notes (teaching journals), students' feedback (usually by getting them to scribble on a piece of paper, or questionnaires), video-recording, or colleagues' feedback (through observation).

Being an English teacher in answering the criteria above, it is necessary to design an ideal lesson plan before come to the class, according to the needs of students, and concern on activities to activate students. The writer believe that all teachers have made lesson plans, but many of them are still not in accordance with the needs of students. Therefore, it is very necessary to form a small team consisting of 4-6 people to collaborate with other teachers under a strong commitment, it can also involve experts, school principals, and other parties such as stake holders who have the potential to contribute towards perfection to study the activity of learning process such as the interaction between teacher and students, students and students, students and material and so on. This effort is called lesson study. Lesson study is an activity where teachers can develop learning development processes and professional skills in improving student learning outcomes (White and Lim, 2008). Lesson study can be used to encourage collaboration of teachers to learn and share experiences in learning, which is expected to result in the emergence of problem-solving-based teaching methods which are now recognized globally as constructivist teaching models.

## Method

### Lesson Study Stages

Lesson study is a popular professional development approach in Japan whereby teachers collaborate to study content, instruction, and how students solve problems and reach for understanding in order to improve elementary mathematics instruction and learning. (Fernandez & Yoshida, 2012). The development of lesson study not only in Mathematics but also other subjects have spread all over the world. *Jugyo Kenkyuu* is a term in the teaching-learning process which means to study toward the learning process. This process is a model for the teaching profession through collaborative learning and sustainability for building a learning community and mutual learning. Dudley (2011) indicated that lesson study is a systematic attempt to achieve an educational objective that involves repeated opportunities to plan, observe, evaluate and discuss student learning in close detail. Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of learners working together to make a project, complete a task, or create a product together. The teachers sit together to see and analyze the syllabus and give the analysis of the experiences teaching a specific material. From that activity, the teacher can determine what are the crucial materials in common faced by the teacher and formulate the way they must take an action together.

Lesson study is a learning improvement approach that was originally developed in Japan (Stepanek, 2003a). Stepanek explained that Lesson study is a collaborative process in which a group of teachers identify a learning problem and design a learning scenario (plan stage), teach students according to a scenario carried out by one teacher, while others observe (do stage), reflect and evaluate (stage do), reflect and evaluate stage (see), as well as revising the learning scenario. The next stage, which may not be done immediately in the same class and school, but can be done in other classes or schools is to re-learn the revised learning scenario, re-evaluate the learning and share the results with other teachers (disseminate it). The plan do see stage is a cycle, which is often also explained with several details that are essentially the same. For example, Allen et al. (2004) detailed the lesson study cycle into five stages, namely goal setting, lesson selection and planning, teaching the lesson with peer observation, debriefing the lesson and consolidation of learning. Meanwhile, Stepanek (2001) detailed the lesson study cycle into eight stages, namely focusing the lesson, planning the lesson, teaching the lesson, reflecting and evaluating, revising the lesson, teaching the revised lesson, reflecting and evaluating, and sharing results.

Perry et al (2009) explained that lesson study is a model of professional development approach through "learning from practice". During lesson study, teachers formulate long-term learning and development goals; collaboratively work on "learning research" to achieve learning objectives; observing, documenting and discussing student responses to learning; and reviewing the learning, and broadening the learning approach. These activities – planning, observing, analyzing student learning, and reviewing learning – are a cycle based on collaborative learning. This is what makes lesson study recognized as a process that is consistently effective in developing the professionalism of some teachers in the United States. If the principles of lesson study are carried out systematically and sustainably, it is possible that they will have an impact on increasing teacher professionalism, which in the end is expected to improve the quality of education in Indonesia.

Zubaidah (2010) said that lesson study is a model of coaching (training) the teaching profession through collaborative and sustainable learning assessments based on the principles of collegiality and mutual learning so that a learning community can be built. If we look at the definition of lesson study, we find 7 key words, namely professional development, learning assessment, collaborative, sustainable, collegiate, mutual learning and learning communities. Lesson study aims to carry out continuous coaching of the teaching profession so that there is a continuous increase in educator professionalism. If continuous coaching is not carried out, then professionalism can decrease with increasing time. How to build it, namely through continuous learning assessment and collaboration. Learning assessments must be carried out regularly, for example once a week, once every two weeks, once a month, or at any agreed time, because building a learning community is a culture of building a culture that facilitates its members to learn from each other, correct each other, respect each other, help each other, and hold back each other's ego.

Building a culture is not short, it takes a long time. How long does it take to build a culture learning community has no limits, the longer the better. With regard to learning, there is no perfect learning, there is always a gap to continuously improve it, therefore learning must be studied continuously to make it better and better. The study of learning is intended to find solutions to learning problems so that

there is a continuous improvement in the quality of learning. Objects of learning studies can include, among others, teaching materials, learning methods/ strategies/ approaches, Student Worksheets, learning media, class settings, assessments, or other matters related to student empowerment. Why is learning assessment done collaboratively? Because more input for improvement will improve the quality of learning itself. Maybe according to yourself, it feels like learning preparation is good, but if you get input from other people, it might improve the quality of learning preparation.

The principles of collegiality and mutual learning are applied in collaborating when carrying out Lesson study activities. In other words, lesson study participants should not feel superior (feel the smartest) or inferior (feel inferior) but all participants in Lesson study activities must be intended to learn from each other. Participants who already understand or have more knowledge must be willing to share with participants who understand more, on the other hand, participants who do not understand must be willing to ask participants who already understand. The presence of resource persons in the lesson study forum must act as a facilitator, not an instructor. The facilitator must be able to motivate the participants to develop the potential of the participants so that the participants can move forward together.

Lewis (2002) states that lesson study has a significant role in making systematic changes. Lewis stated that in Japan lesson study contributed to the improvement of the wider education system. Lewis describes how this can happen by discussing five paths that lesson study can take, namely 1) bringing the goals of educational standards into reality in the classroom, 2) promoting improvement based on data, 3) targeting the achievement of various student qualities that affect learning activities, 4) creating basic demands for the need for increased learning, and 5) upholding the value of teachers.

Lewis (2002) further describes how lesson study can contribute to the development of teacher potential, namely by describing the eight experiences that lesson study provides to teachers, as follows. Lesson study allows teachers to 1) think carefully about the objectives of learning, subject matter, and field of study, 2) examine and develop the best learning that can be developed, 3) deepen knowledge about the subject matter being taught, 4) think deeply about the objectives The long-term goals to be achieved relate to students, 5) design collaborative learning, 6) carefully examine the ways and processes of learning and student behavior, 7) develop strong pedagogical knowledge, and 8) see the results of their own learning through students' eyes and colleagues.

The focus of lesson study is on improving learning, through observing students, so that they can think of ways to improve student learning and thinking activities, and not on teacher activities. General questions proposed in Lesson study are: how do students understand the learning material? Are students interested in learning? Do they pay attention to other students' ideas? In short, the data that needs to be collected about students includes five things, namely academic learning outcomes, motivation and perceptions, social behavior, attitudes towards learning, and teacher-student interactions in the learning process (Susilo, 2005).

Lesson Study is not a strategy or method in learning, but is one of the coaching efforts to improve the learning process carried out by a group of teachers collaboratively and continuously, in planning, implementing, observing and reporting learning outcomes. Lesson Study is not a temporary project, but a continuous activity that does not stop and is an effort to apply the principles in Total Quality Management, namely to improve the process and student learning outcomes continuously, based on data.

Lesson study activities can also play a role in sharing experiences among teachers. A teacher who carries out lesson study will learn from the learning activities he has done through reflection from the observers or observers. Teachers can get input on how to overcome weaknesses that arise in the learning process. Likewise, observers consisting of teachers and invitees benefited directly from these activities. If the teacher who appears shows good performance in building student interaction, then this can be a reference for other teachers. If the teacher's appearance is less able to build interaction in the classroom, then this is also a consideration for thinking about other, more interactive learning models. This activity can also be used as a vehicle to implement learning innovations that are growing.

In teaching activities, it must be considered what aspects or skills will be focused on the activities. There are four skills in the English language namely; receptive skills and productive skills. The receptive skills are listening and reading whereas the productive skills are speaking and writing. Listening as the receptive skills are the ways in which people extract meaning from the discourse they see or hear (Fadwa, 2010) is the first skill that the students gained through the first activity in gaining a first language or the

second language or even the foreign language. "Listening is stage one of responding to a communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuing interaction", (Lakshminarayanan & Murugavel, 2008). So, from the listening activity the students can stimulate their mind, produce language by repeating words and combining with the inputs that have been obtained to the next activity in communication that is speaking. Reading skill is also a part of receptive skill. Having good reading skill means that the students must understand grammatical terms such as subject, predicate, object. Students must know about the aspect of language such as the word, phrase, simple sentence, compound sentence, complex sentence and compound-complex sentence.

Productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolizes a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language (Golkova et al, 2014). So, it is impossible for the students to gain the productive skills before the receptive one. Speaking skills can be reached through listening tasks. By listening to the words or the sentences simultaneously the students can produce the language. On the other hand, the writing skill can be gained through reading skill. So, the goal of learning a language is achieved by communicating ideas or opinions, written or spoken.

Aspects or skills are the main points as the goal of the teaching-learning process. The objectives will guide the activities in order to reach the peak purpose of the learning language that is producing language. The top of the learning process goal is the mastery of the material through the skills or competencies trained in the courses. The activities in the lesson study can be planned step-by-step to achieve the goal. From the activities observed by the observers, it can be seen the interaction between teacher and the students and students to teacher and also students to students. The interaction happened when the flow of the activities led them involved in the activities freely without any obstacles between them. The flow of interaction among them in the real classroom will show the process in reaching skills or competencies in track or not with a lot of obstacles or not in running the teaching-learning process.

This paper is going to show how collective learning among teachers can strengthen the teacher's concept in developing teachers' competence through activities that allow other teachers to make a good contribution such as reflection and suggestions to make a good teaching-learning process and gaining the purpose of the teaching learning-process. by reflecting the process of the role model teacher implementing the lesson plan designed by them will impact the quality of the teacher. The quality can be reached through realizing the strength and also the weakness of the process.

## **Results and Discussion**

### **Level of Lesson Study Implementation**

In implementing lesson study, there are 3 cycles; planning, implementing and observing, and reflecting or in other terms is PLAN, DO, SEE, ACT. In figure 1, the teachers explore the curriculum. The deep analysis needed at the syllabus, the material together. They discussed the goals of the materials being implemented. They focused on what material goals were achieved by the students after studying the lesson. All of the goals of the materials are identified as based for determining and in the next step.

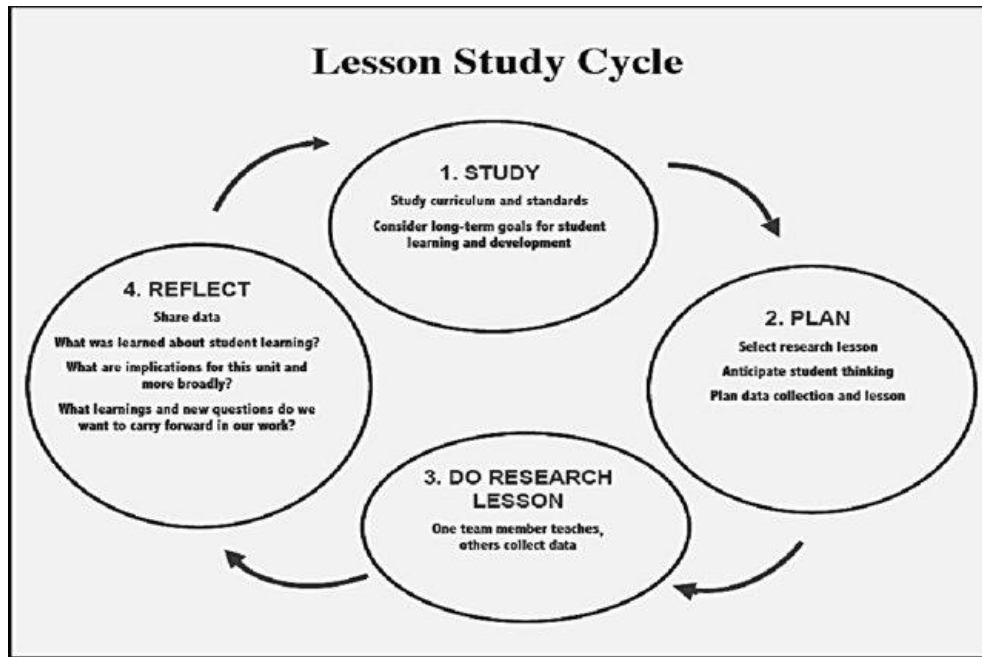


Figure 1. Lesson study cycle adapted from Lewis (2008)

It needs at least 4 to 6 people to conduct the research. The teacher can be grouped into two categories. They are the model teacher and the observer teacher. The people who involve the research can be teachers in the same subjects or other subjects in the same school or other schools, or other professionals such as lecturers, or practitioners, principals, or other people who can give input dealing with the run of the teaching-learning process. In the Lesson study, the collaborators above actively give input in terms of suggesting and giving inputs to the teacher model. For starting the lesson study, it needs a very high commitment for all people involved in order that the course of lesson study will run well. The commitment is needed because all have specific and important rules delivering the lesson study. As the teacher model, of course, this is the main part of the lesson study, and the collaborator also has a specific task giving suggestions and input to the teacher model. The commitment must be in a good arrangement of time in a work schedule. It covers when the meeting will be held. The meetings must be in a proper and exact time and they must be arranged well by the teacher model and also the consensus by collaborators. The meeting can start by discussing the job descriptions, who will be the teacher model, the collaborators, and what the material will be for the project together. Those who involve the lesson study sit together to make lesson plans, what instruments will be used by identifying what the teaching materials will be used, the observation method, and its instruments. Besides the above matter, it needs guidance in observation and reflection by making observation sheets and reflection sheet guidance.

The next step is the study of curriculum, syllabus, essential materials, literature related to the materials, and also teaching methods. Firstly, the lesson study focuses on what competencies are the problems faced by them in general. The materials chosen by them are related to the essential and crucial material because of the complexity of the materials or it needs a new strategy to implement in the real teaching-learning process. The implementations of lesson study must secondly, what is needed by the students in the teaching-learning process, and thirdly, we can make a reflection on what matters the students get difficulties in getting the teaching-learning process.

### First Stage (PLAN)

Lesson study activities start from the planning stage (PLAN) which aims to design lessons that can teach students, how to make students actively participate in the learning process. Good planning is not done alone but done together. Several teachers can collaborate or teachers (and lecturers) can also collaborate to

enrich ideas. Planning begins with an analysis of the problems encountered in learning. Problems can be in the form of subject matter, misconceptions, problems, pedagogy, namely how to develop appropriate learning methods so that learning is more effective and efficient, facility problems, namely how to deal with the shortage of learning facilities, or other learning problems. Furthermore, the teachers together look for solutions to the problems encountered which are outlined in the lesson plan or lesson plan, teaching materials in the form of learning media and student worksheets as well as evaluation methods. Teaching materials that have been designed may need to be tested before being applied to the classroom. Planning activities lead to the formation of collegiality between teachers and teachers, teachers and lecturers, so that lecturers do not feel higher or teachers do not feel lower. They can share experiences and learn from each other so that through meeting activities in the context of lesson study, mutual learning is formed. The plan stage includes four steps: (1) analyzing the topic, (2) analyzing the reality of students, (3) making lesson plans, and (4) checking the lesson plans.

Planning section is a crucial part for determining the goals. Good planning needs good analysis of the curriculum and the materials. In this case, teachers choose the materials to be implemented, make a lesson design together and also determine the goals collaboratively. Making lesson design needs comprehensive thinking because this step chooses the method and also the media in conducting the lesson design. Beside those aspects, they also design the steps or the flow of the students' activities. The teacher who will conduct the lesson study is also chosen, and who will be the teacher observer too.

Every teacher has responsibility to design lesson plan which is related to the elements of the 2013 Curriculum. There are a number of reasons why designing the lesson plans is important. Brown (2001) states that lesson plan is very useful to help teachers specifying their planning and it can help them to prevent classroom difficulties when they get confuse in explaining something. Then, Harmer (2007) also explains that a lesson plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teacher. Moreover, Gafoor and Farooque (2010) assume that lesson plans could help inexperienced teachers organize content, materials, and methods. Regarding the 2013 Curriculum, the teacher should make coherency among outcome standard, content standard, process standard and assessment standard. Therefore, lesson plan is one of significant aspects that should be considered by teachers to achieve successful learning.

## Second Stage (DO)

The second stage in lesson study is the implementation (DO) of learning to implement the learning design that has been formulated in the planning stage. Previously, in planning, it was agreed who the model teacher would implement the learning and the school that would host it. At this implementation stage, there are two main activities, namely: (1) learning implementation activities carried out by one of the agreed upon teachers or at their own request to practice the lesson plans that have been prepared together; and (2) observation activities or observations carried out by members or other Lesson Study communities (read: teachers, principals, or school supervisors, or other invitees who act as observers).

The observing teachers use observation instruments to answer some questions: 1) Does the teaching learning menus support the goal of the teaching learning process? 2) Does the teaching learning process run well? 3) What is the problem faced by the students? 4) What are the examples and questions provided to help the teaching learning process? 5) Can the teacher's instructions be comprehended by the student?

Several things must be considered in the implementation phase, including: 1) The teacher carries out learning in accordance with the lesson plans that have been prepared together; 2) Students are striven to be able to undergo the learning process in a reasonable setting and naturally, not under pressure due to the Lesson Study program; 3) During learning activities, observers are not allowed to interfere with the course of learning activities and interfere with the concentration of teachers and students; 4) Observers make careful observations of student-student interactions, student-teacher materials, student-teacher, student-other environments, using observational instruments that have been prepared previously and arranged together; 5) Observers must be able to learn from the ongoing learning and not to evaluate the teacher; 6) Observers can make recordings via video cameras or digital photos for documentation purposes and further analysis materials and recording activities do not interfere with the learning process; 7) Observers make notes about student learning behavior during learning, for example about comments or student discussions

and endeavor to include the name of the student concerned, the process of constructing student understanding through student learning activities. Notes are made based on the guidelines and sequence of student learning experiences listed in the lesson plans.

### **Third Stage (SEE)**

The third stage in the lesson study activity is reflection (SEE). After the learning is finished, a direct discussion is held between the teacher and observers who are guided by the principal, English Teacher Association facilitator, or a teacher appointed to discuss the implementation of learning. The following are some important and useful points from the learning discussion guide or reflection (Susilo, 2005).

First, the teacher who teaches lesson study is given the opportunity to be the first speaker and has the opportunity to bring up all the difficulties in his lesson before the difficulties are raised by others. Second, as a rule of thumb, the lessons delivered belong to all members of the lesson study group. This is an “us” lesson, not a “me” lesson, and it is reflected in everyone's descriptions. Group members assume that they are responsible for explaining the thinking and planning involved in the lesson. Third, teachers planning the lesson should tell why they planned it, the differences between what they planned and what actually happened, and the aspects of the lesson they wanted observers to evaluate. Fourth, the discussion focuses on the data collected by the observers. Observers talk specifically about the conversations and student work they recorded. Observers do not talk about the quality of lessons based on their impressions but they talk about the facts found. Fifth, free discussion time is limited; therefore there are limited opportunities for “grandstanding” and deviation.

In conveying his suggestions, observers must be supported by evidence obtained from observations, not based on their opinions. Various conversations that develop in the discussion can be used as feedback for all participants for the benefit of improving or improving the learning process. Therefore, all participants should also have notes of the conversations that took place in the discussion.

The results of this see stage will be reconsidered for the plan and do stages for the next learning improvement. From the results of reflection, a number of new knowledge or important decisions can be obtained for the improvement and improvement of the learning process, both at the individual and managerial levels. At the individual level, various valuable findings and inputs presented during the discussion in the reflection stage (check) certainly become capital for teachers, both acting as instructors and observers to develop the learning process in a better direction. At the managerial level, with the direct involvement of the principal as a participant in the lesson study, of course the principal will get a number of valuable inputs for the benefit of the development of education management in his school as a whole. If during this time the principal has been busy with things outside of education, with his direct involvement in lesson study, then he will be able to better understand what is actually experienced by teachers and students in learning.

### **Follow-up Stage (ACT)**

At this stage, from the results of reflection, a number of new knowledge or important decisions can be obtained for the improvement and improvement of the learning process, both at the individual and managerial levels.

At the individual level, various valuable findings and inputs presented during the discussion in the reflection stage (check) certainly become capital for teachers, both acting as teachers and observers to develop the learning process in a better direction.

At the managerial level, with the direct involvement of the principal as a Lesson Study participant, of course the principal will get a number of valuable inputs for the benefit of developing education management in his school as a whole. If during this time the principal has been busy with things outside of education, with his direct involvement in Lesson Study, then he will be able to better understand what is actually experienced by teachers and students in the learning process, so it is hoped that the principal can be more focus again on realizing himself as an educational leader in schools.



## Lesson Study Development

In relation to improving the quality of learning through the implementation of lesson study, there are two types of Lesson Study implementation, namely school-based lesson study and English Teacher Association - based lesson study. School-based lesson study is carried out by all teachers from various fields of study with the principal concerned, with the aim that the quality of learning from all subjects in the school concerned can be further improved. Meanwhile, English Teacher Association - based lesson study is an assessment of the learning process carried out by a group of teachers of certain subjects, with an in-depth study of the learning process in certain subjects, which can be carried out at the regional, district or perhaps even wider levels.

The above is in line with the findings of research conducted by Mulyana (2007) which states that after attending lesson study education and training, there is an increase in the ability of participants in preparing lesson plans by applying learning models that are relevant to the basic competencies to be achieved and the vision, mission, and school goals. In addition, participants were able to guide English Teacher Association members in planning and implementing lesson studies and reflecting, there was an increase in the ability of English Teacher Association members in preparing lesson plans by applying learning models and in carrying out learning guided by the lesson plans they made.

With regard to the two types of lesson study implementation, in terms of group membership, the Lesson Study Research Group from Columbia University suggests that only 3-6 people, consisting of teachers and principals, and other interested parties are sufficient. The principal needs to be involved, especially because of his role as a decision maker at school. With his involvement in Lesson Study, it is hoped that the principal can make important and appropriate decisions for improving the quality of learning in his school, especially in the subjects studied through Lesson Study. In addition, you can also invite other parties who are considered competent and have a concern for student learning, such as school supervisors or experts from universities.

Lesson Study development can be carried out on micro-teaching activities carried out by educational institutions in equipping students who will carry out Field Experience Practice activities in practical schools. In addition, the development of Lesson Study can be carried out on peer teaching activities which are part of teacher certification activities in Indonesia, especially for those who follow the teacher certification program through teacher training.

Through the implementation of this lesson study activity, a teacher will be faced with various learning problems that need to be found alternative solutions. Not all of these problems can be solved by carrying out lesson study. In this context, a teacher can follow up by conducting research activities. Research activities that can be carried out in order to solve learning problems in the classroom and at the same time to improve the quality of learning are commonly referred to as Classroom Action Research (CAR). Through this follow-up research activity, efforts to improve the quality of learning will be realized.

## Conclusion

Based on the description above, it can be concluded that 1) Lesson Study is one of the coaching efforts to improve the quality of learning carried out by a group of teachers in a collaborative and sustainable manner, based on the principles of collegiality and mutual learning to build a learning community. Lesson Study is an activity with the following characteristics: (a) the existence of a common goal for the long term; (b) emphasize important subject matter; (c) emphasize the careful study of students; and (d) prioritizing direct learning observation. 2) Lesson Study appears as an alternative to overcome problems related to learning practices that have so far been seen as less effective. Lesson Study is conducted with the aim of: (a) providing a better understanding of how students learn and teachers teach; (b) provide certain results that are useful for other teachers in carrying out learning; (c) improve learning systematically through collaborative inquiry. (d) build a pedagogical knowledge, where a teacher can draw knowledge from other teachers. In addition, Lesson study provides many benefits for teachers, including: (a) teachers can document their work progress, (b) teachers can get feedback from other members/communities, and (c) teachers can publish and disseminate the final results of the study. Lesson Study in the form of scientific writing. 3) Lesson Study is carried out based on cyclic stages, including: (a) planning stages (plan); (b) implementation (do); (c) reflection (check); and (d) follow-up (act). 4) Lesson Study development can be done by implementing: (a) School-based Lesson Study; and (b) Lesson Study based on English Teacher

Association. In addition, another form of development from the implementation of this Lesson study activity is in micro-teaching activities as part of learning activities. Another form of development can be carried out in peer teaching activities as part of teacher certification activities, especially for teacher certification participants through teacher training. Lesson Study activities can also be followed up with research activities in order to improve the quality of learning, namely by conducting Classroom Action Research (CAR).

Lesson study has been proven to have contributed greatly to improving the quality of learning. Therefore, the quality of planning and at the same time its implementation in learning needs to be improved.

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